

Teaching Innovation Grants Application Guidelines

Contents

Introduction.....	5
Teaching and learning enhancement at UQ	5
Aims.....	5
Key Dates	5
Overview.....	6
Priorities and Impact.....	6
Duration	7
General Eligibility.....	7
Grant Categories	8
Early Career Educational Research (ECER) Grant	8
Seed Grants for Small Projects	8
Innovation Grants for Large Scale Projects	8
Early Career Educational Research Grants	9
Eligibility.....	9
Project Funding and Duration	9
Application Process.....	9
Assessment Criteria	10
Getting Ready to Submit	11
Stage 1: Submitting an Expression of Interest.....	11
Stage 2: Submitting a Full Application	12
Seed Grants for Small Projects	14
Eligibility.....	14
Project Funding and Duration	14
Application Process.....	14
Assessment Criteria	14
Getting Ready to Submit	16
Stage 1: Submitting an Expression of Interest.....	16
Stage 2: Submitting a Full Application	17
Innovation Grants for Large Scale Projects	19
Eligibility.....	19
Project Funding and Duration	19
Application Process.....	19
Assessment Criteria	20
Getting Ready to Submit	22
Stage 1: Submitting an Expression of Interest.....	22
Stage 2: Submitting a Full Application	22
Where do I start?	25
Preparing an application.....	25
Developing a budget	26
Other Organisational considerations.....	28
Assessment of submissions.....	29
Notification of outcome.....	29
Application Support.....	30
Faculty support.....	30

Developing a Teaching Innovation Grant Workshop and Guided Writing Session	30
Pitch Your Idea	30
1:1 Consultations.....	30
Additional Learning Opportunities	30

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.

Innovation in the context of the grant program is taken to mean the activities that serve to discover, co-create, validate and scale the practices that measurably improve student learning.

The University has committed up to \$1,000,000 for Teaching Innovation Grants for projects commencing in 2026 and completing by December 2027. Within this budget:

- \$75,000 funding will be reserved to support Early Career Educational Research Grants (to a maximum of \$15,000 per project);
- \$100,000 funding will be reserved to support Seed Grants for Small Projects (to a maximum of \$20,000 per project).
- the remaining funding envelope will be allocated to support Innovation Grants for Large Scale Projects.

This document provides the application guidelines for Teaching Innovation Grants. All documentation to support the grants scheme can be found [here](#).

Aims

Teaching Innovation Grants are intended to encourage evolving practice by enabling innovative approaches to educational design and delivery that change learning experiences for both students and staff, and empowering creativity and innovation in teaching and learning at UQ.

Projects should:

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

Key Dates

Application Deadline 1: Expression of Interest Expressions of Interest must be submitted in word document format online at https://uqawards.smapply.io/TIG by	5.00pm, 10 April 2026
Shortlisting Outcomes advised to all Applicants	5.00pm, 1 May 2026
Application Deadline 2: Faculty Endorsement of Shortlisted Applications ITaLI facilitates Faculty AD(A) endorsement. Draft Applications must be submitted to teaching.grants@uq.edu.au by	5.00pm, 22 May 2026
Application Deadline 3: Final Submission to Selection Panel Shortlisted Projects to submit a final application online at https://uqawards.smapply.io/TIG by	5.00pm, 12 June 2026

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 to integrate key skills and attributes into our students' education. Successful projects are expected to be practice-based and translatable across classroom contexts.

All projects should be aligned with UQ's strategic priorities and must respond to **learning and teaching** imperatives outlined in the one or more of the following documents:

Learning and Student Experience Roadmap (2024 - 2032)

For example, projects might explore:

- Transformative curricula, pedagogies and assessment that emphasise maintaining the integrity of the learning process and/or ensure that academic standards are upheld through secure and credible assessment practices irrespective of whether the approach involves technology-based developments.
- Innovate and expand work-integrated and/or industry-partnered learning opportunities that foster interdisciplinary, authentic experiences and align with evolving workforce needs at state, national, or global levels.

Lead through Learning Strategy (2025 – 2027)

For example, projects might explore:

- Developing high impact and effective learning experiences using accessible and ethical AI systems and preparing students for responsible AI use. Equipping students with ethical, practical AI skills they can use in their studies, careers, and communities

Stretch RAP Teaching and Learning Objectives

For example, projects might explore:

- 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.

The Queensland Commitment Roadmap Teaching and Learning Objectives

For example, projects might explore:

- Enhancing equitable, flexible, and future-focused learning embedding inclusive design principles (such as Universal Design for Learning) and expanding adaptive teaching and learning opportunities that support lifelong learning and workforce readiness.

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.

If these initiatives are unknown to you, we encourage you 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.

Project impact is a key expectation for all projects. 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 that is appropriate for the grant category (inside an individual classroom, Faculty, or at UQ), may consider impact that extends beyond the University, and will provide a planned approach for the translation of project outcomes.

