LEARNING AND TEACHING RESEARCH AND DEVELOPMENT GRANTS PROGRAM PROCEDURE

CONTENTS

1   PURPOSE

1.1   This procedure outlines the requirements and process for applying for a Learning and Teaching Research and Development (LTRD) Grant at CQUniversity.

2   SCOPE

2.1   This procedure applies to internally funded, learning and teaching focused, research at CQUniversity.

3   PROCEDURE

3.1   CQUniversity's Learning and Teaching Research and Development (LTRD) Grants Program provides funds to encourage employees to undertake innovative impact-focused projects that build capacity in learning and teaching research and thereby promote better student learning outcomes. This also enables employees to engage in the scholarship of learning and teaching.

3.2   The program provides employees with a developmental experience and a means of initiating projects that discover, embed and disseminate potentially significant findings and impacts beyond routine educational evaluation and improvements. Success in obtaining funding may position applicants to engage in other grant opportunities and contribute to enhancing quality learning and teaching at CQUniversity.

Project topics eligible for funding

3.3 The project topics in this procedure are aligned with CQUniversity's current priorities and strategic aims and goals. To be considered for LTRD grant funding, project proposals must clearly address one project topic from Appendix A.

3.4 Project teams are encouraged to propose projects which gather data from and/or are generalisable to students and employees from more than one discipline or organisational unit.

Eligibility to apply

3.5 The grant applicant must be the project's Chief Investigator, i.e. a CQUniversity employee who is eligible to apply for a grant.

3.6 The following CQUniversity employees are eligible to apply for a grant:

a) full-time and part-time continuing employees, and

b) full-time and part-time fixed-term employees, whose contract is confirmed in writing by the relevant Dean (or equivalent for non-school employees, for example, Director or Pro Vice-Chancellor) and will continue for 24 months past the approved project's funding start date.

3.7 Partner investigators/team members on the project may include CQUniversity casual, adjunct and/or emeritus appointments, and participants from industry or the Australian tertiary education sector. Teams may contain only one non-CQUniversity member.

3.8 Teams must include at least one CQUniversity teaching scholar who has not previously received a Scholarship of Learning and Teaching grant or LTRD grant.

How to apply

3.9 Learning and Teaching Services will initiate the LTRD grant program each year by calling for expressions of interest (EoIs) and notifying CQUniversity employees of the project topics for the year.

3.10 The LTRD Grants Review Panel (the Review Panel) will assess and recommend or decline EoIs and proposals in relation to assessment criteria and related documentation requirements. If a proposed project is declined at the EoI stage (Step 1 below), it will not be eligible for development into a preliminary or final proposal. If a project proposal is declined at the preliminary proposal stage (Step 2 below) it will not be eligible to be lodged at the final proposal stage (Step 3 below).

3.11 To be eligible for funding consideration, Chief Investigators must lodge:

- an EoI (Step 1)

- a preliminary project proposal (Step 2), and

- a final project proposal (Step 3).

Appendix B provides an overview of the grant process, including key steps and indicative timelines.

Step 1: Lodging an expression of interest (EoI)

3.12 Chief Investigators must complete the LTRD Grant Expression of Interest (EoI) Template (available on the Learning and Teaching Services Grants StaffNet page) in response to the call for EoIs.

3.13 The EoI template contains strict content and formatting requirements. EoIs which do not meet these requirements will be deemed ineligible for consideration.

3.14 Chief Investigators must lodge the EoI to ltgrants-awards@cqu.edu.au no later than midnight on the specified due date.

3.15 EoIs will be assessed according to the assessment criteria (see section 3.28) for all topics except the blue-sky exploratory project topic and, if successful, the Chief Investigator will be invited to take part in the development process and progress to Step 2, with no further action required.

3.16 Chief Investigators who have chosen the blue-sky exploratory project topic for their EoI will be invited to pitch their idea to the Review Panel and, if successful, will be invited to take part in the development process and progress to Step 2.

Step 2: Lodging a preliminary project proposal

3.17 Chief Investigators are required to complete the following when preparing a preliminary project proposal:

- **LTRD Grant Project Proposal Template**. Eligible Chief Investigators will be provided this template.

- **Budget Workbook** (contact ltgrants-awards@cqu.edu.au for the current version). This document must be used to calculate salary budget items. Budgets must be fully justified within the proposal with an explanation of why particular budget items are required and will be checked for accuracy after lodgement. Any discrepancy in the budget total may impact the completion of the project, so care should be taken to fully cost the proposed project, including both in-kind and funded requirements.

