



Build and offer professional development opportunities for faculty members interested in integrating experiential learning into their courses

Develop assessment practices for experiential learning

Please refer to the "Examples" section for specific projects that have been previously funded according to these criteria. The ultimate goal of the funding is to support new and existing forms of experiential learning in for-credit courses.

Who is considered a community/industry partner?

Community partners include community-based organizations and non-profits. Industry partners could be any variety of for-profit organizations. Additionally, municipal, provincial, and federal entities can be considered partners.

Can on-campus non-profits be considered community/industry partners?

Yes. Past partnerships have included the Campus Sustainability Office and the Uniter Community Newspaper.

Are lab research projects considered?

Typically, yes.

Can proposed projects be stacked against funding from other sources?

Yes, but other sources of funding, if present, must be disclosed in the application.

APPLICATION-

Can projects span across more than one semester?

Yes; however, all funds are to be spent by March 31 of the following year.

How and when will the funds be transferred to the recipient?

Funds will be put in place through a designated research account. The EL Coordinator will send out the account numbers when all grant recipients have been notified.

How will applications be evaluated?

Please see the attached rubric.

## ELIGIBLE USE OF FUNDS

What can funds be spent on?

Personnel to aid with the project (should not be UW faculty already on salary)

Honoraria (for students in internship courses or involved with a project, community partners, guest speakers for workshops/training etc.)

Contract Services

Transportation

Hospitality

Subsistence and Accommodation

Supplies and Equipment - \*If equipment can be used in the future to further enhance in-course experiences, please highlight that in the application.

Training and Professional Development

Does there need to be a direct student benefit to be funded?

Preference will be given to projects that allow for the hiring of or disbursement of honoraria, practicum fees etc. to students enrolled in a course.

If my application is approved, is there any flexibility with the budget?

The amount received is final; however, grant extensions for projects unable to be completed by the deadline will be considered on a case-by-case basis.

## REPORTING

If my application is successful, what are the reporting and engagement requirements?

Fund recipients will be asked to

- Provide a one-page final report that describes the project's achieved outcomes and outlines expenditures by April of the following year (or upon completion of the project). If this is the second year of funding, the applicant will be required to report on this specific round. Previous reports will not be accepted.
- Provide photos or video documentation of project moments for University of Winnipeg promotional and educational materials

- Participate in a roundtable to share the project as part of the annual celebration of fund recipients. Student co-presenters are especially welcome!
- Serve on an adjudication committee for the next round of applicants, unless they are re-applying for funding in that round.

## EXAMPLES

What are some examples of previously funded projects that align with the criteria?

Criterion #1: Directly integrate experiential learning into new and existing courses

Department of English - Pilot project for an Indigenous health-focused practicum/internship course, providing student training to work in a specific setting. For credit.

Department of Urban and Inner-City Studies - Funding for a reconciliation-based program that brings indigenous and non-indigenous students together for paid placement work and voluntary learning in Winnipeg's inner-city and North End communities. For credit.

Criterion #4: Develop practices and frameworks for experiential learning that serve the needs expressed by community or employers

MDP in Indigenous Development - Funding to support a workshop for faculty and staff on Best Practices for Indigenous Work-Integrated Learning. Not tied to a course.

Faculty of Education – Funding to develop strategies for enhancing literacy, numeracy and wellness at home and school for young children. For credit.

Department of Criminal Justice – Funding for three Walls to Bridges courses that combine UW students and incarcerated students at Stony Mountain, responding to the need for programming in federal and provincial prisons. In addition to funding for course facilitation and instructor training, two students will also be paid as teaching assistants and tutors.

Criterion #5: Develop assessment practices for experiential learning

Faculty of Kinesiology – Funding to appraise enhance current assessments in a for-credit experiential course and upgrade those tools to offer a more complete evaluation of learning in the course. Upgraded assessment will be centred on fairness, applicability and real-word integration.

Criterion #6: Build and offer professional development opportunities for faculty members interested in integrating experiential learning into their courses

Faculty of Education – Funding for a retreat for post-bac student teachers to undertake theoretical and hands-on learning that models the implementation of an experiential learning unit for their own classrooms.

## EVALUATION RUBRIC

How will my project proposal be evaluated?

Applications will be evaluated according to the below criteria and weighting:

Values	Indicators	Score
Quality	Consider the criteria listed in eligibility section to determine the following: Is the project meaningful, sustainable, or substantive? Does the proposal include high-quality pedagogy (tied to a course), experience, assessment/evaluation, and reflection?	/25
Impact	Is the experiential or work-integrated benefit to students clear? Will they gain high-impact academic, professional, or personal outcomes? Will they develop skills or experiences important in their academic discipline or region?	/25
Outcomes	Does the project have a clear evaluation metric? Are the student successes regarding applicable skills and job-potential outcomes clear and significant? Can the project be further sustained without ELF funding?	/20
Innovation	Does the project go beyond what is normally standard course preparation or delivery? Does the project apply an existing integrated component in a new student population or in an unusual academic discipline?	/15
Budget	Could the project be workable with less money? Does the project also have other sources of funding?	/15