Please note, applications for projects which are focussed solely on routine curriculum (re)design are not appropriate for this scheme.

Duration

In 2026, funding will be awarded for projects to commence by the beginning of Semester 2, 2026 (by end August 2026). All projects, irrespective of grant category, will be expected to complete by the end of December 2027.

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 all reporting requirements.

General Eligibility

Eligibility is determined by the category of project. Please refer to the guidance outlined in the pages that follow.

Note well, if a project lead's appointment term expires prior to the end of the grant period, the applicant must 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.

Grant Categories

Applications are welcomed across three grant categories. Each grant category is subject to its own eligibility criteria, assessment criteria and conditions. Please pay particular attention to these as they are outlined in the pages that follow.

Early Career Educational Research (ECER) Grant

Early Career Educational Research (ECER) Grants encourage Teaching Focussed, Teaching and Research or Clinical Academic staff to engage in evidence-informed teaching practice that includes educational research or scholarship of teaching and learning inquiry in order to identify teaching and learning issues and solutions, within or across disciplines. ECER Grants are also intended to support the developing capacity of early career academics.

Projects are expected to align with the [strategic priority areas](#) and innovate teaching and learning in Higher Education and may lead to publication.

Seed Grants for Small Projects

Seed Grants provide an opportunity to test the large-scale potential of learning and teaching innovation on a small scale. They are designed to resource and enable initiatives that enhance and innovate teaching and learning for the benefit of student success to confirm proof-of-concept for a smaller scale project and for the sharing of good practice within the wider academic community.

This funding is intended to support staff seeking to develop and pilot creative and [strategically aligned](#) enhancements to their teaching and learning context.

It is noted that success under this category of grant does not guarantee funding of an Innovation Grant for a larger scale project in a future round. Projects funded through this scheme are funded competitively and past success does not guarantee future funding.

Innovation Grants for Large Scale Projects

Innovation Grants for Large Scale Projects are intended to support projects that bring about more substantial change and enhancements to teaching and learning and the benefit of student experience at UQ. Applications submitted under this category will [be strategically aligned](#) and intended impacts expected to extend beyond a single faculty. Project teams are expected to demonstrate cross-faculty collaboration.

Early Career Educational Research Grants

Early Career Educational Research (ECER) Grants encourage Teaching Focussed, Teaching and Research or Clinical Academic staff to engage in evidence-informed teaching practice that includes educational research or scholarship of teaching and learning inquiry in order to identify teaching and learning issues and solutions, within or across disciplines.

ECER Grants are also intended to support the developing capacity of early career academics.

Projects are expected to align with the [strategic priority areas](#) and innovate teaching and learning in Higher Education and may lead to publication.

Eligibility

At the time of application, and for the duration of the grant, staff applying under this category must:

- hold a salaried TA, TF, T+R or CA appointment at UQ for at least a three-year term;
- be appointed to academic levels A, B or C. Staff appointed to academic levels D or higher can make a special case if they believe they should be eligible; and
- be within their first eight years of academic employment, and able to provide evidence to support this. Usually this will mean applicants will have been awarded their PhD or other postgraduate training in the eight years prior to the closing date.
 - If you do not comply with this requirement but have compelling evidence as to why you should be considered an early career academic, please justify your claim by providing a 100-word statement.

Project Funding and Duration

Projects with a budget of up to \$15,000 are encouraged from Early Career Academics and are expected to complete within 12 months of commencement.

Application Process

In the first instance, applicants for Innovation Grants must submit an **expression of interest** using the template published on the ITaLI website.

A Shortlisting Panel will appraise the expressions of interest according to the published assessment criteria and will invite eligible applicants to provide a detailed project proposal and **full application** by the nominated closing date.

A draft of the full application must be submitted by the nominated closing date to facilitate Associate Dean (Academic) endorsement from the administering Faculty. Faculty AD(A)s will provide instructive and developmental feedback on the draft application for shortlisted applicants to incorporate and address in writing before submitting the application for consideration by the Selection Panel.

A Selection Panel will appraise applications according to the published criteria and will make recommendations for the award of funding to the University Teaching, Learning and Student Experience Committee for endorsement.

Endorsed recommendations will then be forwarded to the Deputy Vice-Chancellor (Academic) for final approval of the award of funding.

Assessment Criteria

Applications should address the following Assessment criteria:

Rationale and outcome

- All projects must relate to a demonstrable need for students' learning and align clearly with a UQ strategy.
- Clearly describe the aims, expected outcomes, and potential significance of the project.

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. It is expected that projects designed in this space will include evidence of consultation with key personnel supporting the initiatives their commitment to participate in the project as a Project Advisor.