- an email **statement of endorsement** from each team member's Deputy Dean (Learning and Teaching), or equivalent for non-School employees (for example, Director), confirming:

  o that the stated project aims and intended impacts are of merit, have the potential to measurably improve learning and teaching, and can be adapted for other disciplines

  o that the named investigators will be allowed sufficient time to complete the project according to current workload allocations, and

  o approval of any additional funding and/or in-kind contributions (for example, consumables or allocated space for a research assistant) from a financial delegate of relevant organisational units providing these in-kind items to the project.

  Appendix C provides an example email statement of endorsement.

3.18 The project proposal must address only one project topic from Appendix A. A competitive project proposal will identify the anticipated improvements to learning and teaching arising from the project's implementation and stated deliverables.

3.19 The project proposal template contains strict content and formatting requirements. Proposals which do not meet these requirements will be deemed ineligible for consideration.

3.20 The project proposal must include a description of evaluation activities that will be used to assess the progress of the project, the reporting of findings and the completion of deliverables. The evaluation description must include stated milestones and identify a timeframe for the anticipated interim and final evaluation of the project.

3.21 The project proposal must include an impact strategy that engages with relevant stakeholders within and beyond the School or organisational unit to inform and to promote potential uptake of the anticipated outputs of the project. This strategy should be achievable relative to the context of the project and in the time available for implementation, and should clearly list deliverables.

Examples of deliverables of impact may include but are not limited to:

- the use of interactive online technology and social media to build networks and widen project participation

- trialling of concepts, approaches and products in a range of disciplinary and/or other contexts within CQUniversity

- embedding of project findings into policy, procedures, plans and other systemic documentation

- facilitating interactive workshops, forums and train-the-trainer opportunities

- adopted strategies that leverage student participation in project design and implementation, or

- engaged partnerships with colleagues in other areas of the University, including vocational education, as well as industry, government agencies and community organisations.

3.22   Preliminary project proposals, including all three components in section 3.17, must be lodged by email to ltgrants-awards@cqu.edu.au no later than midnight on the specified due date.

3.23   The Review Panel will review preliminary project proposals and provide feedback to Chief Investigators. If the proposal is successful, the Chief Investigator will be invited to take part in the development process and progress to Step 3.

Step 3: Lodging a final grant project proposal

3.24   Final project proposals, including all three components in section 3.17, must be lodged to ltgrants-awards@cqu.edu.au no later than midnight on the specified due date.

3.25   Extension requests for lodgement of proposals and/or late final project proposals will not be accepted, except in special circumstances. Any such requests must be made in advance and in writing to the program administrator via email to ltgrants-awards@cqu.edu.au, for written approval. If the request is approved, the Chief Investigator must lodge this written approval, in lieu of the project proposal, by the specified due date.

3.26   If the project proposal is deemed eligible and potentially fundable, the Chief investigator may be given an opportunity to consider the Panel's feedback and revise and relodge their project proposal to address any conditions placed on funding recommendation.

Support for chief investigators

3.27   Learning and Teaching Services will offer a range of support mechanisms, including training and resources to assist in preparing EoIs and project proposals, structured grant development workshops, mentoring options and formative feedback from the Review Panel.

Assessing expressions of interest

3.28   The Review Panel will assess the merits of each EoI and will notify the Chief Investigator if the project is eligible to proceed to Step 2. The potential project will be grounded in literature and will be designed to:

- implement an existing innovation in a new context

- investigate a problem and pilot an emergent solution

- evaluate existing practices with a view to broadening or deepening impact, or

- curiously explore a particular domain of learning and teaching.

3.29   The Review Panel may request additional information from the Chief Investigator about their EoI at any time after lodgement.

3.30   EoI's will be assessed using the following criteria:

- Research questions: Are they discernible and well-formed?

- Project design: Is the project feasible as currently described and designed to answer the research questions?

- Impacts: Are concrete benefits to the University (rather than possible positive effects) clearly described?

- For blue-sky exploratory projects, the pitching interview will provide additional insights to allow the Review Panel to ascertain their confidence in the value of the proposed exploratory, curiosity-driven project.

    o   The criterion for this is: Is there a compelling reason to invest in this area of exploration, at this time?

3.31   The Panel will assign a panel member as a mentor, and a person in an executive position as champion to each successful EoI. Project teams are welcome to suggest a preferred mentor and champion, with final approval resting with the Panel Chair. Both mentor and champion roles are advisory, not directive, and will last through the application process and, if the project is funded, until completion of the project (see Appendix D).

Assessing preliminary and final project proposals

3.32 The Review Panel will assess the merits of each project proposal, including the team's expertise.

3.33 The Review Panel will provide detailed feedback on ways to improve preliminary proposals, and may include suggested improvements to project design, or the project's value and relevance to the CQUniversity context.

