Griffith Grants for Learning and Teaching – Group Projects Scheme Guidelines

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Document URL	http://policies.griffith.edu.au/pdf/GGLT Group Projects Scheme Guidelines.pdf
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Description	These guidelines describe the Group Projects Grants Scheme to support innovative projects in learning and teaching. The Grants are allocated by Group Learning and Teaching Committees. The document details the selection criteria and process for applying.

Related documents

Academic Plan 2017-2020: A Remarkable Student Experience
Griffith Grants for Learning and Teaching - Expression of Interest Form
Griffith Grants for Learning and Teaching - Full Application

[Overview] [Eligibility] [Selection Criteria] [Application Process] [Assessment of Applications] [Reporting Structures] [Appendix: A Definition of Terms]

1.   OVERVIEW

The Griffith Grants for Learning and Teaching (GGLT) Group Projects Scheme aims to support the University's strategic priorities in learning and teaching across all year levels, including undergraduate, postgraduate and higher degree research education, by providing funding for grant projects that focus on:

- innovation in learning and teaching consistent with priorities outlined in the *University's Academic Plan 2017-2020: A Remarkable Student Experience*;

- implementation of strategies consistent with the University's *Academic Plan 2017-2020: A Remarkable Student Experience*;

- dissemination of innovations through professional development strategies, publications, and blended learning options; and

- demonstration of sustainable improvement in learning and teaching outcomes that can be adopted in a range of disciplinary or multi disciplinary contexts.

The Griffith Grants for Learning and Teaching Group Projects Scheme funds strategic Group/Discipline/School/Program/Course grant projects (one year duration, up to $50,000).

The amount of funding allocated to the Grants in each year is determined by the Deputy Vice Chancellor (Academic), depending on budget constraints. Thus, the amount of available funding may vary from year to year.

For the 2018 funding round $200,000 has been allocated to Group level projects to be distributed equally between the four Groups.

1.1   There are three types of Group Projects Scheme Grants:

1.1.1   *Strategic Group/Discipline based projects (One year duration, up to $50,000)*

These grants are intended to facilitate the enhancement of learning and teaching practices, procedures and environments at the whole-of-Group/Discipline level. The focus of these grants will be the implementation/dissemination of previously established 'effective practice' at the Group level or the establishment of Group learning and teaching leadership or capacity-building mechanisms.

1.1.2   *School/Program based projects (One year duration, up to $20,000)*

These grants are intended to facilitate the enhancement of learning and teaching practices, procedures and environments across a School or degree program. The focus with these grants will be the program-level implementation of practices that have been previously established as effective.

1.1.3   *Course-based projects (One year duration up to $5,000)*

These grants are intended to facilitate innovation in learning and teaching practice by individuals or small teams of staff, primarily at the course level. The focus with these grants will be the development and testing of small-scale innovative practices, resources or approaches, or the adaptation of previously tested ideas to new disciplinary contexts.

1.2   Focus

These grants are designed to foster innovation and best practice in teaching at the level of Group, Disciplines, Schools, programs and courses, and are intended to facilitate the enhancement of learning and teaching practices, procedures and environments within the strategic areas of the University including those identified in the University's *Academic Plan 2017-2020: A Remarkable Student Experience:*

- Employability
- Retention and the student experience and engagement
- Graduate employment outcomes
- Student equity and diversity
- Assessment design and management
- Work integrated learning
- Blended learning and online teaching
- Internationalisation
- First year experience/transition
- Final year experience/transition
- Enhancing the quality of learning and teaching
- Supporting and developing sessional staff.

The focus of these grants may include, for example:

- curriculum design and development
- assessment design and resource development
- use of educational resources and tools
- use of new technologies
- team teaching
- work placements
- creative use of teaching and learning spaces.

1.3 Sponsorship

Active involvement/sponsorship of School/program leadership and strong alignment with Griffith priority areas are essential for these projects.

