



Principal Investigator's Name:

Co-Investigator's Name(s):

Project Title:

Criteria	0	4	6	8	10	Comments
<b>Project Description</b>						
<b>1. Project Rationale (20 points, max 870 words)</b>						
The development or innovation and the goal, opportunity, challenges, and connections to supporting EDI to be addressed is:	Absent.	Identified but lacking substantial detail.	Identified but lacking some detail. Approach, goals, and connections to supporting EDI may be misaligned.	Clear, making connections between the novel approach and the goals, opportunities, and/or challenges it is intended to address. Approach will support EDI in teaching and learning.	Clear and detailed, making rich connections between the novel approach and the goals, opportunities, and/or challenges it is intended to address. Approach will clearly support EDI in teaching and learning.	
The ways in which existing pedagogical scholarship and any current work at TMU informs the proposed project is:	Absent.	Identified but lacking substantial detail.	Identified but lacking some detail. Connections between existing scholarship and work at TMU may be unclear.	Clear, with references that communicate the need for and feasibility of this work at TMU.	Clear and detailed, with highly relevant (e.g., context-specific, timely) references that communicate an urgent need for and feasibility of this work at TMU.	

2. Priority Alignment (10 points, max 180 words)						
The alignment between the proposed project and the focus area(s) is:	Absent.	Discussed but lacking substantial detail.	Discussed but lacking some detail. Alignment may be unclear.	Clear, making some connections between the proposed project, its impacts, and the indicated focus area(s).	Clear and detailed. Based on the proposal, the potential for this work to contribute to the indicated focus area(s) is high. A commitment to contribute to the indicated focus area(s) is evident.	
3. Activities Undertaken to Support the Development/Innovation (30 points, max 500 words)						
The activities that will be undertaken to support the development or innovation are:	Absent.	Outlined but lacking substantial detail.	Outlined but lacking some detail. Some aspects of activities may be unfeasible.	Clear and feasible, identifying appropriate activities necessary to carry out the project from end-to-end. A timeline is provided.	Clear and feasible, identifying appropriate activities necessary to carry out the project from end-to-end, including consideration of potential challenges. A detailed timeline is provided.	
Within the design of the activities, the principles of decolonization, equity, diversity, and inclusion are:	Absent.	Discussed but lacking substantial detail.	Discussed but lacking some detail.	Clear and detailed, taking into consideration some intended and potentially unintended impacts of activities.	Clearly reflected throughout all activities, taking into consideration both intended and potentially unintended impacts of both the processes and products of activities.	
Timeline Form	Absent.	Somewhat filled but lacking	Filled out but lacking some detail.	Clear and feasible, identifying appropriate activities necessary to	Clear and feasible, identifying appropriate activities necessary to carry out the project from end-to-end,	

		substantial detail.		carry out the project from end-to-end.	including consideration of potential challenges.	
<b>4. Impact on Teaching and Student Learning (10 points, max 500 words)</b>						
The intended impacts of the proposed project—and the methods for assessing and disseminating findings—are:	Absent.	Discussed but lacking substantial detail.	Discussed but lacking some detail. The plan for assessing and disseminating the project's impact may be unclear or unspecific.	Clear, offering a strong case for how the project will lead to practical implications for student learning at TMU. The plan for assessing and disseminating the project's impacts is clear and reflects the principles of decolonization, equity, diversity, and inclusion.	Clear and detailed. Based on the proposal, the potential for this work to impact teaching and student learning at TMU is high. The plan for assessing and disseminating the project's impacts is clear and reflects the principles of decolonization, equity, diversity, and inclusion.	
<b>5. Students as Partners (10 points, max 200 words)</b>						
The ways in which students and their perspectives will be engaged through the proposed project are:	Absent.	Outlined but lacking substantial detail.	Outlined but lacking some detail. Student participation may be passive and/or unrecognized.	Clear and feasible. Students are positioned and engaged as valuable contributors to the project.	Clear, feasible, and specific. Students are positioned as valuable contributors to the project. Student perspectives will inform the design and/or execution of the project.	
<b>Other</b>						
<b>Application includes full citations for all sources cited above. (5 points)</b>						



## 2024-2025 Learning & Teaching Grants Rubric

<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Application includes Budget Justification, Timeline, and Signature forms.</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	
Total Score:	