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. The strategy should describe how the project will determine its success, including whether the original outcomes have been achieved and how the project was received. This detail and how the project was received, will form the basis of the final reporting requirement including future recommendations for ongoing practice.
- If, for example, you have conducted a small Pilot, or an Action Research Project in your classroom, and this application is for a project that seeks to extend that work, please incorporate any existing evaluation data.

Transfer of innovation and impact

- Detail how the project will have a positive and sustained impact both during and beyond the life of the grant for students, staff, and/or teaching within or beyond the discipline, 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. ECER projects may target a discipline, a course, one group or area, and/or may propose potential impact for cohorts of students within a course, discipline or program at UQ
- Explain how the applicant will use the outcomes of the project to enhance their professional profile.

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.

Consultation, Collaboration and Project Team

- Describe the roles and responsibilities of the project lead, team members, partners, and advisory groups including the capacity of the project team to deliver the project. Noting all members of the core project team must meet the eligibility requirement for this category of grant (i.e. all Academic staff must satisfy the criteria for Early Career Staff)
- Clearly identify the demonstrated capability (skills and experience) and capacity (time) of the project team to deliver on the proposed scale and scope of the project
- Explain additional expertise required to adequately address the issue identified in the rationale and how other scholars in the field will be identified and involved in the project.
- Consultation appropriate to the scope and scale of the project is expected. A consultation register must be provided with the full application.

Value for money

- Describe how the project represents value for money.
- Refer to [Developing a Budget](#) for further guidance.

Getting Ready to Submit

Stage 1: Submitting an Expression of Interest

All applicants for Teaching Innovation Grant Funding are required to submit an expression of interest using the online template published on the ITaLI Website by the [deadline](#) for consideration by the Shortlisting Panel.

What to Submit at Deadline 1: Expression of Interest Components

The expression of interest includes the following components:

Online Form

- **Applicant Details**
- **Grant Category**
- **Indicative Budget (\$)** including indicative split of costs under headings of Personnel, Project Activities, and Dissemination and Evaluation.

File Uploads

- **Written Component (up to 1.5 A4 Pages)** addressing the following sub-headings:
 - **Problem / Challenge to be addressed** including its strategic alignment
 - **Rationale for the Approach and Proposed Changes / Solutions to be explored**
 - **Evaluating success and impact**
 - **Scholarship justifying the chosen approach**
 - **Initial Project Team**
- **Consultation Register (1 A4 Page):** Document who you have contacted, when, their feedback and possible connection with the project.
- **Head of School Endorsement** for the Project Lead

Where to Submit

Expressions of Interest must be submitted online [here](#).

Submitting a Full Application

Shortlisted Applicants will be invited to submit a full application.

Stage 2: Submitting a Full Application

Shortlisted applicants will be invited to submit a full application for consideration by the Selection Panel. Following shortlisting, invited applicants must first develop a full draft application in the template for Associate Dean (Academic) endorsement before the full final application is submitted.

Where to submit

Full applications must receive Faculty AD(A) endorsement in order to be forwarded to the Selection Panel and as such, there are [two deadlines in this application stage](#).

- **Deadline 2: Faculty Associate Dean (Academic) Endorsement:**

[What to Submit at Deadline 2](#)

A Close to Final Draft of your full application in the word document (application) and excel (budget) templates for endorsement via teaching.grants@uq.edu.au by the deadline.

AD(A) endorsement is required only from the administering faculty. ITaLI facilitates the Faculty AD(A) endorsement process.

Applicants can expect that AD(A)s will offer feedback on their full application and project proposal. 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 and on a case-by-case basis.

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

Associate Dean (Academic) feedback will be circulated back to Applicants in a timely fashion, to support applicants to meet the deadlines for submission at Deadline 3.

- **Deadline 3: Full final application:** submit your full final—endorsed or provisionally endorsed—application for consideration by the Selection Panel.

Applications which receive provisional AD(A) endorsement at deadline 2 will be returned to the AD(A) for full final endorsement prior to consideration by the Selection Panel. Full endorsement must be received for the application to be considered for funding. Should your application not receive full endorsement you will receive written feedback confirming this outcome.

Full final applications must be submitted **online** by the deadline. An email confirming receipt of the application will be sent to the nominated email address of the project lead only.

[Access the application portal here](#)

What to Submit at Deadline 2: Full Application Components

Online Form

- [Applicant Details](#)
- [Grant Category](#)

File Uploads

- **Written Component:** Using the template provided, respond to the **Assessment Criteria**.
- **Budget:** Using the template provided. The budget should clearly identify and justify all expenses associated with the project, broken down as per the budget template. Where there are other funding sources including cash and in-kind, these should be included, and the items they will cover should be indicated.

The budget should be appropriate to the project outputs, timeframe, scale and scope, noting that maximum funding is \$15,000 for ECER projects.