3.34 The Review Panel may request additional information from the Chief Investigator about the project proposal before deciding whether to recommend it for funding.

3.35 Following assessment of the final proposal, the Panel will recommend funding of selected project proposals, to the program administrator.

3.36 Chief Investigators will be advised of the outcome of the assessment of their proposal within 10 weeks of the final project proposal lodgement date.

3.37 Preliminary and final proposal assessment criteria are detailed in Appendix E.

3.38 Appeals will only be considered against the Review Panel's implementation of processes described in this procedure. Any appeals against the decisions made in the review process must include information about the specific areas in which the process was breached. Appeals must be submitted in writing to ltgrants-awards@cqu.edu.au within 10 working days of the date of notification of the outcome. All appeals will be treated in confidence.

Funding

Availability of funds

3.39 Up to $1000 will be made available to vocational education and training (VET) employees who have successfully completed the Graduate Certificate in Tertiary and Adult Education (GCTAE) and who wish to pursue learning and teaching research. This funding is considered micro-funding for a learning and teaching pilot project. It is to be used to engage casual teaching and/or marking relief and will only be available to those VET employees who commit to developing and lodging an EoI in the LTRD Grants program.

3.40 Approved grant projects will receive up to $5,000 or up to $12,000 in funding. Funding requests will be carefully vetted. Projects must be carefully scoped to ensure there is a balance between value for money and total funding required to complete the project. Only cost estimates that are required for the conduct of the project should be included in the budget. Chief Investigators whose budgets are deemed to have inflated or deflated project costs that do not reflect the scope of the project will be required to justify the costs or revise their final funding request.

3.41 The Chief Investigator is responsible for sourcing any funding required that exceeds the approved budget.

3.42 Funding is granted on condition that the project is completed, and all funding is used within 18 months of the project start date. If funding is not expended in this timeframe, it may be withdrawn from the project and reallocated in subsequent LTRD grant rounds.

3.43 Project funding will be made available subject to the Chief Investigator of an approved project proposal signing an Internal Grant Agreement and receiving Ethics Committee approval of the project. The signed agreement and Ethics Committee approval must be emailed to ltgrants-awards@cqu.edu.au before accessing funding. Refer to the applying for ethical clearance section for further information.

Appropriate use of funding

3.44 LTRD grant funding may be used:

- to employ specialist employees, or research or project employees, to assist in conducting the research or development of resources. NOTE: if specialist employees are recruited on fee for service terms (for example, a programmer or video producer whose services are procured through a website agreement), the IP interests of CQUniversity must be considered. Chief Investigators must contact the Procurement Advice Team (pat-requests@cqu.edu.au) prior to agreeing to any external party's terms that are either stated on a website or in an agreement or contract.

- for activities such as implementing and analysing surveys or other relevant activities

- for teaching/marking relief

- to purchase specialised equipment and/or software. Appropriate justification is required. All equipment, software and licenses will remain CQUniversity property (Note: grant funding cannot be used to purchase standard equipment normally available through the organisational unit funding – see 3.48 in Restrictions on use of funding).

- travel and/or associated costs that are directly connected to a stated deliverable of the project's impact strategy (for example, workshop facilitation, conference attendance, or publication fees for open access peer-reviewed journals)

- for material or financial incentives for participation up to the value of $50 per participant. Any incentives valued beyond $50 per participant must be adequately justified in the project proposal and will be approved at the discretion of the Review Panel. CQUniversity's Gifts and Benefits Policy and Procedure and Gift Cards Procedure must be followed if provision of incentives for participants is included in the project budget.

Restrictions on use of funding

3.45 Funding use must have direct links to research into learning and teaching at CQUniversity.

3.46 Requested funding of external goods and services already available within CQUniversity must be fully justified in the project proposal.

3.47 The Review Panel will carefully evaluate impact dissemination costs such as travel and publication fee expenditures on a case-by-case basis as part of the proposal budget review.

3.48 LTRD Grant funding may not be used for:

- activities considered part of normal learning and teaching processes or routine curriculum development and updating, including unit/course enhancement and review

- salary costs for investigators

- travel related to networking or only vaguely related to the impact strategy, or

- equipment that is a standard information technology procurement item.

Reporting and publishing project findings and impacts

3.49 For funded projects, Chief Investigators will be required to:

- provide a mid-project verbal progress report to the Panel Chair (approximately nine months after grant funds are made available) and a final written report upon project completion (not more than 18 months after the grant funds are made available) with financial acquittals to ltgrants-awards@cqu.edu.au.(A Final Report template is available on the Learning and Teaching Grants StaffNet page) These reports are required even if the project has not met its anticipated outcomes.

