SCHOLARSHIP OF LEARNING AND TEACHING GRANTS PROCEDURE

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1 PURPOSE

1.1 CQUniversity's Scholarship of Learning and Teaching (SoLT) Grants Program provides funds to encourage employees to engage in the scholarship of learning and teaching by undertaking innovative projects that build capacity in learning and teaching research and promote better student learning outcomes.

1.2 The program provides employees with a developmental experience and a means of initiating projects that embed and disseminate potentially significant outcomes, position applicants for national grant opportunities, and contribute to enhancing the culture of quality learning and teaching at CQUniversity.

2 SCOPE

2.1 This procedure relates to internally funded research at CQUniversity supporting the scholarship of learning and teaching.

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3 PROCEDURE

Project topics eligible for funding

The project topics in this procedure are aligned with CQUniversity's current priorities and strategic aims and goals. To be considered for SoLT grant funding, project proposals must clearly address one of the topics listed at Appendix A.

Project teams are encouraged to propose projects which involve students and employees from more than one discipline.

Eligibility to apply

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

3.2 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 will continue for 18 months past the start date of the approved project funding and is confirmed in writing by the relevant Dean (or equivalent).

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

How to apply

3.4 Learning and Teaching Services will initiate the SoLT grant process each year by calling for Expressions of Interest (EOI) and notifying CQUniversity of the project topics for the year.

3.5 The SoLT Grant Review Panel (the Review Panel) has discretion to assess, select and recommend or decline EOIs and proposals in relation to the assessment criteria and related documentation requirements. If a proposal is declined at the EOI stage (Step 1 below) or the preliminary grant project proposal stage (Step 2 below) that project proposal is not eligible to be lodged at the final grant project proposal stage (Step 3 below).

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

- an EOI (Step 1)
- a preliminary grant project proposal (Step 2), and
- a final grant project proposal (Step 3).

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

Step 1: Lodging an EOI

3.7 Complete the SoLT Grant Expression of Interest (EOI) Template (available on the Learning and Teaching Services Grants StaffNet page) in response to the call for EOIs. Strict word limits apply to a maximum of four A4 pages.

3.8 Lodge the EOI to ltgrants-awards@cqu.edu.au no later than midnight on the specified due date.

3.9 EOIs will be assessed (see section 3.21) and, if successful, the Chief Investigator will be invited to take part in the development process and progress to Step 2.

Step 2: Lodging a preliminary grant project proposal

3.10 Complete the following when preparing a preliminary grant project proposal:

- SoLT Grant Project Proposal Template. Learning and Teaching Services will provide this template to eligible Chief Investigators. Strict word limits apply.
- Research Activity 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 with explanation of why particular budget items are required and will be checked for accuracy after lodgement. Any discrepancy in the budget total (e.g. the actual cost of budget items is less than the total in the proposal) will result in the lesser amount being approved if the project is recommended for funding.
- an email statement of endorsement from each team member's Deputy Dean (Learning and Teaching), or equivalent, confirming:
  - that the stated project aims and outcomes are of merit and have the potential to measurably improve learning and teaching
  - that the named investigators will be allowed sufficient time to complete the project according to current workload allocations, and
  - delegate approval of any additional funding and/or in-kind contributions, e.g. consumables or allocated space for a research assistant from the organisational units involved in the project.

Appendix C provides an example email statement of endorsement.

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

3.12 Each section of the project proposal will have a maximum word limit specified in the project proposal template. Proposals which exceed the word limits will be returned to the Chief Investigator for revision.

3.13 The project proposal must include a description of evaluation activities that will be used to assess the progress of the project and implementation of outcomes. The evaluation description must include stated milestones and identify a timeframe for the anticipated interim and final evaluation of the project.

3.14 The project proposal must include a dissemination strategy that engages with relevant stakeholders within and beyond the School or organisational unit to inform and to promote potential uptake of the anticipated outcomes of the project. This strategy should be achievable relative to the context of the project and in the time available for implementation.

Examples of dissemination 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
- facilitating interactive workshops, forums and train-the-trainer opportunities
- strategies that leverage student participation in project design and implementation, and
- engaged partnerships with colleagues in other areas of the University, including vocational education, as well as industry, government agencies and community organisations.

3.15 Preliminary project proposals, including all three components in section 3.10, must be lodged by email to ltgrants-awards@cqu.edu.au no later than midnight on the specified due date.

3.16 The Panel will review preliminary project proposals and provide feedback to Chief Investigators. If 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

3.17 Chief investigators may, if eligible, have an opportunity to consider the Panel's feedback and revise their project proposal if needed.