The required budget sub-headings will include:

- A. **Personnel:** Include the salaries, wages and on-costs of staff to be recruited to the project. The level of each appointment and the hours per week (or percentage of time committed) should be specified.

It is not expected that teaching relief from normal duties will be included in the budget, however it will be considered in exceptional circumstances if a strong case is made and supported by the Head of School. Rationale for why a teaching relief position is required and how it will be filled for the period in question should be endorsed by the Head of School and attached to the application. Grant monies may only be used for teaching relief where this has been specified in the application.

Learning design and project officer/manager support for the project is capped. Refer to the [Developing a budget](#) section of these guidelines for detailed information.

- B. **Project Activities:** Where the purpose of expenditure is linked to a project deliverable (an output, a product or resource that will be generated through undertaking the project) these costs could include, for example, software, consumables, learning resources, workshops, reports, learning objects, and tools.
- C. **Project Dissemination and Evaluation:** A separate item should be included for project dissemination and project evaluation.

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.

Seed Grants for Small Projects

Designed to resource and enable initiatives that enhance and innovate teaching and learning for the benefit of student success to confirm proof-of-concept for a smaller scale project and for the sharing of good practice within the wider academic community. Seed Grants provide an opportunity to test the large-scale potential of learning and teaching innovation on a small scale. This funding is intended to support staff seeking to develop and pilot creative and strategically aligned enhancements to their teaching and learning context.

Projects funded through this scheme are funded competitively. Success under this category of grant does not guarantee funding of an Innovation Grant for a larger scale project in a future round.

Eligibility

Applications are welcomed from Academic Staff.

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, at any level, noting that all Proposals are required to have clear impact on teaching practice.

Project Funding and Duration

Projects with a budget of **\$5,000 and up to \$20,000** are encouraged and are expected to complete within 12 months of commencement.

Application Process

In the first instance, applicants for Innovation Grants must submit an **expression of interest** using the template published on the ITaLI website.

A Shortlisting Panel will appraise the expressions of interest according to the published assessment criteria and will invite eligible applicants to provide a detailed project proposal and **full application** by the nominated closing date.

A draft of the full application must be submitted by the nominated closing date to facilitate Associate Dean (Academic) endorsement from the administering Faculty. Faculty AD(A)s will provide instructive and developmental feedback on the draft application for shortlisted applicants to incorporate and address in writing before submitting the application for consideration by the Selection Panel.

A Selection Panel will appraise applications according to the published criteria and will make recommendations for the award of funding to the University Teaching, Learning and Student Experience Committee for endorsement.

Endorsed recommendations will then be forwarded to the Deputy Vice-Chancellor (Academic) for final approval of the award of funding.

Assessment Criteria

Applications should address the following Assessment criteria:

Rationale and outcomes

- 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 a key objective or goal in one or more UQ strategies
- Describe the usefulness of and readiness for the project and its outcomes.
- Identify the proposed deliverables and define what is in and out of scope being realistic in respect of the proposed timeframe and project resourcing.

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. It is expected that projects designed in this space will include evidence of consultation with key personnel supporting the initiatives their commitment to participate in the project as a Project Advisor.

Project approach

- Describe how the project will build on a strong theoretical framework that is grounded in the literature
- 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 including any project stages, major tasks or activities, and milestones
- Clearly identify an approach to completing the project on-time and within budget which is considered coherent and appropriate to the outputs and impact the project is designed to achieve
- Present a timeline for the approach that shows project stages as well as any dependencies between stages and tasks.

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. For example, if you have already conducted a Pilot, or an Action Research Project in your classroom, or you have completed a prior Teaching Innovation Grant project, and this application is for a project that seeks to extend that work, please incorporate any existing evaluation data.

Transfer of innovation and impact

- Detail how the project will have a positive and sustained impact both during and beyond the life of the grant for students, staff, and/or teaching within or beyond the discipline, as appropriate to the scale and scope of the project.
- Clearly identify a feasible plan for achieving impact, expressed throughout the project tasks.
- 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 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. These small projects may target a discipline, a course, one group or area and propose potential impact for cohorts of students within a course, discipline or program at UQ.

- 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.

Impact from a teaching and learning project can take a variety of forms. It may include measurable improvements in student learning, engagement, or achievement; enhancements to curriculum design, assessment practices, or learning resources; or evidence that the project has informed, influenced, or changed teaching approaches within a course, a program, institutional systems, policy and processes or broader disciplinary or professional practices. Additionally, the adoption of project outcomes by colleagues, positive student feedback, or the sustained integration of effective practices over time further demonstrate meaningful impact.

Impact may also involve identifying and sharing when an approach or tool does not represent value for money, clashes with existing UQ systems, or is not fit for purpose or appropriate for use within the University context.

Project teams will be required to report on these impact outcomes, demonstrating both the positive contributions and the critical insights gained through the project.