- prepare and lodge at least one publication within six months of project completion, (for example conference paper, journal article manuscript about the project and/or its outcomes to a quality journal) and provide evidence of dissemination of a summary of findings to stakeholders (via for example a five-minute YouTube video presentation and/or presentation at another CQUniversity forum). Further information on research impact information is available at the CQUniversity library. All impacts of the publications must also be included in the impact report (see next bullet point), and

- send an impact report of no more than two A4 pages, to ltgrants-awards@cqu.edu.au, 12 months after the project is complete, confirming that planned project findings and deliverables have been disseminated, that the impact plan has been completed and describing any unexpected impacts that have occurred post-project. This report will be distributed for approval to the Review Panel.

3.50 If these requirements are not met, the Chief Investigator may not be eligible for funding in subsequent LTRD grant rounds.

3.51   Chief Investigators must report any change of project team members, as soon as practical, by email to ltgrants-awards@cqu.edu.au. The Chief Investigator will then be advised of any further action that may be required.

Ethical practice

Applying for ethical clearance

3.52   Ethical clearance is required for all research projects involving animal subjects and/or human participants. To apply for ethical clearance, the Chief Investigator must complete the online ethics application available at https://myresearch.cqu.edu.au/RME6 using their CQUni login. Any problems in accessing the system should be referred to the ethics office in the first instance. The online form will automatically assess whether the project meets the criteria to be considered through the low risk pathway, or whether it needs to be assessed by the relevant full Ethics Committee.

3.53   Chief Investigators must ensure they are fully aware of the compliance requirements of their prospective projects. Further information about applying for ethical clearance is available on CQUniversity's Ethics Committee website.

3.54   Applications for ethical clearance may commence prior to the final proposal lodgement date and must include written approval from the Provost to conduct research with CQUniversity students and/or employees, if applicable. This notice must include details of the specific research activities related to students and/or employees.

Conduct

3.55   Chief Investigators and project team members must follow the Code of Conduct, Code of Conduct for Research, and have a clear understanding of the National Statement on Ethical Conduct in Human Research.

Intellectual property

3.56   All known intellectual property issues must be identified in the project proposal. All intellectual property generated by LTRD grant activities remains the property of CQUniversity unless otherwise negotiated.

3.57   The Panel Chair will consider final project reports for approval. Approved final project reports will be presented by the Chief Investigator as a focus item at a Learning and Teaching Committee meeting and may be made publicly available after lodgement.

4   RESPONSIBILITIES

Compliance, monitoring and review

4.1   The program administrator is responsible for implementing, monitoring, reviewing and ensuring compliance of this procedure.

4.2   This procedure will be reviewed at least annually.

Reporting

4.3   Learning and Teaching Services will report the outcome of the LTRD Grant Program annually to the Learning and Teaching Committee.

Records management

4.4   Employees must manage all records in accordance with the Records Management Policy and Procedure. This includes retaining these records in a recognised University recordkeeping information system.

4.5   University records must be retained for the minimum periods specified in the University Sector Retention and Disposal Schedule on the Queensland State Archives website. Before disposing of any records, approval must be sought through the Records Management Office (email records@cqu.edu.au)

5   DEFINITIONS

5.1   Terms not defined in this document may be in the University glossary.

6   RELATED LEGISLATION AND DOCUMENTS

Code of Conduct

Code of Conduct for Research

Corporate Credit Card Procedure (FMPM)

Gifts and Benefits Policy and Procedure

Gift Cards Procedure

Learning and Teaching Research and Development Grants Review Panel Terms of Reference

National Statement on Ethical Conduct in Human Research

Procurement Policy and Procedure

Research Data Management Policy and Procedure

7   FEEDBACK

7.1   Feedback about this document can be emailed to policy@cqu.edu.au.

8   APPROVAL AND REVIEW DETAILS

Approval and Review	Details
Approval Authority	Learning and Teaching Committee
Advisory Committee to Approval Authority	N/A
Administrator	Pro Vice-Chancellor (Learning and Teaching)
Next Review Date	19/02/2021

Approval and Amendment History	Details
Original Approval Authority and Date	Vice-Chancellor and President 01/04/2014
Amendment Authority and Date	Vice-Chancellor and President 15/07/2015; Vice-Chancellor and President 16/03/2016; Executive Committee of Academic Board 20/12/2016, Learning and Teaching Committee 15/11/2017; Learning and Teaching Committee 20/02/2019; Learning and Teaching Committee 19/02/2020; Minor Amendments Acting Administrator Approval – Director, Learning and Teaching Services 03/03/2020.
Notes	This document was formerly known as the Scholarship of Learning and Teaching Grants Procedure (19/02/2019).

