Teaching & Learning Grant Consultation Checklist

**Name of Grant/Fund:**

**Proposal Title:**

**Requested Amount:**

**Principal Investigator: Proposal Start Date:**

**Email: Proposal End Date:**

**Department: Signature of Departmental Chair:**

This checklist should be prepended to any teaching and learning grant proposal submitted to the Dean’s Office for funding (e.g., Teaching Development Initiative (TDI) grant) or for a support letter (e.g., for the Learning Advancement Fund (LEAF)).

The intention of this cover sheet is to (a) identify resource implications, (b) highlight support and collaboration opportunities, and (c) confirm support from your unit and the community. You may wish to consult with the units named below prior to submitting your proposal.

Instructional Technology
[*UTM Information and Instructional Technology*](https://www.utm.utoronto.ca/iits/information-instructional-technology-services-iits)*:* Classroom, teaching lab, computer lab, and hybrid technology solutions and support

[*UTM Library Instructional Technology Team*](https://utm.library.utoronto.ca/content/instructional-technology-support): Support with Quercus or related instructional technologies to support teaching and learning.

Projects that utilize technology and integrate with university systems or infrastructure may require additional resources to set up or sustain. Early consultation may identify existing university-supported technologies and options. New technology will have information security considerations that will require at least a Privacy Impact Assessment.

*Does the proposal have any Instructional Technology resource implications? (yes / no)*

*If yes, describe your discussions thus far with UTM Instructional Technology:*

UTM Library

Liaison librarians can provide consultations and resource curation for learning, teaching, and innovation projects. They are also able to partner with faculty to design and deliver instruction targeting information and data literacy and research skill development. The Library can also offer specialized support in areas such as special collections, syllabus and reading list development and management, copyright and open access, digital scholarship, research data management, and systematic reviews. The UTM Library also provides curriculum-based, technology-integrated spaces to support creativity and collaboration (e.g., for vodcasting, podcasting, 3D printing, and AR/VR).

*Have you discussed this proposal with your liaison librarian? (yes / no)*

*If yes, please describe your discussions thus far with the UTM Library:*

Experiential Learning
*Does the proposal involve Experiential Learning? (yes / no)*

*If yes, describe your discussions with the* [*UTM Experietial Education Unit*](https://www.utm.utoronto.ca/experience/faculty/consultation-el-courses)*:*

Equity, Diversity, and Inclusion

[Equity, Diversity, and Inclusion Office](https://www.utm.utoronto.ca/edio/): Consultation, curriculum and community resource support, equity considerations

[Educational Developer (Anti-Racist Pedagogies; Universal Design for Learning & Accessible Pedagogies)](https://www.utm.utoronto.ca/asc/people): Individual consultations on course or curriculum development

*Have you consulted with the UTM Equity, Diversity, and Inclusion Office regarding equity, diversity, inclusion, or anti-racism opportunities in your project or regarding consultations with marginalized communities? (yes / no)*

*If yes, describe your discussions with the* [*UTM Equity, Diversity, and Inclusion Office*](https://www.utm.utoronto.ca/edio/home)*. If no, please explain why not:*

## Indigenous Consultation

[Office of Indigenous Initiatives](https://indigenous.utoronto.ca/): Curriculum resource support, consultation
[Educational Developer (Indigenous Pedagogies & Decolonization)](https://www.utm.utoronto.ca/asc/people): Individual consultations on course or curriculum development

Power imbalances exist between university faculty and staff and Indigenous or other marginalized communities. It is possible for well-meaning teaching and research projects to do harm to communities when their input is not thoroughly gathered and incorporated, when they don’t benefit from the research, or when they aren’t afforded the opportunity to determine their own representation and worldviews in research materials and framing.

*Does your research involve Indigenous content, peoples and/or methodologies? (yes / no)*
*If yes, please state with whom you have started building relationships and what benefit it serves the community. In addition, please describe your discussions with the Office of Indigenous Initiatives:*

Academic Skills
[*Robert Gillespie Academic Skills Centre*](https://www.utm.utoronto.ca/asc/)***:*** Provides resources to support student success and offers consultations with instructors on writing and numeracy support

[*Educational Developer (Assessment and Scholarship of Teaching and Learning)*](https://www.utm.utoronto.ca/isup/people/amanda-brijmohan)*:*Individual consultations on course or curriculum development, SoTL and teaching and learning projects

*Have you discussed this proposal with faculty or staff at the Robert Gillespie Academic Skills Centre (RGASC)? (yes / no)*

*If yes, please describe your discussions. If no, please explain why not:*

Human Subjects and Research Ethics
[*UTM Research Ethics Office*](https://www.utm.utoronto.ca/vp-research/ethics/faculty-graduate-research): Consultation and review of low-risk student-initiated proposals

[*University of Toronto Human Ethics Unit*](https://research.utoronto.ca/ethics-human-research/ethics-human-research): Resources on human subjects protocols

*Does the proposal require ethics approval? (yes / no)*

*If yes, describe the current status of your ethics application to the UTM or UofT REB:*