3.18 Final project proposals, including all three components in section 3.10, must be lodged to ltgrants-awards@cqu.edu.au no later than midnight on the specified due date.

3.19 Extension requests and/or late final project proposals will not be accepted, except in special circumstances. Any such requests must be made in writing to the Pro Vice-Chancellor (Learning and Teaching) 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.

Support for chief investigators

3.20 Learning and Teaching Services will offer a range of support mechanisms, including resources to assist in preparing EOIs and project proposals, structured grant development workshops, mentoring and provision of feedback from the Panel.

Assessing EOIs

3.21 The Panel will assess the merits of each EOI and will notify the Chief Investigator if the project is eligible to proceed to the next step. The potential project can be an innovation, exploration, examination, or an analysis of activities relating to scholarship of learning and teaching.

3.22 The Panel may request additional information from the Chief Investigator about their EOI at any time.

3.23 EOI assessment criteria:

- Research questions: Are they discernible and are they 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 eventual positive effects) clearly described?

Assessing preliminary and final project proposals

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

3.25 The Review Panel will provide detailed feedback on ways to improve preliminary proposals, to include project design, value and relevance to the CQUniversity context.

3.26 The Review Panel may request additional information from the Chief Investigator about the project proposal before deciding whether to recommend it to the Pro Vice-Chancellor (Learning and Teaching).

3.27 Following assessment of the final proposal, the Panel will recommend to the Pro Vice-Chancellor (Learning and Teaching) those project proposals selected for consideration for possible funding.

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

3.29 Preliminary and final proposal assessment criteria are detailed in Appendix D.

3.30 Appeals will only be considered against the Panel's implementation of processes described in this procedure. Any appeals against the outcomes of the review process must include information as to the specific areas in which the process was breached. Appeals must be submitted in writing to the Pro Vice-Chancellor (Learning and Teaching) within 10 working days of the date of notification of the outcome.

Funding

Availability of funds

3.31 Approved grant projects will receive between $2,000 and $10,000 in funding. Learning and Teaching Services will fund approximately five projects requiring a budget between $2,000 and $5,000 and one project requiring a budget between $5,000 and $10,000.

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

3.33 Funding is granted on condition that it is used within 12 months of the project start date. If funding is not expended in this timeframe, it may be reallocated in subsequent SoLT grant rounds.

3.34 Project funding will be made available subject to the Chief Investigator of any 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 section applying for ethical clearance for further information.

Appropriate use of funding

3.35 SoLT grant funding may be used:

- to employ specialist employees, research or project employees to assist in conducting the research or development of resources
- 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 and 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 3.37).
- 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 decided by the Review Panel.

Restrictions on use of funding

3.36 Funding use must have direct links to researching the scholarship of learning and teaching at CQUniversity.

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

3.38 The Review Panel will decide publication fee expenditures on a case-by-case basis.

3.39 SoLT 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
- conference attendance and related travel
- travel related to networking only, or
- equipment that is a standard information technology procurement item.

Reporting and publishing project outcomes

3.40 Successful Chief Investigators will be required to:

- provide a verbal progress report to the Panel Chair (six months after grant funds are made available) and a final written report (not more than 15 months after the grant funds are made available) with financial acquittals to ltgrants-awards@cqu.edu.au. (Report templates are available on the Learning and Teaching Grants StaffNet page)
- prepare and lodge at least one publication within six months of project completion, e.g. conference paper, journal article manuscript about the project and/or its outcome to a quality journal. (Further information on research impact information is available at the CQUniversity library). The Chief Investigator must email a copy of publication receipt notification to ltgrants-awards@cqu.edu.au, and
- send confirmation to ltgrants-awards@cqu.edu.au that project outcomes have been presented (via a five-minute YouTube video presentation and other CQUniversity forum) within six months of project completion.

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

3.42 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 to finalise this issue.

Ethical practice

Applying for ethical clearance

3.43 Ethical clearance is required for all research projects involving 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 full ethics committee.

3.44 The Chief Investigator must ensure they are fully aware of compliance requirements of their prospective project. Further information about applying for ethical clearance is available on the CQUniversity website.

3.45 Applications for ethical clearance will require a notice from the Pro Vice-Chancellor (Learning and Teaching) giving approval for conducting research with CQUniversity students and/or employees. This notice must include details of the specific research activities related to employees and students.

Conduct

3.46 The Chief Investigator 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

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

3.48 Approved final project reports may be made publicly available after lodgement.

4 RESPONSIBILITIES

Compliance, monitoring and review

4.1 The Pro Vice-Chancellor (Learning and Teaching) is responsible for ensuring this procedure is followed and reviewed at least annually.