9   APPENDICES

Appendix A: Project topics

Project proposals should consider ALL current and previous efforts within the University, recent literature on the topic, and previously published Office for Learning and Teaching (OLT) reports.

When choosing your priority area, please consider the requirements as described below:

a) assessment practices for the promotion of student learning

b) designing learning for the future

c) employability skills for future success

d) improving institutional pathways across higher education

e) indigenising the curriculum

f) social innovation in learning and teaching

g) improving work-integrated learning experiences for students and for the University

h) evidence-driven learner engagement

i) innovation in vocational education and training (VET) learning and teaching

j) Learning and teaching priority project topics for 2020:

- embedding technology-enhanced learning (TEL) across the curriculum
- learning and teaching focused data mining
- student retention
- teaching practice sustainability.

k) blue-sky exploratory projects

Previously published OLT reports often contain useful information for understanding and framing these project topic areas.

a) Assessment practices for the promotion of student learning

Project proposals under this project topic area should focus on assessment issues that arise in a multi-campus and blended delivery context. This project topic area could include ideas as diverse as asynchronous moderation practices or team assessment of multimedia artefacts.

b) Designing learning for the future

Project proposals under this project topic area should address a demonstrably underexplored issue or area in terms of designing innovative learning futures. Proposed projects should introduce paradigms and practices that are innovative and produce outcomes that have some demonstrable relevancy to multiple disciplines. Project proposals that focus on redesigning curriculum for the benefit of an individual discipline only will likely not be assessed favourably.

c) Employability skills for future success

Project proposals under this project topic area should focus on strategies and approaches that support employability skills. The proposed projects should be collaborative projects that involve stakeholders from the University, from industry and/or professional bodies.

Project proposals should take into consideration previous research and development efforts within the University, recent literature on the topic, and previously published reports such as the OLT Strategic Commissioned Projects on Graduate Employability. In addition, work undertaken by the following organisations and initiatives should be reviewed for relevance: B20 Human Capital Taskforce Report, and associated entities and the National Work Integrated Learning Strategy, developed by Universities Australia, Australian Chamber of Commerce and Industry, Australian Industry Group, the Business Council of Australia and the Australian Collaborative Education Network.

d) Improving institutional pathways across the higher education

Project proposals under this project topic area should propose to develop and model strategies that support better transitions between the VET courses and higher education courses, progression from secondary schools and enabling courses into undergraduate study, and pathways to professional qualifications, to doctoral qualifications, or to other postgraduate study, or research.

e) Indigenising the curriculum

Project proposals in this project topic area will propose research projects which investigate processes for effectively incorporating Aboriginal and Torres Strait Islander pedagogies and practices within CQUniversity's courses and units. Projects should provide students and employees with direct access to tools and opportunities to critically explore the major paradigms of their discipline and consider how those paradigms influence the profession's impact on Aboriginal and Torres Strait Islander peoples and communities. Project teams in this area should include Aboriginal and Torres Strait Islander employees in the design, implementation, and dissemination of outcomes.

f) Social innovation in learning and teaching

Project proposals under this project topic area should involve projects that are in line with CQUniversity's commitment to social innovation. Proposed projects could address topics such as the learning and teaching issues surrounding social innovation pedagogy, employee knowledge and skills, social innovation project design, or assessing learning and benefit.

g) Improving work-integrated learning experiences for students and for the University

Project proposals in this project topic area should focus on innovative practices for implementing and assessing effective work-integrated learning (WIL) experiences. This project topic area could include research projects involving cooperative placements and internships, on campus industry-related learning experiences, and various forms of volunteer or service learning.

h) Evidence-driven learner engagement

Project proposals in this project topic area will employ the tools and findings of online student behaviour technologies (learning analytics) to investigate the intersections of teaching methods and resources, student engagement, and demonstrated effectiveness of the learning experience.

i) Innovation in VET learning and teaching

Project proposals in this area should focus on innovative practices for learning and teaching in vocational education. Project proposals can include action research proposals and should take into consideration current literature relevant to the selected topic.

Topics may include:

- Innovation in online learning and teaching

- Innovation in workplace-based learning and teaching

- New ways of training apprentices and trainees

- Innovative assessment practices

- New ways of engaging with industry and/or employers to create authentic learning experiences for VET students

- New ways of combining vocational education and degree-level courses.

j) Learning and teaching priority project topics for 2020

Each year the Provost works with Learning and Teaching Services to outline several special topics that meet specific needs of CQUniversity's learning and teaching priorities. The priority project topics for 2020 are:

- **Embedding technology-enhanced learning across the curriculum**

Project proposals in this topic area will investigate the feasibility and effectiveness of implementation of innovative technologies in learning environments. Research projects should seek to better understand this process for designers, instructors, and/or students, including evidence of success for any of these roles.