1.4 Process Overview

The Deputy Vice Chancellor (Academic) is responsible for inviting applications for the Group Projects Scheme Grants in Trimester 1. Applications will proceed through a two-step process:

- Step 1: Preparation of an initial Expression of Interest (EOI)
- Step 2: An invitation to proceed to a Full Application.

The submission of an Expression of Interest prior to a Full Application is mandatory. Full Applications for grants which have not been submitted as Expressions of Interest will be excluded from the assessment process.

1.5 University Support for Application Preparation

The Group Projects Scheme is managed by the Office of the Dean (Learning and Teaching) in each Academic Group. The Dean (Learning and Teaching) manages process for mentoring applicants, developing applications and the selection of EOI and Full Applications in their Academic Group.

The University provides substantive support for grant applicants through a range of services offered by the Centre for Learning Futures and the Academic Groups:

- *Online Applying for GGLT Modules*, developed by Learning Futures staff, which systematically work through the Guidelines and application criteria. Online Modules will be accessible via the Griffith Grants web page: https://www.griffith.edu.au/learning-futures/our-practice/recognising-teaching-excellence/learning-and-teaching-grants/preparing-your-application and will be advertised via email to all staff.
- *Resources*: A resource bank of exemplar applications is available online via the Learning Futures Award and Grant Writing Modules. Enrol to access.
- *Advice on eligibility criteria*: Learning Futures staff will provide initial advice on eligibility criteria on request, prior to EOI submission.
- *Mentors*: Deans (Learning and Teaching) will provide an appropriate mentor on request for applicants from their Academic Group.
- *Feedback on draft applications*: Deans (Learning and Teaching) will identify appropriate mentors for applicants from their Groups who will be able to provide feedback on a final draft of an Expression of Interest. Applicants will need to request a mentor from their Dean.

2. ELIGIBILITY

Griffith Grants for Learning and Teaching are open to all staff employed by the University in continuing appointments. This includes staff from elements that support learning and teaching and student engagement. Staff appointed on a contract or sessional basis may be applicants as part of a team.

Project leaders on current Griffith Grants for Learning and Teaching are not eligible to apply as project leaders on new applications until they have completed their current projects, as indicated by the submission of a final project report. Thus, current project leaders may only be included in new grants as team members.

3. SELECTION CRITERIA

In making its determination on projects to be funded, Group Learning and Teaching Committees will take into account evidence of:

3.1 Project Outcomes and Rationale

3.1.1 *Aim:* The clear articulation of a central Group/Discipline/School/Program/Course based learning and teaching question with a clear argument demonstrating how it is related to strategic priorities outlined in the University's *Academic Plan 2017-2020: A Remarkable Student Experience.*

3.1.2 *Need:* A clear articulation of the need for improvement/change and the capacity of the program to bring about that change.

3.1.3 *Outcomes and Deliverables:* The capacity of the project to improve students' experience and student outcomes against performance indicators e.g., enrolment and retention data, graduate satisfaction and graduate outcomes data, with a clearly outlined set of concrete and measurable project deliverables.

3.2 Approach

3.2.1 *Strategy:* A clear and educationally sound strategy to implement change that is based in the relevant literature and evidences a strong theoretical framework.

3.2.2 *Impact and Dissemination:* The way in which the project and outcomes support the University's strategic objectives in learning and teaching. The design of projects should address the potential to support strategic change and how the project will maximize dissemination and embedding of exemplary institutional and/or individual practice in learning and teaching. A specific strategy for the dissemination of project outcomes, methodologies, resources and strategies to colleagues within the wider University context should be identified. Examples of dissemination strategies include reports, websites, videos, conference presentations, workshops and seminars, and publications.

3.2.3 *Evaluation:* Strategies for evaluating the project outcomes or products through the use of a range of quantitative and qualitative measures, including a process for student evaluation of changes after implementation. (Applications will need to identify what percentage of the budget will be set aside for evaluation purposes.)

3.3 Value

3.3.1 *Innovation:* Project proposals and outcomes which satisfy the objective of supporting innovation in learning and teaching consistent with the University's *Academic Plan 2017-2020: A Remarkable Student Experience.*

3.3.2 *Generalisability:* The transferable nature of the project outcomes or products to other programs and schools.