Reporting

4.2 The Pro Vice-Chancellor (Learning and Teaching) or nominee will report the outcome of the SoLT Grant Program in the Learning and Teaching Services monthly report and annually to the Learning and Teaching Committee.

Records management

4.3 Employees must maintain all records relevant to administering this procedure in a recognised University recordkeeping system.

5 DEFINITIONS

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

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6 RELATED LEGISLATION AND DOCUMENTS

National Statement on Ethical Conduct in Human Research

Scholarship of Learning and Teaching Grants Review Panel Terms of Reference

7 FEEDBACK

7.1 University employees and students may provide feedback about this document by emailing policy@cqu.edu.au.

8 APPROVAL AND REVIEW DETAILS

Approval and Review	Details
Approval Authority	Academic Board
Advisory Committee to Approval Authority	Learning and Teaching Committee
Administrator	Pro Vice-Chancellor (Learning and Teaching)
Next Review Date	20/12/2019

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.
Notes	This document replaced the Scholarship of Learning and Teaching Grants Procedure.

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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 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) Pro Vice-Chancellor (Learning and Teaching) Special Project Topics for 2019:

- embedding augmented reality (AR) / virtual reality (VR) simulation across the curriculum
- networked approaches to research higher degree (RHD) supervision
- academic integrity.

Previously published Office for Teaching and Learning (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 our 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 University

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Project proposals under this project topic area should propose to develop and model strategies that support better transitions between the vocational education and training 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 pathways.

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 staff 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 staff 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 our University's commitment to social innovation. Proposed projects could address topics such as the learning and teaching issues surrounding social innovation pedagogy, staff 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 for 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) Pro Vice-Chancellor (Learning and Teaching) Special Projects for 2019

Each year the Pro Vice-Chancellor (Learning and Teaching) outlines special topics to meet specific needs of the University's learning and teaching priorities. The special project topics for 2019 are:

- **Embedding AR / VR simulation across the curriculum**

Project proposals in this topic area will investigate the feasibility and effectiveness of implementations of augmented reality (AR), virtual reality (VR) and/or similar 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.

- **Networked approaches to RHD supervision**

Project proposals in this topic area will investigate innovative approaches to RHD supervision which involve synchronous and asynchronous communication amongst geographically distributed supervisors and students. Proposals must articulate how projects and their outcomes differ from currently existing resources.

- **Academic integrity**

Project proposals in this topic area will investigate current trends in academic misconduct within the University by either students or staff. Research projects should implement and evaluate possible solutions for the purposes of refining the solution and for knowledge production.