- **learning and teaching focused data mining**

Project proposals in this topic area will investigate the mining and analysis of existing data such as the Quality Indicators for Learning and Teaching or Graduate Outcomes Survey measures to better understand our student cohort.. Proposals must clearly articulate how projects and their outcomes differ from existing resources and measure and contribute new knowledge to learning and teaching practice.

- **Student retention**

Project proposals in this topic area will investigate current trends in student retention within CQUniversity by either students or employees. Research projects should identify areas of good practice within disciplines at CQUniversity and seek to explain how this practice is implemented, for the purposes of refining the solution and for knowledge production.
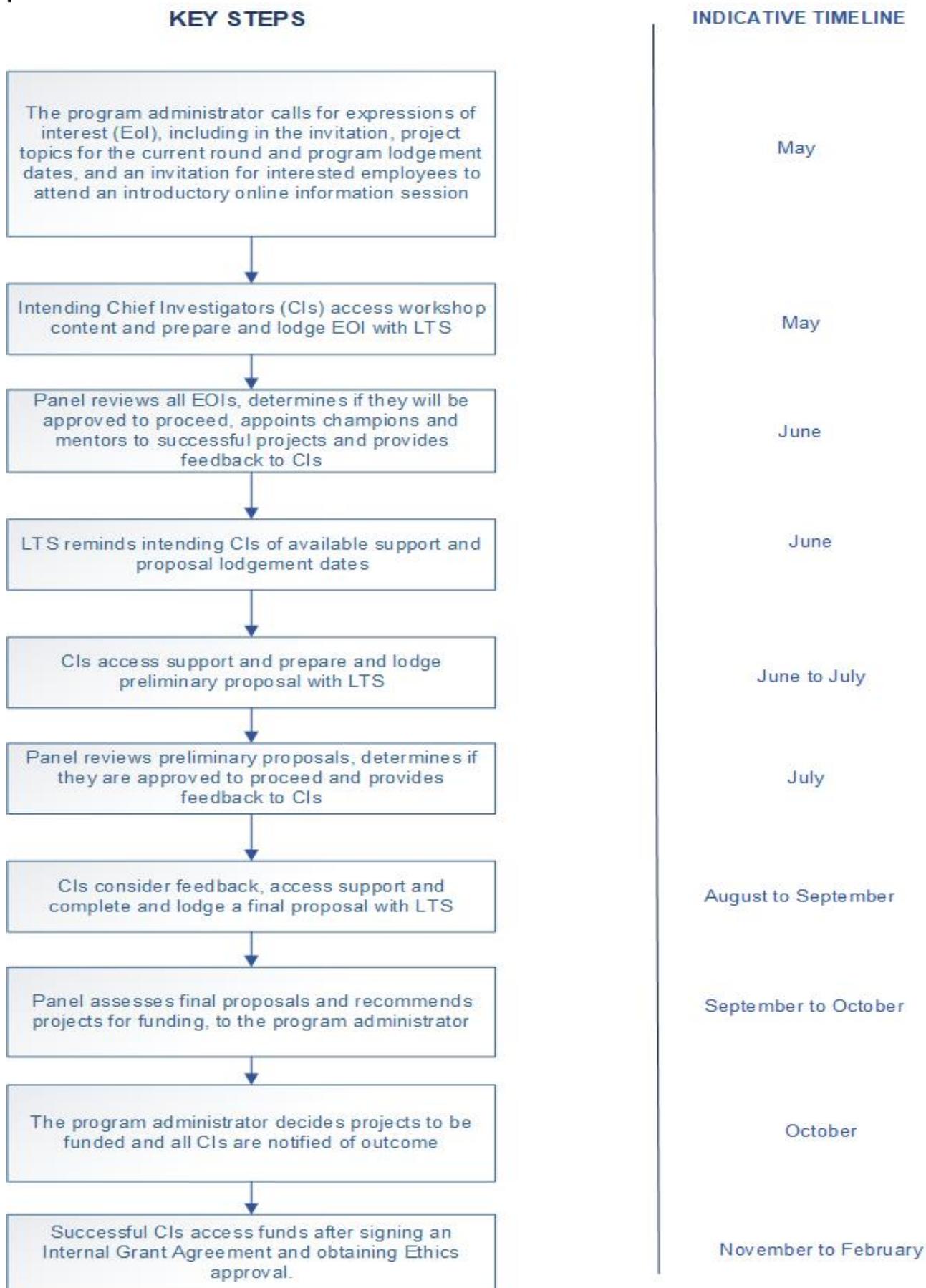
- **Teaching practice sustainability**

