THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

CREATE CHANGE

Teaching Innovation Grants Application Guidelines

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Introduction

Teaching and learning enhancement at UQ

The Teaching Innovation Grants scheme provides funding to staff at the University to investigate, develop, and/or implement creative and innovative initiatives in teaching and learning that enhance and improve the experiences and educational outcomes of students.

The University has committed up to $1,000,000 for Teaching Innovation Grants for projects commencing in 2025 and 2026. Within this budget, a minimum of 5% of total funding, will be made available to Early Career Academics.

This document provides the application guidelines for Teaching Innovation Grants in 2025. All documentation to support the grants scheme can be found here.

Aims

Teaching Innovation Grants are intended to bring about substantial change in learning and teaching for students and staff at UQ and aim to encourage and empower creativity and innovation in teaching and learning at UQ.

Projects should:

- promote systemic change at UQ for the enhancement of learning and the student experience; and

- develop effective mechanisms for the identification, development, dissemination and embedding of good individual and organisational practice, including addressing particular contextual barriers to taking on the identified good practice.

Key Dates for 2025

Faculty Endorsement Deadline Applications submitted to Faculty AD(A) for endorsement by no later than	12:00noon, 25 July 2025
Application Deadline Faculty AD(A) endorsed applications submitted to ITaLI	12:00noon, 15 August 2025

Overview

Priorities and Impact

Priority areas

UQ is renowned for excellence in teaching innovation, and developing graduates who are highly capable, motivated and prepared to succeed in their chosen field, and leads as a premier provider of high-quality postgraduate and lifelong learning opportunities.

All projects supported by Teaching Innovation Grant funding are expected to demonstrate a commitment to fostering inclusive, diverse, and exceptional educational experiences that support UQ students at every stage of their journey and integrate key skills and attributes into our students' education. Successful projects are expected to be practice-based and translatable across classroom contexts.

In 2025, Priority Areas are aligned with the Lead through Learning Strategy (2025 – 2027) and Learning and Student Experience Roadmap, with particular interest in projects that explore:

- Transformative curricula, pedagogies and assessment that emphasise maintaining the integrity of the learning process and ensuring that academic standards are upheld through secure and credible assessment practices.

- Preparing students for responsible AI use. Equipping students with ethical, practical AI skills they can use in their studies, careers, and communities, and preparing them to lead and shape the future of AI integration in their fields.

- Developing high impact and effective learning experiences using accessible and ethical AI systems.

- Transformative and/or immersive learning experiences with sustainable, scalable impact that embed Indigenous perspectives and pedagogies and are guided by the principles of Country, Relationships, Respect, Cultural Capability, Reciprocity, Truth, and Benefits.

University-wide initiatives

Acknowledging that UQ already has a number of centrally supported, university wide teaching and learning initiatives, applicants are requested to engage with appropriate consultation in the early stages of project development.

We encourage all applicants to participate in consultation with ITaLI staff for support to determine where these correlations lie. Please contact teaching.grants@uq.edu.au if you have any questions.

Project impact

Teaching Innovation Grants are intended to explore and develop new ways of teaching; they may bring about substantial change in learning and teaching for students and staff at UQ.

Applicants must plan for and outline the expected impact or transfer of their project's interventions in the application. A strong application will make a compelling case about anticipated project impact at UQ, may consider impact that extends beyond the University, and will provide a planned approach for the translation of project outcomes.

Eligibility

Application is open to UQ staff and all projects must be led by an academic staff member.

At the time of application, and for the duration of the grant, the Project Lead (PL) must hold a salaried Teaching Associate, Teaching Focused, Teaching and Research, Clinical Academic or Research Focused appointment at UQ, noting that all Proposals are required to have clear impact on teaching practice.

If the PL's appointment term expires prior to the end of the grant period, the applicant may present a special case for consideration. A letter of support from the Head of School/Unit is sufficient to meet this requirement.

Professional Staff members may form part of a project team but may not lead the Project.

Project funding and duration

Grant funding may support small or large projects with a minimum request of $10,000 and a maximum request of $150,000 per project.

In 2025, funding will be awarded for projects to commence in late 2025 and in Semester 1, 2026.

Project Duration

All projects will be expected to complete within 18 months.

Projects commencing in mid-2025 should aim to expend 30% of their allocated funding in 2025, and the remaining 70% of their allocated funding in 2026.