3.3.3 *Sustainability:* The capacity of the project outcomes to be embedded and maintained over time.

3.4 Project Management

3.4.1 *Project Management:* A clear process and structure underpinning the management of the project including financial and staff management, and a plan and procedures for reporting and disseminating the project outcomes across the institution.

3.4.2 *Project Team:* The previous work undertaken by the staff proposed as the project team.

3.4.3 *Budget:* A detailed, well justified budget to support the project aims and outcomes.

4. APPLICATION PROCESS

4.1 Expressions of Interest

Expressions of Interest for all grants must be submitted on the approved Expression of Interest template and should include:

1) A **coversheet.**

2) A **two page** proposal on the proposed project which includes:

   - The rationale for, and aims of the project, particularly in relation to the learning and teaching context and the teaching question to be addressed;

- The approach the project will take;
- The anticipated deliverables and outcomes of the project;
- An estimate of the total budget for the project.

3) A current **Curriculum Vitae** for the project leader (maximum of three pages).

Expressions of Interest must have **organisational endorsement** from the Head of School/Department prior to their submission and this should be indicated in the Expression of Interest by marking the relevant check box in the template (Head of School/Department signature is not required).

4.2 Full Applications

Full applications for Group Projects Scheme Grants must be submitted in the format of the Application template and should not exceed eight pages for items 2 to 4. The Application template requires applicants to provide information as follows:

1) A **cover sheet**.

2) A **statement addressing the Selection Criteria** (a maximum of 5 pages).

3) A **Timetable** which:

- describes the steps that will be taken during the project and their order;
- specifies milestones by which progress in the project will be judged;
- demonstrates the project's feasibility, capacity for implementation, and monitoring process.

4) A **Budget** which specifies all budget items under the following headings:

- Personnel
- Equipment
- Travel
- Running Expenses
- Other.

5) A current **Curriculum Vitae for the Project leader** (maximum of three pages).

6) **Statement of Institutional endorsement**: All Full Applications must have organisational endorsement from the Head of School/Department prior to their submission and this should be indicated in the Expression of Interest by marking the relevant check box in the template (Head of School/Department signature is not required).

   Proposed Project Reference Group: For ease of project review, evaluation, and accountability, it is proposed that the Group Learning and Teaching Committees become the Project Reference Groups for all successful Group Projects Scheme grant projects. Applicants may also nominate an additional member of their Reference Group with particular expertise relevant to the project. Learning and Teaching Committees will ensure that these members are invited to attend Reference Group Meetings.

4.3 Additional Resources and Assistance

Projects at this level may wish to make use of existing expertise in Learning Futures, the Office of Digital Solutions, Student Services and Campus Life as project resources and team members. Commitment to the project should be obtained from the Directors of these areas. Applicants whose projects involve blended learning or educational technology should consult with the Office of Digital Solutions to ensure accurate costings and the technical feasibility of the proposal within the Griffith framework.

4.4 Submission of Expressions of Interest and Applications

Electronic copies of Expressions of Interest for Group Projects Scheme Grants are to be submitted to the relevant Group Learning and Teaching Committee online at the Griffith Grants web page: https://www.griffith.edu.au/learning-futures/our-practice/recognising-teaching-

excellence/learning-and-teaching-grants#forms. Applicants invited to submit a Full Application will be provided with a unique submission URL in order to submit the Full Application online.

4.5 Due Dates for Submission

Expressions of Interest and Full Applications are due for submission by 5.00 pm on the specified closing dates (refer to https://www.griffith.edu.au/learning-futures/our-practice/recognising-teaching-excellence/learning-and-teaching-grants).

5. ASSESSMENT OF APPLICATIONS

5.1 Expressions of Interest

Expressions of Interest for Group Projects Scheme Grants will be assessed against:

- The capacity of the project to meet the selection criteria for the chosen level of the grant (see section 3).

- The viability of the proposal (viz. does it warrant funding under the guidelines). Applications seeking funding for course development, purchase of equipment, or primarily research-oriented projects will not qualify.

