

# 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 staff 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 staff 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.

## 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 address one of the topics listed at [Appendix A](#).

### 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 continuing or fixed-term CQUniversity employees, CQUniversity adjunct or emeritus staff, and participants from industry or the Australian tertiary education sector.

### How to apply

- 3.4 Learning and Teaching Services will initiate the grant process each in November/December by notifying CQUniversity staff of the project topics for the following year.
- 3.5 Chief Investigators must lodge:
  - an expression of interest (EOI)
  - a draft (formative) grant project proposal, and
  - a final grant project proposal.

[Appendix B](#) provides an overview of the grant process, including key steps and indicative timelines.

#### Step 1: Lodging an EOI

- 3.6 Complete the SoLT Grant Expression of Interest (EOI) Template (available on the Learning and Teaching Services Grants StaffNet page after the call for EOIs has been made) – strict word limits apply.
- 3.7 Lodge the EOI to [research-grants@cqu.edu.au](mailto:research-grants@cqu.edu.au) no later than midnight on the specified due date.
- 3.8 EOIs will be assessed (see section 3.20) 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 draft (formative) grant project proposal

- 3.9 Complete the following when preparing a draft grant project proposal:
  - SoLT Grant Project Proposal Template (available on the Learning and Teaching Services Grants StaffNet page after the review of EOIs has been completed) – strict word limits apply.
  - [Research Activity Workbook](#) (available on the Research Division Moodle site). 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 investigator's Deputy Dean (Research) confirming that:

- the stated project aims and outcomes are of merit and have the potential to measurably improve student outcomes
- the named investigators will be allowed sufficient time to complete the project according to current workload allocations, and
- approval of any additional funding and/or in-kind contributions from the organisational unit described in the project budget, e.g. consumables or office space.

[Appendix C](#) provides an example email statement of endorsement template.

- 3.10 The project proposal must address only one project topic listed in Appendix A. A competitive project proposal will identify the anticipated improvements to student learning arising from the project's implementation and stated outcomes.
- 3.11 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.
- 3.12 The project proposal must include an evaluation framework for assessing the progress of the project implementation. The framework will include stated milestones and identify a timeframe for the anticipated interim and final outcomes of the project.
- 3.13 The project proposal must include an engaged dissemination strategy that engages with stakeholders within and beyond their School 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 engaged 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.
- 3.14 Draft project proposals, including all three components in section 3.9, must be lodged by email to [research-grants@cqu.edu.au](mailto:research-grants@cqu.edu.au), no later than midnight on the specified due date.
- 3.15 The SoLT Grant Review Panel (the Panel) will review draft project proposals and provide formative feedback to Chief Investigators who lodge draft project proposals by the due date.

### **Step 3: Lodging a final grant project proposal**

- 3.16 Chief investigators will have an opportunity to consider the Panel's feedback and revise their project proposal if needed.
- 3.17 Final project proposals must be lodged to [research-grants@cqu.edu.au](mailto:research-grants@cqu.edu.au), no later than midnight on the specified due date.
- 3.18 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**

- 3.19 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

- 3.20 The Panel will assess the merits of each EOI. The potential project can be an innovation, exploration, examination, or an analysis of activities relating to scholarship of learning and teaching.
- 3.21 The Panel may request additional information from the Chief Investigator about their EOI at any time.

## Assessing final project proposals

- 3.22 The Panel will assess the merits of each project proposal, including the expertise team.
- 3.23 The Panel may request additional information from the Chief Investigator about the project before deciding to recommend approval of funding.
- 3.24 Following assessment, the Panel will recommend to the Pro Vice-Chancellor (Learning and Teaching) project proposals for approval, which will be granted at the Pro Vice-Chancellor (Learning and Teaching)'s discretion.
- 3.25 Chief Investigators will be advised of the outcome within 10 weeks of the due date for lodging final project proposals.

## Funding

### Availability of funds

- 3.26 Approved grant projects will receive between \$2,000-\$10,000 funding. Learning and Teaching Services will fund up to eight projects that require a budget between \$2000 and \$5000, and up to two projects that require a budget between \$5,000 and \$10,000.
- 3.27 The Chief Investigator is responsible for sourcing any funding required in excess of the approved budget.
- 3.28 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.
- 3.29 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 [research-grants@cqu.edu.au](mailto:research-grants@cqu.edu.au) prior to receiving funding. Refer to section [applying for ethical clearance](#) for further information.
- 3.30 The Finance and Planning Division will make funds available, subject to section 3.29, for the purposes approved in the successful project proposal when successful Chief Investigators present valid documentation (e.g. employment contract, invoice).