Projects commencing in 2026, must commence by in January 2026. Projects with a term of 12 months must complete will be expected to complete by the end of December.

Per the Conditions of Award, please note that successful projects are permitted to request one (1) variation during the grant term. Requests for variation or extension will only be considered for projects who have met <u>all</u> reporting requirements.

Project Funding by Category

Small projects

Projects with a budget under $100,000 and should be completed within 12 months. They might seek to explore a new idea or pilot a new pedagogy, practice, idea, or technology within a defined context.

Large projects

Projects with a budget between $100,001 to $150,000 and will usually propose a project that will impact many students and/or be cross-disciplinary, inter-faculty, and/or partner with external organisations to explore and innovate teaching and learning. These projects should be completed within 18 months. Large projects <u>must plan for impact across more than one of the priority areas and for transfer of innovation beyond local context</u>. These requests for funding must be detailed and ideally will <u>include in-kind and/or co-contribution from a school or faculty</u>.

Early Career Academics

Projects with a budget of up to $15,000 are encouraged from Early Career Academics.

For the purposes of these grants, an Early Career Academic (ECA) is someone who is, at the time of application, within their first eight years of full-time equivalent teaching employment in a TA, TF, T&R, CA or similar appointment at another university, following the award of PhD.

Applications from ECAs will follow the same process as other applications and will be subject to selection panel consideration alongside all other applications.

Preparing an application

Step 1: Develop an idea

Applicants <u>must</u> discuss their project idea with the relevant Head of School and Associate Dean (Academic) to ensure the proposal is appropriate to the needs and strategies of the school/ faculty/ centre/ institute and ascertain whether the local unit will be prepared to support both the application and to embed its outcomes at the completion of the project. Record of this consultation is required to be provided in the application form.

Applicants are also strongly encouraged to consult with ITS, Library, ITaLI, Learning Designers and other relevant business units, as appropriate, to inform their application and establish correlation with any existing projects.

Step 2: Establish a project team

Projects should commence with the establishment of a team who will commit to completion of the project.

Project leaders are responsible for the design and conduct of the project, its reporting and results; must submit progress reports every six months, and at other times upon request; and will be asked to present project findings to the Teaching, Learning and Student Experience Committee, school/faculty and/or UQ fora such as Teaching and Learning Week.

Team members contribute to the project and must agree on and understand the proposal; are permitted to be involved in more than one Teaching Innovation Grant project concurrently pending the approval of their work supervisor; and should be employed on a continuing or fixed term basis for the duration of the awarded project.

Proposals to include meaningful **student partnerships** will be considered favourably. If including students in your project team, your budget request may include funding to pay students either at an appropriate HEW level, or via a grant that is consistent with the requirements of the student-staff partnership scheme. Student volunteers may also be included; however, it is <u>very important</u> that students who volunteer do not perform activities that would usually be paid.

Collaborators are personnel who are not part of the project team (e.g., industry partners, advisory/ reference group members, potential end-users, and/or other external personnel) and must not receive any funding, except in exceptional circumstances.

Teams proposing to work with Indigenous Community Members, including Elders, either as **Collaborators** or as **Team Members** should ensure that those community members are appropriately compensated for their contribution and funding for their services to the University is appropriately budgeted.

Collaborators should be listed in the application form in question 8 and their role detailed in the written Project Proposal (Project Team).

Small projects and ECA applications may be submitted by an individual and may also include a team. All team members on an ECA application must meet the definition of an ECA as defined for the purposes of this scheme. ECA staff may only be the lead applicant on **one** application, and may be a team member on others, provided that they can indicate Head of School support for their involvement in all applications should they be successful.

Step 3: Prepare your application

To prepare your application:

1. Consult within your school or faculty including Head of School, Teaching and Learning Chair and Associate Dean (Academic).

2. After consultation within your faculty and proposed project team, seek further consultation based on what is appropriate for your planned project idea. This might include consultation with ITS, Learning Designers within your school or faculty and other relevant business units. Please contact ITaLI for advice on who to approach for consultation if you need additional guidance.

3. Attend ITaLI Support Offerings (*Developing a Successful Grant Application* workshop) and engage with Faculty Support.

4. Complete application form complying with word limits and style guidelines responding to the assessment criteria.

5. Seek Head of School approval. All applications must have received Head of School approval, prior to being submitted to the Faculty Associate Deans (Academic) for their consideration and endorsement.