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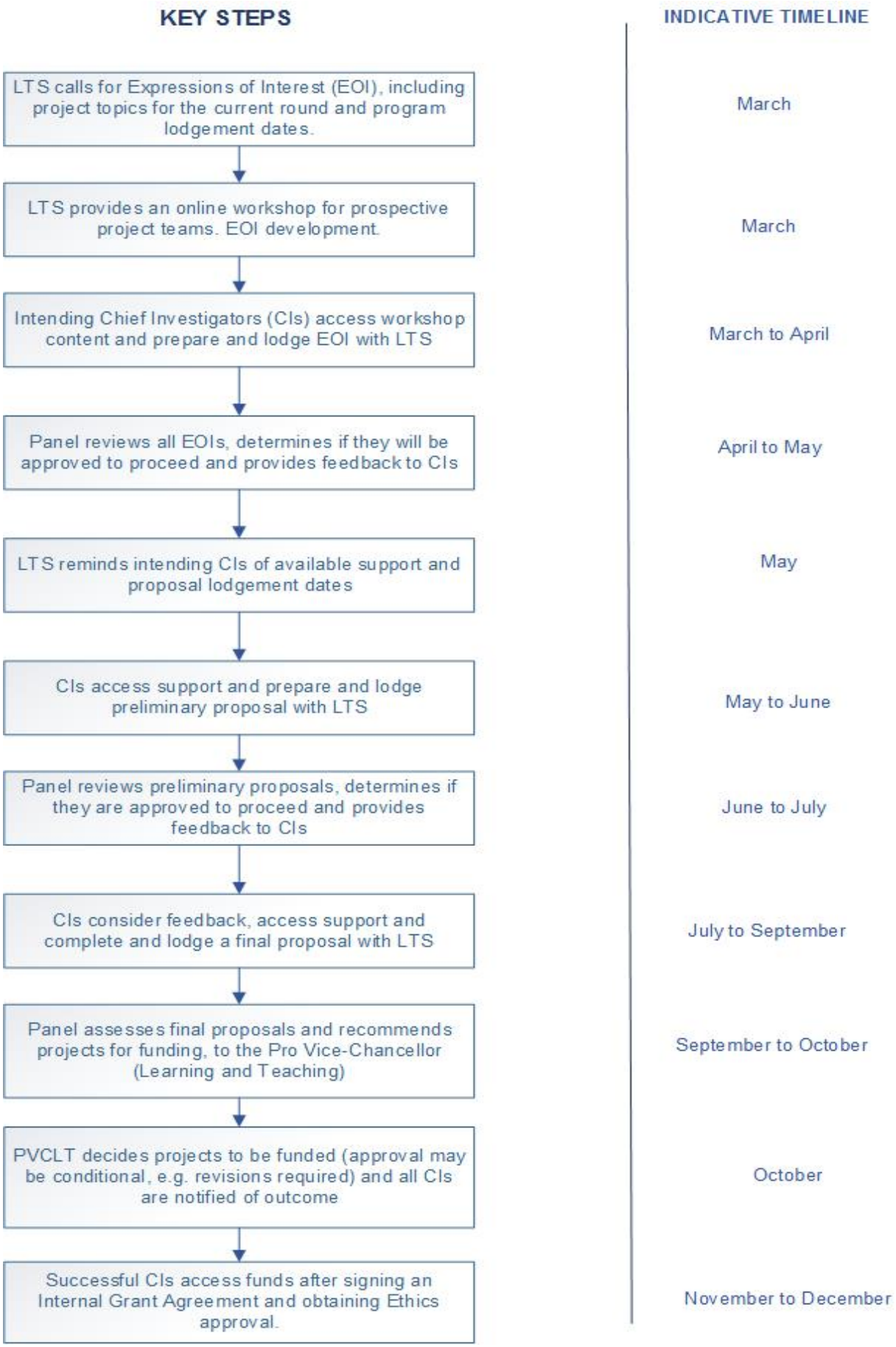
Appendix B: Overview of the SoLT grants process



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Appendix C: Example statement of endorsement

Subject: Endorsement of SoLT grant project

Dear Review Panel Chair,

I endorse the following project as being of sufficient merit for University 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) (or equivalent)

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Appendix D: Assessment criteria for preliminary and final proposals

Each preliminary and final proposal must be presented in the appropriate format and will be evaluated based on the following criteria using a Likert scale of 1 to 5, where 1 equates to unacceptable and 5 equates to excellent. Feedback will be provided to the project CI in relation to each assessment criterion.

Assessment criteria

1. Need for the project: Evidence – Is evidence of the need for the project clearly stated? Are relevant existing or recent initiatives within CQUniversity identified?

2. Need for the project: Innovation – Does the application clearly identify the innovative aspect of the idea? Innovation can include new methods of teaching practice or new research approaches in the discipline.

3. Aim: Alignment – Is the aim clearly stated and aligned with the overall project description?

4. Theoretical framework: Relevance – Is cited literature relevant to the elements described in the research questions?

5. Research questions: Alignment – Are the research questions clear, specific, and aligned with the research design?

6. Research design: Integrity – Is the research approach clearly described, including considered, coherent and appropriate investigative strategies; feasible recruitment; participant/data sets; methods/instruments/tools for data gathering; dissemination strategy; and evaluation?

7. Analysis methods: Clarity and relevance – Are the analysis methodology and analytical tools/software clearly described and explained?

8. Deliverables – Does the application clearly state the anticipated deliverables and are they appropriate to the procedural requirements (3.40)?

9. Impact and success: Value – Are the proposed impact and outcomes of the project of value and clearly described?

10. Impact and success: Generalisability – Does the application clearly describe how the results of this project will be generalisable beyond the project team's course/context?

11. Timeline: Feasibility – Does the application clearly show an achievable timeline for the project?

12. Timeline: Entirety – Are all major milestones included?

13. Budget: Fit with project – Does the budget show requested funding and in-kind contributions, and reflect the scope of the project?

14. Budget: Financial need – Are there any budget omissions that should be included, or any budget inclusions that should be omitted?

15. Budget: Justification – Is each budget item justified sufficiently?

16. Project team: Expertise –- Is the project team's expertise clear and appropriate for the project?

17. Writing quality: References – Are the citations and the reference list complete and properly formatted?

18. Writing quality: Arguments – Are the arguments in the proposal described clearly and supported with sufficient evidence?

19. Writing quality: Mechanics – Are the writing mechanics (e.g. spelling, grammar, paragraph development, etc.) of professional quality?

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