### Appropriate use of funding

- 3.31 SoLT grant funding may be used:
- to employ specialist staff, research or project staff 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, and/or
  - 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 organisational unit funding see 3.34).

### Restrictions on use of funding

- 3.32 Funding use must have direct links to researching the scholarship of learning and teaching in units/courses.

- 3.33 Requested funding of goods and services that are alternatives to those already available within CQUniversity must be fully justified in the project proposal.
- 3.34 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, and
  - equipment that is a standard information technology procurement item (e.g. a desktop, laptop, or tablet computer).

## Reporting and publishing project outcomes

- 3.35 Successful Chief Investigators will be required to:
- lodge an interim report (six months after grant funds are made available) and a final report (not more than three months after the project end date) with financial acquittals, to [research-grants@cqu.edu.au](mailto:research-grants@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 [research-grants@cqu.edu.au](mailto:research-grants@cqu.edu.au), and
  - send confirmation to [research-grants@cqu.edu.au](mailto:research-grants@cqu.edu.au) that project outcomes have been presented (via a Take Five video presentation and other CQUniversity forum) within six months of project completion.
- 3.36 If these requirements are not met, the Chief Investigator will not be eligible for funding in subsequent SoLT grant rounds.

## Ethical practice

### Applying for ethical clearance

- 3.37 Ethical clearance is required for all research projects involving human participants. To apply for ethical clearance complete either:
- a low risk review - for projects involving negligible or low risk as defined by the [National Statement on Ethical Conduct in Human Research](#), or
  - the [Human Research Ethics Application](#) (HREA) – for projects involving greater than low risk.
- 3.38 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](#).

### Conduct

- 3.39 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

- 3.40 All known intellectual property issues must be identified in the project proposal.
- 3.41 All CQUniversity funded grant project deliverables will be documented and made available by Learning and Teaching Services. 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 each SoLT grants round in the Learning and Teaching Services monthly report.

### Records management

- 4.3 Staff 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](#).

## 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 staff and students may provide feedback about this document by emailing [policy@cqu.edu.au](mailto: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	15/11/2018

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.
Notes	

## 9 APPENDICES

### Appendix A: Project topics

When choosing your priority area, please take into account 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) [Pro Vice-Chancellor \(Learning and Teaching\) Special Project Topics for 2018](#)
  - [alternate forms of credentialing](#)
  - [academic integrity](#)
  - [peer mentoring for academic staff](#)

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.

Project proposals should take into consideration current and previous efforts within the University, recent literature on the topic, and previously published OLT reports.

#### 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.

Project proposals should take into consideration current and previous efforts within the University, recent literature on the topic, and previously published OLT reports.

#### 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**

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 programs into undergraduate study, and pathways to professional qualifications, to doctoral qualifications, or to other postgraduate study, or research pathways.

Project proposals should take into consideration any related efforts within the University, recent literature on the topic, and previously published OLT reports.

#### **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. Research teams in this area should include Aboriginal and Torres Strait Islander staff in the design, implementation, and dissemination of outcomes.

Project proposals should take into consideration current and previous efforts within the University (including the University's Reconciliation Action Plan) and recent literature on the topic (including the 2012 Behrendt report.)

#### **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.

Project proposals should take into consideration current and previous efforts within the University, recent literature on the topic, and previously published OLT reports.

#### **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.

Project proposals should take into consideration previous research and development efforts within the University, recent literature on the topic, and previously published OLT reports.

#### **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.

Project proposals should take into consideration previous research and development efforts within the University, recent literature on the topic, and previously published OLT reports.



## **i) Pro Vice-Chancellor (Learning and Teaching) Special Projects for 2018**

Each year the Pro Vice-Chancellor (Learning and Teaching) outlines special topic areas to meet specific needs of the University's learning and teaching priorities. The special project topics for 2018 are:

- **Alternate forms of credentialing**

Project proposals in this topic area will investigate the feasibility and effectiveness of digital badging and micro-credentialing. Research projects should seek to better understand this process for designers, instructors, and/or students – including evidence of success for any of these roles.

Project proposals should take into consideration previous research and development efforts within the University, recent literature on the topic, and previously published OLT reports.

- **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 refinement of the solution and for knowledge production.

Project proposals should take into consideration previous research and development efforts within the University, recent literature on the topic, and previously published OLT reports.