Step 4: Submit your application

There are two steps to submission:

1. Submit your application with Head of School / Unit endorsement for your Faculty Associate Dean (Academic) or their delegate to review and endorse by **12:00pm, 25 July 2025**.

   Be prepared to incorporate any additional feedback that the Faculty AD(A) may have in finalising your application.

   Applications are to be emailed through to the following address: teaching.grants@uq.edu.au.

2. Submit your application via the application portal by **12:00pm, 15 August 2025**. You can access the portal here: https://uqawards.smapply.io/prog/TIG

Please refer to the "Submitting your Application" section of these guidelines for further information.

Addressing the selection criteria

Rationale and outcome

- All projects must relate to a priority area and a demonstrable need for students' learning. Clearly define this need. Use data and literature to support where it is available.

- Describe the innovation or enhancement to be made.

- Describe how the project will address the chosen priority area.

- Identify the proposed deliverables and define what is in and out of scope.

Please note: If the proposal seeks to expand, embed, or adapt a completed project, the rationale must outline the status of the project at its present stage of completion, the dissemination strategies applied in the past and what outcomes are intended to justify entering an additional phase.

Projects designed to support, extend, or investigate the work of a centrally supported initiative must also outline the relationship and contribution to the objectives of that central initiative.

Project approach

- Describe the scholarly approach and include literature that supports the project approach as appropriate.

- Outline the proposed project timelines and how the project will achieve the expected outcomes within the grant timeframes.

Evaluation strategy

- An evaluation strategy must be provided for all projects (regardless of size) and should report on how the project will determine its success including whether the original outcomes have been achieved. This detail and how the project was received, will form the basis of the final reporting requirement including future recommendations for ongoing practice. Existing data should be included where appropriate.

Transfer of innovation and impact

- Detail how the project will have a positive, substantial, and sustained impact both during and beyond the life of the grant for students, staff, and/or the higher education sector, as appropriate to the scale and scope of the project.

- Outline a considered and specific transfer of innovation plan that enables the transfer or translation of the projects' innovations or interventions. This plan should be a demonstrated consideration across the life of the project, not just at its conclusion. This plan might also include a description of how the project's outcomes could translate to different teaching contexts.

- A strong application will make a compelling case about anticipated project impact at UQ. Small projects may target one group or area within UQ whilst large projects will be expected to impact more than one area (unit, school, faculty, institute, university-wide etc.), partner with an external organisation, and/or impact a large number of students.

- Identify potential adopters, assess readiness for change and plan how engagement will be built throughout the project to enable transfer of project outcomes and translation of practice across contexts.

Transfer should be taken to mean: *the processes undertaken to maintain momentum and impact beyond the funded life of the project and beyond the project team*. Applicants may find The_D-Cubed_guide_0.pdf and the Impact Management Planning and Evaluation Ladder useful when responding to this criterion.

Please note, impact may also include identifying and sharing when something does not represent value for money, clashes with current UQ systems, and is not fit for purpose or appropriate for use at the University. Awarded projects will be asked to relate these outcomes through compulsory reporting requirements.

Project team

- Describe the roles and responsibilities of the project lead, team members, and partners including the capacity of the project team to deliver the project.

- Previous grant records will be considered when awarding funds.

Value for money

- Describe how the project represents value for money.

- Refer to Developing a Budget for further guidance.

Developing a budget

The budget should identify all project expenses and demonstrate value for money. All items must be fully and realistically costed.

> Please refer to the **Budget Preparation** guidance on the Research support website. You may like to utilise the '**Costing and Pricing Tool**' when preparing to complete your budget template.
>
> **Please consult with your local area Management Accountant and Finance teams to ensure the accuracy of your budget.**

A suggested list of budget inclusions is outlined below. Please note that this is not an exhaustive list of items that may be funded. Research Assistant or Project Officer / Support Staff noting that it is expected that the project team will manage the project. The level of appointment and the hours per week (or percentage of time committed) should be specified and on-costs confirmed with the local area Management Accountant.

- Project officer support for the project is capped at HEW6.

- Learning Design support for the project should be capped at HEW7.

- Costs associated with the creation and implementation of any proposed intervention or innovation.

- Equipment / Software that has been approved. Appropriate consultation must be demonstrated and an indicative quote from the provider enclosed as an appendix with the application.