Consultation and Project team

- Describe the roles and responsibilities of the project lead, team members, partners, and advisory groups including the capacity of the project team to deliver the project.
- Clearly identify the demonstrated capability (skills and experience) and capacity (time) of the project team to deliver on the proposed scale and scope of the project
- Consultation appropriate to the scope and scale of the project is expected.
- Previous grant records will be considered when awarding funds.

Value for money

- Describe how the project represents value for money.
- A budget that is appropriate for the project outputs, timeframe, scale and scope, noting that funding is capped at \$20,000 for Seed Projects (but may be as small as \$5,000).
- Refer to [Developing a Budget](#) for further guidance.

Getting Ready to Submit

Stage 1: Submitting an Expression of Interest

All applicants for Teaching Innovation Grant Funding are required to submit an expression of interest using the online template published on the ITaLI Website by the [deadline](#) for consideration by the Shortlisting Panel.

What to Submit at Deadline 1: Expression of Interest Components

The expression of interest includes the following components:

Online Form

- **Applicant Details**

- **Grant Category**
- **Indicative Budget** (\$) including indicative split of costs under headings of Personnel, Project Activities, and Dissemination and Evaluation

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- **Written Component (up to 1.5 A4 Pages)** addressing the following sub-headings:
 - **Problem / Challenge to be addressed** including its strategic alignment
 - **Rationale for the Approach and Proposed Changes / Solutions to be explored**
 - **Scholarship justifying the chosen approach**
 - **Evaluating success and impact**
 - **Initial Project Team Members**
- **Consultation Register (1 A4 Page)**: Document who you have contacted, when, their feedback and possible connection with the project.
- **Head of School Endorsement** for the Project Lead

Where to Submit

Expressions of Interest must be submitted online [here](#) on the EoI deadline.

Submitting a Full Application

Shortlisted Applicants will be invited to submit a full application.

Stage 2: Submitting a Full Application

Shortlisted applicants will be invited to submit a full application for consideration by the Selection Panel. Following shortlisting, invited applicants must first develop a full draft application in the template for Associate Dean (Academic) endorsement before the full final application is submitted.

Where to submit

Full applications must receive Faculty AD(A) endorsement in order to be forwarded to the Selection Panel and as such, there are [two deadlines in this application stage](#).

- **Deadline 2: Faculty Associate Dean (Academic) Endorsement:**

What to Submit at Deadline 2:

A Close to Final Draft of your full application in the word document (application) and excel (budget) templates for endorsement via teaching.grants@uq.edu.au by the deadline.

AD(A) endorsement is required only from the administering faculty. ITaLI facilitates the Faculty AD(A) endorsement process.

Applicants can expect that AD(A)s will offer feedback on their full application and project proposal. 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 and on a case-by-case basis.

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

Associate Dean (Academic) feedback will be circulated back to Applicants in a timely fashion, to support applicants to meet the deadlines for submission at Deadline 3.

- **Deadline 3: Full final application:** submit your full final—endorsed or provisionally endorsed—application for consideration by the Selection Panel.

Applications which receive provisional AD(A) endorsement at deadline 1 will be returned to the AD(A) for full final endorsement prior to consideration by the Selection Panel. Full endorsement must be received for the application to be considered for funding. Should your application not receive full endorsement you will receive written feedback confirming this outcome.

Full final applications must be submitted **online** by the deadline. An email confirming receipt of the application will be sent to the nominated email address of the project lead only.

[Access the application portal here](#)

What to Submit at Deadline 3: Full Application Components

Online Form

- [Applicant Details](#)
- [Grant Category](#)

File Uploads

- **Written Component:** Using the template provided, respond to the [Assessment Criteria](#).
- **Budget:** Using the template provided. The budget should clearly identify and justify all expenses associated with the project, broken down as per the budget template. Where there are other funding sources including cash and in-kind, these should be included, and the items they will cover should be indicated.

The budget should be appropriate to the project outputs, timeframe, scale and scope, noting that the maximum funding available for Seed Grants is \$20,000 per project.

The required budget sub-headings will include:

- Personnel:** Include the salaries, wages and on-costs of staff to be recruited to the project. The level of each appointment and the hours per week (or percentage of time committed) should be specified.

It is not expected that teaching relief from normal duties will be included in the budget, however it will be considered in exceptional circumstances if a strong case is made and supported by the Head of School. Rationale for why a teaching relief position is required and how it will be filled for the period in question should be endorsed by the Head of School and attached to the application. Grant monies may only be used for teaching relief where this has been specified in the application.

Learning design and project officer/manager support for the project is capped. Refer to the [Developing a budget](#) section of these guidelines for detailed information.

- Project Activities:** Where the purpose of expenditure is linked to a project deliverable (an output, a product or resource that will be generated through undertaking the project) these costs could include, for example, software, consumables, learning resources, workshops, reports, learning objects, and tools.
- Project Dissemination and Evaluation:** A separate item should be included for project dissemination and project evaluation.

