UQ
Teaching and Learning Small and Large Strategic Grants Scheme

14 June 2007
UQ Strategic Teaching and Learning Grants

• Funds received from Commonwealth Govt. Learning and Teaching Performance Fund

• Funding recognised the positive outcomes for the student experience at UQ

• The LTPF uses the Course Experience Questionnaire, Graduate Destination Survey and DEST statistics to create performance indicators on which funding is allocated.

• In 2007 the banding process put UQ in Band 1 for Arts, Humanities and Education and Band 2 for all other disciplines.
UQ Strategic Teaching and Learning Grants

Grant scheme has been developed to focus on:

- Supporting excellence and innovation throughout the university
- Promote Accountability in T&L - progress report and final evaluation
- Measurable outcomes - improvements in student experience and outcomes
- Improve Dissemination
UQ Strategic T&L Grants

Will fund projects that:

• *promote excellence and innovation* in teaching and learning

• meet key teaching and learning operational priorities

• improve the outcomes for students
Aims of Strategic T&L Grants

To meet key UQ T&L Operational Priorities:

• enhance all aspects of students' learning experience with close attention to the use of new technologies and enhancing of levels of student/staff contact;

• support research-rich teaching and learning culture and practice.
Aims of Strategic T&L Grants

To improve UQs performance on LTPF criteria:

• Improvement in student satisfaction
• Improvement in the outcomes for students
• Improvement in the success of our students.
Funding

• $2.5 million of monies obtained from the Learning and Teaching Performance Fund

• Two funding rounds
  – $1.5 million available from mid 2007
  – $1 million available from early 2008.
Small and Large Grants

• Small Grants
  – maximum of $30,000
  – projects that will be completed within 12 months

• Large Grants
  – over $30,000 requiring $ for $ leverage funding from another source for funds over $30,000
  – projects that will be completed within 2 years
Release of Funds

- 75% of the funds will be released when the grant application is approved.

- 25% of the funds will be released when the Office of the DVC (A) receives confirmation that an interim report has been received by the Chair of the Faculty Teaching and Learning Committee.
Break for Refreshments
Overview

• **Small grants may be used:**
  - to carry out stand-alone projects, e.g., curriculum or assessment redesign, e-learning or 1st-year development
  - as seeding grants to produce pilot evidence for a larger scale project (e.g., Carrick)

• **Large grants should:**
  - aim to achieve significant improvements in student satisfaction, student outcomes or student success
  - have cross disciplinary relevance or impact beyond the organisational unit either within and or outside UQ.
T&L Grant Application Process

• Application designed to assist with the process
• On-line form – separate forms for small and large grants
• Available on the Teaching and Learning Website at
T&L Grant
Application Process

• The application has been closely aligned to the format of the Carrick applications

• The application is designed to guide applicants and includes content prompts
Section D – Project Proposal

*Fill out each section by typing in the grey editable text area*

1. **Aims** (200 words maximum)

2. **Rationale** (150 words maximum)
Eligibility

Project Leaders must be:
• full-time academic staff at UQ;
• based within a School, Faculty or Institute

staff from other organisational units can be included in the project team (eg TEDI, the Graduate School, Library, SASD, ITS, IED and ICTE).
Selection Criteria

1. Develop an innovative approach to teaching and learning aligned to the University & Faculty T&L priorities and objectives.

2. Demonstrate that the outcomes of the project aim to enhance one or more of the following student experience criteria:
   - improving student satisfaction (CEQ)
   - improving student outcomes (GDS)
   - improving student success
LTPF student experience indicators

• student satisfaction responses to CEQ scales:
  – generic skills
  – good teaching
  – overall satisfaction

• student outcomes
  – % of domestic UGs in full-time employment & further full-time study

• success
  – student progress & enrolment data (domestic UG)
    • proportion of course load passed
    • inversion of student attrition– % who completed in that year or were retained in the subsequent year
Selection Criteria ctd

3. Provide an explanation of how project outcomes will be sustained beyond the life of the project.

4. Provide a strategy for the evaluation of the project with information on outcomes for students & how these will be assessed
Selection criteria ctd

5. Budget

- include clear, well-justified & itemised budget
- *Large Grants* need details on how much additional funding above $30,000 is required and details on the source of the $ for $ leverage funding
- Small Grants should include details of any funds obtained from another source if applicable.
Selection criteria ctd

6. Provide a strategy on how the outcomes will be disseminated to others within the discipline

for Large Grants dissemination must be across disciplines within UQ and nationally/internationally
Stage 1 - Application and Selection Process

• Applications submitted to the Chair of Faculty T&L Committee
  – will rank applications (separately for small & large grant applications)
  – will be based on rankings provided by the School Teaching and Learning Committee (if relevant)

• All applications must be endorsed by the Heads of School(s) and the Executive Dean(s). This endorsement indicates required internal resources will be available
Stage 1 - Application and Selection Process cont...

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<th>Application Round</th>
<th>Applications open</th>
<th>Faculty Selection</th>
<th>Application closing date – Faculties send ranked applications to Office of the DVC (A)</th>
<th>Grants announced</th>
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Central Selection Committee

- Deputy Vice-Chancellor (Academic)
- Pro Vice-Chancellor (Teaching & Learning)
- Director, Teaching & Educational Development Institute
- President of the Academic Board or Deputy President of the Academic Board
## STAGE 2: Development and Reporting Process

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STAGE 2: Development and Reporting Process

• Interim report - submitted Faculty T&L Committee

• Final evaluation report - University Teaching and Learning Committee

• Report templates will soon be available on the Teaching and Learning website
Responsibilities of the Project Leader

• Responsible for the overall progress of the project, including the achievement of project milestones, interim report and final evaluation report.

• Provide a short interim report to the Chair of the Faculty Teaching and Learning Committee halfway through the project and final evaluation report to the University Teaching and Learning Committee.

• Expected to demonstrate/discuss the progress or outcomes of the project at a T&L Showcase event.
Carrick feedback

• Poorer proposals are characterised by:
  – limited consideration of dissemination and the potential wider applicability
  • http://www.carrickinstitute.edu.au/carrick/go/home/grants/pid/56
  – weak evaluation strategies
  – being jargon rich and difficult to follow
  – vague, not well-structured and argued
  – limited to normal university business
Summary

• Outline a clear rationale for the project – what problem/issue will it address?

• Be clear:
  – about what is to be achieved
  – how it is to be achieved
  – how the outcomes will be evaluated & sustained
QUESTIONS