- Evaluation expenses which might include external evaluators or focus group incentives

- Costs related to dissemination and project transfer. Dissemination activities like publication costs are not eligible to be covered. Conference registrations are eligible to be funded but the associated travel is not an approved use of funding.

The budget should include details of other funding sources, and/or in-kind support if any, including the in-kind salary contributions of the project team.

Funding is not intended to support academic salaries and requests for same must be supported by the Head of School. Teaching relief from normal duties is not an approved use the grant budget.

Please refer to the list of ineligible items when drafting your proposed budget.

Applications that include partial funding from the school or faculty which demonstrate an additional commitment to support the transition of the project to BAU will be viewed favourably.

Budget phasing

Projects are required to meet the following budget phasing conditions:

- Approved projects awarded for immediate commencement in 2025 are required to plan for 30% expenditure in 2025 and 70% in 2026.

- Approved projects (up to 12-month grant term) which commence in 2026 are required to plan for 100% expenditure in 2026.

Requests for variations to budget phasing including carry forward of unexpended funds is strongly discouraged.

Facilities and infrastructure

Funds are provided on the assumption the basic facilities and infrastructure required for the proposed work will be available in the relevant faculty/institute/school. Basic facilities include suitably equipped and furnished accommodation; access to workshop services, library facilities, adequate computer facilities and secretarial services; as well as the required time to carry out the project.

Ineligible items

Teaching Innovation Grant funding cannot be used for:

- building works

- teaching buy-out, except in exceptional circumstances

- purchase of assets, however, asset purchases may be considered in exceptional circumstances and approved after consultation with ITS (this restriction would normally include computers and small digital devices which should be provided by the school or faculty as a contribution to the project except in exceptional circumstances)

- travel, including conference travel.

- supplementation of projects being funded by other agencies

- travel or other expenses while the grant recipient is on Special Studies Program leave

- fees for overseas students

- basic facilities and equipment (specialised teaching and learning equipment may be funded – see purchase of assets)

- projects that constitute the topic for an applicant's higher degree thesis.

Other Organisational considerations

Intellectual property

The University supports both open and commercialisation options for work produced by the Teaching Innovation Grants scheme, pursuant to the Intellectual Property Policy and Intellectual Property Procedure. Where an academic would like to elect Open-Source licensing of code, preferred alternatives may be selected among licenses that do not foreclose future commercialisation possibilities.

While the right to assign copyright for material created by UQ academics and employees is owned by the University, permission to use open source and creative commons licenses for the purposes of the work generated by Teaching Innovation Grants may be granted by the Deputy Vice-Chancellor (Academic), as delegated by the Deputy Vice-Chancellor (Research Innovation).

Contractor guidelines

A condition of the award is meeting UQ and Queensland Government contractor requirements for all hire of non-UQ staff undertaking work on a Teaching Innovation Grant.

Digital technologies

Applications may have a requirement to buy or build a specific digital teaching technology or technologies. Applicants must ensure that any proposed 'buy or build' technology is selected in accordance with consideration of existing technologies within the University and the wider market. This

includes ensuring that the proposal includes details of a market scan (including a scan of currently supported eLearning tools used within the University).

Depending on the stage of the proposed technology, ITaLI eLearning Systems and Support team and ITS should be consulted prior to submission on the following key issues, which should then inform the proposal:

Table 1: Key Issues

Sustainability	Market Considerations	Design Principles
Service management	Vendor viability	Secure systems
Performance and scalability	Unsuitability of alternative sources for the technology	Designs target availability and reliability
Security	Third party support for related products and services	Safeguard privacy and intellectual property
Integration	Level of support provided by vendor	Systems use the authoritative source for data
User interfaces required		Use open standards unless there is justification to do otherwise
Policy compliance		Systems are structured for simple adaptation and extension
Content copyright		Designs are compatible with UQ IT roadmaps and architectures

Submitting your application

Application endorsement

Prior to submission to ITaLI, all applications must be endorsed by Heads of School and Associate Deans (Academic). These endorsements are <u>not required</u> for project collaborators from within the University who may become end users.

Heads of Schools

Heads of Schools / Directors of Institutes must approve the participation of any core project team members who will contribute 10% or more to project outcomes. When seeking approval, project team members must clearly specify the actual working hours per week they intend to dedicate to this work over the course of the project.