- **Head of School Endorsement** for all core project team members contributing of 10% or more to the projects activities or outcomes.

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.

Innovation Grants for Large Scale Projects

Innovation Grants for Large Scale Projects are intended to support projects that bring about more substantial change and enhancements to teaching and learning and the benefit of student experience at UQ. Applications submitted under this category will be strategically aligned and will extend beyond a single faculty and will include a cross-faculty project team.

Eligibility

Applications are welcomed from Academic Staff.

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.

Project Funding and Duration

Projects with a budget under \$50,000 and would typically complete within 12 months. They might seek to explore a new idea or pilot a new pedagogy, practice, idea, or technology within a more tightly defined context that encompasses two or more disciplines. These projects are still expected to consult widely, connect with existing initiatives where appropriate, and plan for transfer of practice beyond the defined context.

Projects with a budget between \$50,001 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 must plan for impact across more than one of the priority areas and for transfer of innovation beyond local context. These requests for funding must be detailed and ideally will include in-kind and/or co-contribution from a school or faculty.

Expansion Projects supporting further adaptation or adoption of completed Teaching Innovation Grant projects. To maximise the impact of these projects beyond the initial phase and to assist in the transfer of their innovations, applicants **may seek funding of up to \$50,000**. These projects should be designed to be completed within 12 months. Expansion project funding may only be awarded once.

Please note these timeframes are as a guide. Projects requesting funding under \$50,000 may also plan for completion within 18 months if appropriate to the project approach and design.

Application Process

In the first instance, applicants for Innovation Grants must submit an **expression of interest** using the template published on the ITaLI website.

A Shortlisting Panel will appraise the expressions of interest according to the published assessment criteria and will invite eligible applicants to provide a detailed project proposal and **full application** by the nominated closing date.

A draft of the full application must be submitted by the nominated closing date to facilitate Associate Dean (Academic) endorsement from the administering Faculty. Faculty AD(A)s will provide instructive and developmental feedback on the draft application for shortlisted applicants to incorporate and address in writing before submitting the application for consideration by the Selection Panel.

A Selection Panel will appraise applications according to the published criteria and will make recommendations for the award of funding to the University Teaching, Learning and Student Experience Committee for endorsement.

Endorsed recommendations will then be forwarded to the Deputy Vice-Chancellor (Academic) for final approval of the award of funding.

Assessment Criteria

Applications should address the following Assessment 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, what is the project trying to achieve or change and why, and who the project intends to reach.
- Describe the usefulness of and readiness for the project and its outcomes at UQ (i.e. explain the willingness and ability of stakeholders to facilitate, adopt and implement change)
- 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: Proposals for expansion projects seeking to extend, 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. Applicants are advised that the Selection Panel will expect that the new project draws on the recommendations of the evaluation of the former project. The evaluation and outcomes of the former project must be explained clearly in the application to support the rationale for the project.

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. It is expected that projects designed in this space will include evidence of consultation with key personnel supporting the initiatives their commitment to participate in the project as a Project Advisor.

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. Define any project stages, major tasks or activities, milestones, and any associated outputs
- Clearly identify a timeline for the approach that shows project stages as well as any dependencies between stages and tasks, and a feasible plan for achieving impact, expressed throughout the project tasks
- Describe the methodology proposed for the project. If surveys and focus groups are proposed, a realistic plan and timeframe for recruiting participants needs to be considered.

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.
- Clearly describe how the evaluation will contribute to establishing the impact of the project, and its value across UQ.

- Existing data should be included where appropriate. For example, if you have already conducted a Pilot, or an Action Research Project in your classroom, or you have completed a prior Teaching Innovation Grant project, and this application is for a project that seeks to extend that work, please incorporate any existing evaluation data.

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. These large-scale projects will be expected to impact more than one area (unit, school, faculty, institute, university-wide etc), may 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.

Impact from a teaching and learning project can take a variety of forms. It may include measurable improvements in student learning, engagement, or achievement; enhancements to curriculum design, assessment practices, or learning resources; or evidence that the project has informed, influenced, or changed teaching approaches within a course, a program, institutional systems, policy and processes or broader disciplinary or professional practices. Additionally, the adoption of project outcomes by colleagues, positive student feedback, or the sustained integration of effective practices over time further demonstrate meaningful impact.

Impact may also involve identifying and sharing when an approach or tool does not represent value for money, clashes with existing UQ systems, or is not fit for purpose or appropriate for use within the University context.

Project teams will be required to report on these impact outcomes, demonstrating both the positive contributions and the critical insights gained through the project.

Consultation and Project team

- Describe the roles and responsibilities of the project lead, team members, partners, and advisory groups including the capacity of the project team to deliver the project.
- Demonstrate the capability (skills and experience) of the project team to deliver on the proposed scale and scope of the project
- Consultation appropriate to the scope and scale of the project is expected.
- Previous grant records will be considered when awarding funds.