- **Peer mentoring for academic staff**

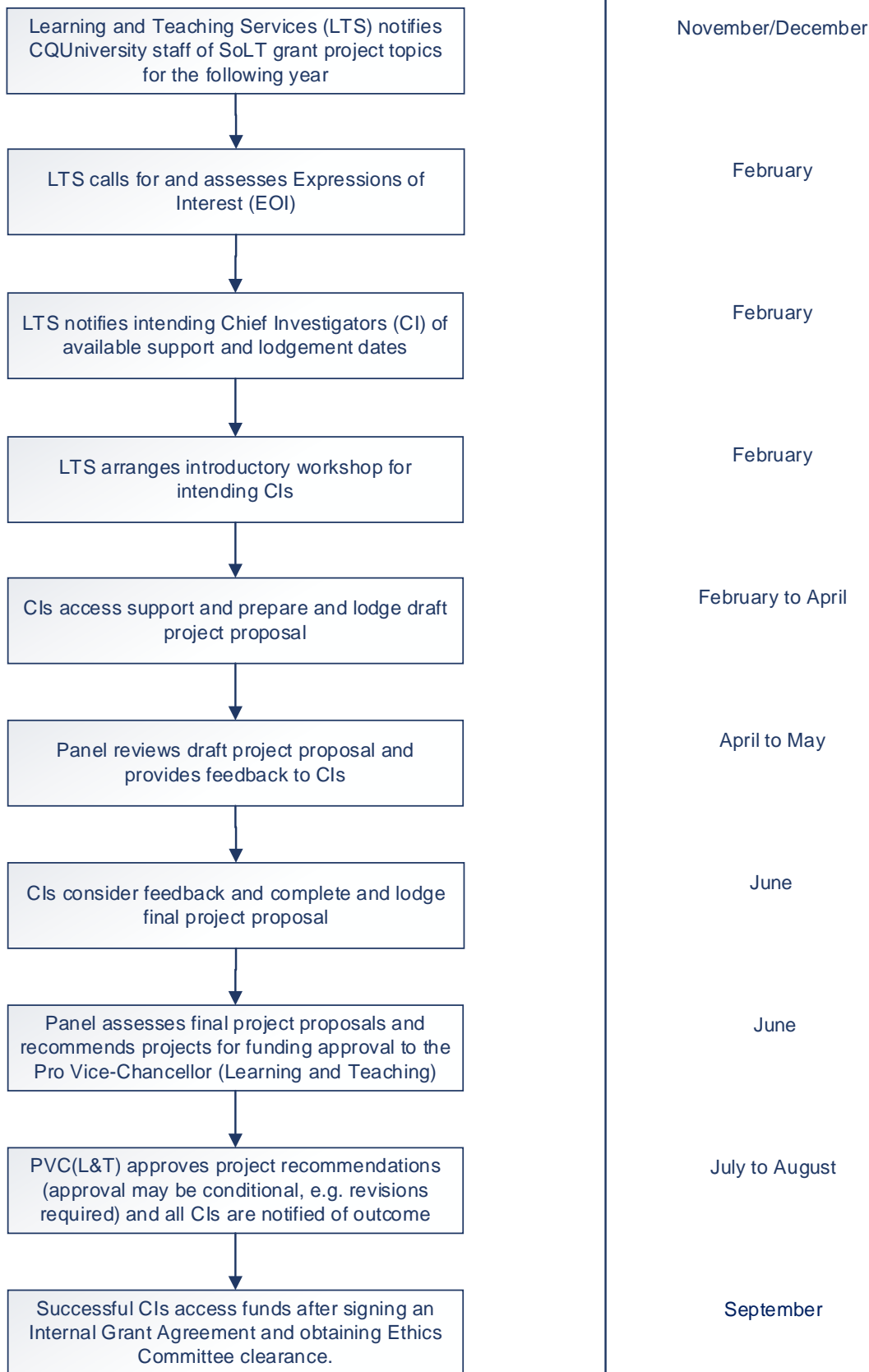
Project proposals in this topic area will investigate peer-lead approaches to skills and knowledge attainment by academic staff. Research projects should develop and evaluate possible solutions that can be generalised beyond the course and School involved.

Project proposals should take into consideration previous research and development efforts within the University, recent literature on the topic, and previously published OLT reports.

## Appendix B: Overview of the SoLT grants process

### KEY STEPS

### Indicative Timeline



## 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>

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.

The Chief Investigator will advise any change in project team members by email to [research-grants@cqu.edu.au](mailto:research-grants@cqu.edu.au).

Regards,

Deputy Dean (Research) (or equivalent)