Project proposals in this topic area will investigate sustainability of our existing teaching practices, identifying areas of good practice and those in need of improvement. Proposals must build on existing sustainability literature and contribute not only to university practice but also to the scholarly body of knowledge.

k) Blue-sky exploratory projects

Project proposals in this topic area will be future-focused and outside of any of the previously specified project topics. They will be subject to an additional assessment element at the EoI stage. Blue-sky exploratory projects are built around the core values of curiosity and flexibility, meaning that applicants undertake divergent, iterative exploratory research and will therefore be unable to forecast specific, tangible impacts during the application phase.

Applicants who choose this project topic, will be invited to participate in a pitching interview with the Review Panel, immediately after submitting an EoI. The pitching interview will explore the relevance of the intended project to CQUniversity, and the strategies the team will engage in with stakeholders and potential beneficiaries throughout the project. The pitch meeting will inform the Review Panel's decision on the project's eligibility to move forward to Step 2 in the grant development process, based on the extent to which the compelling nature of the project is established (3.30).

Appendix B: Overview of the Learning and Teaching Research and Development grants process

KEY STEPS	INDICATIVE TIMELINE
The program administrator calls for expressions of interest (EoI), including in the invitation, project topics for the current round and program lodgement dates, and an invitation for interested employees to attend an introductory online information session	May
Intending Chief Investigators (CIs) access workshop content and prepare and lodge EOI with LTS	May
Panel reviews all EOIs, determines if they will be approved to proceed, appoints champions and mentors to successful projects and provides feedback to CIs	June
LTS reminds intending CIs of available support and proposal lodgement dates	June
CIs access support and prepare and lodge preliminary proposal with LTS	June to July
Panel reviews preliminary proposals, determines if they are approved to proceed and provides feedback to CIs	July
CIs consider feedback, access support and complete and lodge a final proposal with LTS	August to September
Panel assesses final proposals and recommends projects for funding, to the program administrator	September to October
The program administrator decides projects to be funded and all CIs are notified of outcome	October
Successful CIs access funds after signing an Internal Grant Agreement and obtaining Ethics approval.	November to February

Appendix C: Example statement of endorsement

Subject: Endorsement of LTRD grant project

Dear Review Panel Chair,

I endorse the following project as being of sufficient merit for CQUniversity funding:
<project title> led by <Chief Investigator's name and position>.

Other investigators from <school/org unit>:
<name>, <position>

This project addresses the following CQUniversity strategic priority/ies:
-
-
-
-

<Describe how the project addresses these priorities and how it will benefit the University, from your perspective>

I approve the named investigators from <school/org unit> to participate in this project and confirm they will be allocated the time and in-kind resources described in the budget and budget justification to complete this project within the described project timeline.

(if applicable) The research assistant associated with this project will be provided a workspace sourced from our School/organisational resources.

Regards,

Deputy Dean (Learning and Teaching)/Director

Appendix D: Roles and responsibilities of mentors and champions

Project Champions
A champion will be in a senior leadership position at CQUniversity, which may be at school, campus, or whole-of-institution level.

The champion has the following responsibilities:
- Provide insights into strategy and operational aspects of University functioning as is pertinent to the grant project. This may include sharing sectoral, institutional and work area knowledge and being a sounding board or strategic advisor.
- Offer introductions, referrals, and advocacy relevant to the project, to champion it to others.
- Occasionally read and comment briefly on project documentation.
- Arrange for the project team to have an audience with a key decision maker at an opportune timing point during the project, and
- Complete a brief evaluation at the conclusion of the project.

Typically, the extent of involvement may equate to 8-12 hours during the 18-month life of the project.

Mentors
A mentor will be an experienced learning and teaching researcher.

The mentor has the following responsibilities:
- Provide insights into strategy and operational aspects of successful learning and teaching research. This may include sharing knowledge and being a sounding board or strategist.
- Provide formative review of the draft full application/s of the team/s to which they are assigned as mentor.
- Assess the full application/s of the team/s to which they are assigned as mentor and introduce the application at the Review Panel meeting. They will also be a second assessor for one or more other application/s.
- Occasionally read and comment briefly on project documentation, and
- Complete a brief evaluation at the conclusion of the project.

Typically, the extent of mentor involvement may equate to 15-20 hours during the 18-month life of the project, including Review Panel activities.