Applicants are required to upload a single .pdf file collating this endorsement for each project team member when submitting your application. This is required for all team members making a 10% contribution to the activities of the project. The declaration (refer to the application form) should be included, and this may be in email format.

How to submit

Step 1: First Submission to Associate Deans (Academic) for Endorsement

Associate Dean (Academic) endorsement is required only from the administering faculty.

Applicants can expect that AD(A)s may offer feedback on the proposals. Applicants must address any feedback prior to final submission to ITaLI. This is a required component of the application form and the assessment process. By special consideration, applications requiring updates following AD(A) review may request an extension in exceptional circumstances on a case-by-case basis.

You must submit your application to your Faculty Associate Dean (Academic) via teaching.grants@uq.edu.au as a **word document** by no later than **12.00noon, 25 July 2025**.

Applications that fail to meet this requirement will not be considered by the Selection Panel.

Step 2: Final Submission to ITaLI

All applications using the required application form and saved in pdf format must be uploaded into the application portal by **12.00noon, 15 August 2025**. An email confirming receipt of the application will be sent to the nominated email address of the project lead only.

<div style="background-color:purple; color:white; text-align:center; padding:10px;">

Access the application portal here

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All word limits and application requirements are outlined in the Application Form.

Applications which do not have Endorsement or Provisional Endorsement from the administering Faculty Associate Dean (Academic) will not be accepted.

Late applications

Late applications will not be accepted except in extenuating circumstances and must be approved in writing prior to the closing date by the Chair of the Selection Panel.

Assessment of submissions

The Teaching Innovation Grants Selection Panel, which reports to the Teaching, Learning and Student Experience Committee, will appraise proposals against the Selection Criteria.

The Selection Panel will:

- Invite Faculties to provide their feedback on applications for consideration by the Selection Panel

- Seek expert commentary on Project Proposals when considering their suitability for award. This includes inviting feedback from key experts in the priority areas particularly in respect of proposals related to Indigenising Curriculum, Assessment Academic Integrity and Artificial Intelligence from within the UQ Community.

The panel provide recommendations to the Teaching, Learning and Student Experience Committee, which will then make recommendations to the Deputy Vice-Chancellor (Academic) for approval.

The panel reserves the right to ask for a proposal to be modified and/or re-submitted for decision.

Where a member of the panel believes they may have a conflict of interest, UQ Conflict of interest policy will be followed.

Notification of outcome

Applicants may expect to be notified of the outcome of their application by the end of September.

Application Support

Applicants may access the following support opportunities:

Faculty support

Please reach out to your Faculty Teaching and Learning Office for further information on local support available to applicants.

Developing a successful Teaching Innovation grant application workshop and guided writing session

Wednesday 2 July 2025

1.00pm – 3.00pm, 03-329 (Steele Building, St Lucia Campus)

Duration: 2 hours

This session will provide guidance on the application format and content required and tips for a successful application. Applicants will be provided time to draft their proposals with ITaLI staff and successful grant recipients available to provide advice and clarification.

Register here.

Pitch Your Idea

Wednesday 9 July 2025

11.00am – 1.00pm, 47A-241 (Sir James Foots Building, St Lucia Campus)

Duration: 2 hours. Each presenter may pitch for up to 10 minutes.

This session will provide applicants an opportunity to test their project idea in front of a panel of experts across the scheme's priority areas for 2025.

Register here.

1:1 Consultations

ITaLI provides 15 minute 1:1 consultations for staff. These consultations are provided for the purposes of discussing the application requirements and are not suitable for review of draft applications. If you'd like to discuss a project idea, you are welcome to do so in these sessions.

Additional Learning Opportunities

Applicants are encouraged to review the *Advancing Teaching* website for further opportunities to engage with current research, practical application, and strategic guidance from one of the University's many and valued Communities of Practice. Applicants should also consider attending any *Teaching Innovation Grant showcases* or *What's Working seminars* scheduled during the application period.

Lead through Learning Event Series

Applicants whose projects are directly related to Assessment, Academic Integrity and AI priority areas are encouraged to engage with the Lead through Learning Project Site and Event series. These events will provide opportunities for applicants to engage with strategic guidance on the implementation of AI in UQ contexts more broadly. For more information, please visit: https://itali.uq.edu.au/event/11630/lead-through-learning-events