Value for money

- Describe how the project represents value for money.

- Include a budget that is appropriate to the project outputs, timeframe, scale and scope,
- Refer to [Developing a Budget](#) for further guidance.

Getting Ready to Submit

Stage 1: Submitting an Expression of Interest

All applicants for Teaching Innovation Grant Funding are required to submit an expression of interest using the online template published on the ITaLI Website by the [deadline](#) for consideration by the Shortlisting Panel.

What to Submit at Deadline 1: Expression of Interest Components

The expression of interest includes the following components:

Online Form

- **Applicant Details**
- **Grant Category**
- **Indicative Budget** (\$) including indicative split of costs under headings of Personnel, Project Activities, and Dissemination and Evaluation

File Uploads

- **Written Component (up to 2 A4 Pages)** addressing the following sub-headings:
 - **Problem / Challenge to be addressed** including its strategic alignment
 - **Rationale for the Approach and Proposed Changes / Solutions to be explored**
 - **Scholarship justifying the chosen approach**
 - **Evaluating success and impact**
 - **Initial Project Team Members**
- **Consultation Register (1 A4 Page)**: Document who you have contacted, when, their feedback and possible connection with the project.
- **Head of School Endorsement** for the Project Lead/s.

Where to Submit

Expressions of Interest must be submitted online [here](#).

Submitting a Full Application

Shortlisted Applicants will be invited to submit a full application.

Stage 2: Submitting a Full Application

Shortlisted applicants will be invited to submit a full application for consideration by the Selection Panel. Following shortlisting, invited applicants must first develop a full draft application in the template for Associate Dean (Academic) endorsement before the full final application is submitted.

Where to submit

Full applications must receive Faculty AD(A) endorsement in order to be forwarded to the Selection Panel and as such, there are [two deadlines in this application stage](#).

- **Deadline 2: Faculty Associate Dean (Academic) Endorsement:**

What to Submit at Deadline 2:

A Close to Final Draft of your full application in the word document (application) and excel (budget) templates for endorsement via teaching.grants@uq.edu.au by the deadline.

AD(A) endorsement is required only from the administering faculty. ITaLI facilitates the Faculty AD(A) endorsement process.

Applicants can expect that AD(A)s will offer feedback on their full application and project proposal. 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 and on a case-by-case basis.

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

Associate Dean (Academic) feedback will be circulated back to Applicants in a timely fashion, to support applicants to meet the deadlines for submission at Deadline 3.

- **Deadline 3: Full final application:** submit your full final—endorsed or provisionally endorsed—application for consideration by the Selection Panel.

Applications which receive provisional AD(A) endorsement at deadline 2 will be returned to the AD(A) for full final endorsement prior to consideration by the Selection Panel. Full endorsement must be received for the application to be considered for funding. Should your application not receive full endorsement you will receive written feedback confirming this outcome.

Full final applications must be submitted **online** by the deadline. An email confirming receipt of the application will be sent to the nominated email address of the project lead only.

[Access the application portal here](#)

What to Submit at Deadline 3: Full Final Application Components

Online Form

- **Applicant Details**
- **Grant Category**

File Uploads

- **Written Component:** Using the template provided, respond to the **[Assessment Criteria](#)**.
- **Budget:** Using the template provided. The budget should clearly identify and justify all expenses associated with the project, broken down as per the budget template. Where there are other funding sources including cash and in-kind, these should be included, and the items they will cover should be indicated.

The budget should be appropriate to the project outputs, timeframe, scale and scope, noting that the maximum funding available for Seed Grants is \$20,000 per project.

The required budget sub-headings will include:

- Personnel:** Include the salaries, wages and on-costs of staff to be recruited to the project. The level of each appointment and the hours per week (or percentage of time committed) should be specified.

It is not expected that teaching relief from normal duties will be included in the budget, however it will be considered in exceptional circumstances if a strong case is made and supported by the

Head of School. Rationale for why a teaching relief position is required and how it will be filled for the period in question should be endorsed by the Head of School and attached to the application. Grant monies may only be used for teaching relief where this has been specified in the application.

Learning design and project officer/manager support for the project is capped. Refer to the [Developing a budget](#) section of these guidelines for detailed information.

- B. Project Activities: Where the purpose of expenditure is linked to a project deliverable (an output, a product or resource that will be generated through undertaking the project) these costs could include, for example, software, consumables, learning resources, workshops, reports, learning objects, and tools.
 - C. Project Dissemination and Evaluation: A separate item should be included for project dissemination and project evaluation.
- **Head of School Endorsement** for all core project team members contributing 10% or more to the projects activities or outcomes.

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.

Where do I start?