Period of Service
Champions and mentors will provide support to their grant team throughout the life of the project. They will be appointed upon EoI approval and will serve until the project has delivered its final report, publication, and presentation.

Boundaries
Champions and mentors are not project team members and have no formal say in project deliberations. They have no authorship rights on publications unless this is negotiated at an early stage with project teams, and the Code of Conduct for Research requirements must be followed.

All discussions with the project team should be by default viewed as confidential, though it is highly appropriate for champions and mentors to ask the team for permission to share aspects of the project with key decision-makers, influencers, prospective adopters and others.

In all instances, the project team is in control of their project, and the champion and mentor provide guidance and support which teams will then decide how to address. If a champion or mentor identifies a serious problem in a project, they should encourage the team to discuss it with staff in Learning and Teaching Services (LTS) and may, as a last resort, address the concern directly with LTS if the team are unwilling to do so.

Selection and appointment
Champions and mentors will be appointed to each project upon EoI approval. Project teams have a right of written reply to the program administrator if they do not agree with the decisions of the Review Panel.

Appendix E: Assessment criteria for preliminary and final proposals (not EoI)

Assessment criteria

In each round of the LTRD Grants Program, preliminary and final project proposals are assessed against the following five criteria. Responses to criteria one to four are assessed and rated using a 5-point Likert scale. Criterion five is assessed with a yes or no response.

1. **Importance** – Is there a clear need for the project at this time and is it innovative?

2. **Research quality** – How well developed are the scholarly elements of the proposal?

3. **Impact and success** – How convincing is the case that the proposed project will affect change in practice and scholarship at CQUniversity?

4. **Operational feasibility** – To what extent does the proposal demonstrate that the proposed outcomes are achievable within the parameters of the LTRD Grant program? (Completed in an 18-month timeframe and up to up to a maximum of either $5,000 or $12,000.)

5. **Writing quality** (yes/no) – Is the quality of writing well-honed, in terms of referencing, writing style, consistency, clarity and so on?

Qualitative feedback

The reviewers will provide qualitative feedback about each proposal's content with regard to the elements of each criterion described in the table below.

Criterion (and element)	Proposal content requirements
Importance (need / timeliness)	• Evidence must be provided to demonstrate a current need for the project. • Reference to existing initiatives and projects that this project builds upon should be included in this section of the proposal.
Importance (innovation)	• Innovative aspect/s of the project should be clear in the CQUniversity or broader sector context.
Research quality (aims)	• It should be clear how the aims respond to and are mapped to the identified need for the project.
Research quality (research questions)	• The research questions should be clear and measurable.
Research quality (theoretical framework)	• The proposal should include a thorough literature review highlighting the theory/ies underpinning the proposed project. • In particular, it should describe the phenomenon being researched, the context in which it occurs, and other factors contained in the research questions. • A variety of sources should be cited.
Research quality (research design)	• The research design should include: (1) a clearly described approach, including a set of investigative strategies which is considered, coherent and appropriate to the outcomes that the project is designed to achieve, and (2) a clear description of the participants and/or data sets, the methods and tools that the team will use to gather data, dissemination strategies, and the project evaluation method.
Research quality (analysis)	• The proposal should include a clear description of how the collected data will be analysed, including any established tools and/or software that will be used, if relevant.
Impact and success (deliverables)	• Is the list of deliverables comprehensive and likely to have impact on learning and teaching at CQUniversity or in the sector?
Impact and success (value)	• What is the value of the project's proposed impact? The proposal should include:

Criterion (and element)	Proposal content requirements
	(1) the impact/s of the project and how it will be measured
	(2) how the project will enhance learning and teaching at CQUniversity
	(3) who will benefit from the outcomes?
	(4) key supporters and advocates, and
	(5) alignment with strategic priorities.
Impact and success (generalisability)	• Are the project outcomes likely to be generalisable beyond the project team's course or the investigative team's particular program or context?
Operational feasibility (timeline)	• Are the milestones feasible within the scope of the research design? • Are any milestones missing from the planned timeline? • Do the project milestones fit within 18 months?
Operational feasibility (budget)	• Is the budget comprehensive? • Are any budget items missing based on the described research design? • Do research team members' in-kind contributions seem sufficient?
Operational feasibility (budget justification)	• Are all budget items that are included in the funding request sufficiently justified? • Could any of these costs be funded by the organisational unit?
Operational feasibility (project team)	• Is there any requirement of certain expertise that seems to be missing? • Are all team members sufficiently involved in the conduct of the project to warrant their inclusion?
Writing quality	• Is the quality of writing well-honed, in terms of referencing, writing style, consistency, clarity and formatting, with no errors?