Preparing an application

Step 1: Develop your idea

Take your time.

Make use of the Support Mechanisms on offer to develop and refine your project idea by attending the *Developing a Teaching Innovation Grant* workshop and *Pitch Your Idea* session. The feedback and advice you'll receive will support you to refine your project idea and the opportunity to connect with your colleagues and with the work already being carried out across the University begins here.

Step 2: Consult

Successful projects will demonstrate rich and wide consultation across the University to support the project rationale and identified need. The extent of consultation expected will depend on the category of grant being applied for, at minimum all project ideas must be developed in consultation with appropriate staff across the University, and demonstrating appropriate consultation is an application requirement. Record of your consultation is required to be provided in the application form and is assessed by the Selection Panel.

Applicants must 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 successful completion of the project.

After consultation within your faculty and proposed project team, seek further consultation based on what is appropriate for your planned project idea. This will include consultation with Indigenous Engagement Teams, ITS, and/or Learning Designers within your school or faculty as well as within other relevant business units.

Please contact [ITaLI](#) for advice on who to approach for consultation if you need guidance.

Step 3: Establish a project team

Projects should commence with the establishment of a team who will commit to completion of the project. Large projects focussed on institutional strategic priorities should have a team that includes representatives from across the institution.

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 very important 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 include a small 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.

There is an expectation that teams will include relevant voices from across the University. Please refer to the Selection Criteria “Project Team” for further guidance.

Step 4: Prepare your Expression of Interest

To prepare an Expression of Interest (Eoi):

1. Attend ITaLI Support Offerings and engage with Faculty Support.
2. Complete your Eoi form complying with word limits and style guidelines responding to the assessment criteria outlined for your chosen grant category.
3. Seek Head of School approval. All lead applicants must have received Head of School approval, to submit an expression of interest. Please note that Head of School approval for team members must also be provided at the time of application submission.

Note: Head of School Approvals

Please note, HoS Approval for the Project Lead is required for [Step 1 of the application submission process](#). HoS endorsement for project team members must be in order and provided by the final application deadline.

Heads of Schools / Directors of Institutes must also 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 the work over the course of the project.

When submitting the final application, applicants are required to upload a single .pdf file collating Head of School endorsement for each project team member. 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.

Developing a budget

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

Please complete the [Budget Template available on the ITaLI Website](#).

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. 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 for new appointments must be budgeted for and confirmed with the local area Management Accountant.

- Research Assistant / Project Officer support for the project must be capped at HEW6.
- Learning Design support for the project must be capped at HEW7 (noting the following position classifications for Learning Design Roles: Learning Design Officer HEW5; Senior Learning Designer HEW6; Principal Learning Designer 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 and/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 must commence in 2026 (by no later than 27 July 2026) and are required to plan for 100% expenditure by December 2027.

Requests for variations to budget phasing including carry forward of unexpended funds is strongly discouraged and will only be approved in exceptional circumstances.

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

Service management
Performance and scalability
Security
Integration
User interfaces required
Policy compliance
Content copyright

Market Considerations

Vendor viability
Unsuitability of alternative sources for the technology
Third party support for related products and services
Level of support provided by vendor

Design Principles

Secure systems
Designs target availability and reliability
Safeguard privacy and intellectual property
Systems use the authoritative source for data
Use open standards unless there is justification to do otherwise

Systems are structured for simple adaptation and extension

Designs are compatible with UQ IT roadmaps and architectures

Assessment of submissions

The Teaching Innovation Grants Shortlisting and Selection Panels report to the Teaching, Learning and Student Experience Committee and will appraise proposals against the Assessment Criteria to recommend the award of funding.

In doing so, the Shortlisting and Selection Panels will also:

- 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.
- Consider the extent to which the Associate Dean (Academic) endorsement demonstrates that the project:
 - aligns with University and Faculty teaching and learning priorities,
 - is feasible within the defined context,
 - reflects meaningful consultation and institutional relevance, and
 - has potential for sustainable impact within and beyond the Faculty.

The panel provide recommendations to the Teaching, Learning and Student Experience Committee, who 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 during a later round.

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 late July, projects must commence by August 28, 2026.

Application Support

Faculty support

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

Developing a Teaching Innovation Grant Workshop and Guided Writing Session

24 March 2026, 9.00am – 11.00am (Online)

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

1. 25 March 2026, 10.30am – 12.30pm

2. 30 March 2026, 10.30am – 12.30pm

These sessions will provide applicants an opportunity to test their project idea in front of a panel of experts.

Each presenter may pitch for up to 5 minutes. This will be followed by 5 minutes of feedback.

Express your interest in a Pitch Session [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. Extensive discussion of the appropriateness of the idea and a review of draft applications cannot be accommodated. If you'd like to discuss the suitability of your project idea, you should endeavour to attend a Pitch Your Idea session.

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