Expressions of Interest will be reviewed by the relevant Group Learning and Teaching Committee and evaluated for their capacity to meet the selection criteria set out in these Guidelines. Applications not approved for development for Full Applications will receive constructive feedback. Expressions of Interest approved for Full Application development will receive both developmental feedback from the Committee, and a Group mentor to assist and support further project/application improvement. Grant writing workshops conducted by the Learning Futures are available to support all applicants.

Please note that submission of an Expression of Interest prior to a Full Application is mandatory. Thus, Full Applications for grants which have not been submitted as Expressions of Interest will be excluded from the assessment process.

5.2 Full Applications

Full applications for grants will be assessed against the identified selection criteria (see section 3).

Successful and unsuccessful applicants will receive constructive feedback on their applications. Committees may request applicants in any of the grant levels to revise and re-submit their application in line with specific feedback provided. Such feedback is designed to enhance the possible success of the application.

The quality and timeliness of the applicant's previous work with Griffith and national Learning and Teaching Grants schemes will also be taken into account when assessing both Expressions of Interest and Full Applications. This includes the assessment of previous Progress and Final Reports from the Griffith grants schemes.

6. REPORTING STRUCTURES

The outcomes of Learning and Teaching Grants will be reported on at two levels:

i.   Successful Grant Applicants will be responsible for providing both progressive and final reports on the outcomes of their projects; and;

ii. The Group Learning and Teaching Committees will be responsible for providing reports on the outcomes of the application process and feedback on Group Level grant holder reports.

6.1 Grant Holders reporting on Project Outcomes

6.1.1   Grant Project Reports

All successful applicants are required to submit an interim progress report, a final report on completion of the project and a financial statement showing funding expenditure. The report schedule is:

Report	One year grants
Progress reports	July 31st in the first year
Final report	No later than January 31st in the second year
Financial statement	Six months after completion

Funds must also be fully expended within six months of completion of the project. No carry-over of funds will be approved beyond this point, and all unspent funds must be returned to the Deputy Vice Chancellor (Academic).

All submitted reports are reviewed by relevant Learning and Teaching Committees and feedback is provided to project holders. Continued funding of projects is contingent upon endorsement of reports. The Dean (Learning and Teaching) and the Group Learning and Teaching Committee in their role of Reference Group for all relevant projects, endorse and provide feedback on reports.

Reports must be submitted in the format of the progress and final report template. The templates are intended to provide a complete record of the project's reports and feedback on reports from the relevant review committees. The templates, complete with the review committee's feedback, will be returned to project leaders to retain.

Group Learning and Teaching Committees may request grant recipients to revise and re-submit their reports in line with specific feedback provided. Such feedback is designed to enhance the possible success of the project.

6.1.2   Project Outcome Web Video

In addition to the progress and final reports, Project Leaders are required to create a 5 minute (maximum) length video resource that provides an overview of the project outcomes and rationale/aims. The purpose of the video is to contribute to building a resource library of Griffith Grants for Learning and Teaching projects in order for Project Leaders to disseminate projects outcomes across the University.

6.2   Learning and Teaching Committees' reporting on Application Process Outcomes

6.2.1   Expressions of Interest

Following assessment of Group Projects Scheme Expressions of Interest, all Group Learning and Teaching Committees will report to Learning Futures on:

▪   The number of applications received, and the number and details of those recommended for Full Application development; and

▪   General comments about the quality of the Expressions of Interest and how they could be improved overall.

6.2.2   Full Applications

Following assessment of Full Applications, all Group Learning and Teaching Committees will report to Learning Futures on:

▪   The number of applications received, the number and details of those funded, and the amount of funds disbursed.

6.2.3   Submission of Reports

Electronic copies of reports must be lodged with the relevant Group Learning and Teaching Committee via submission online using a unique weblink for the project, which will be sent to the Project Leader. Project 5 minute videos should be linked to via URL in the Final Report. However, if the project team has developed resource materials, these may be submitted via the internal mail as an accompaniment to the report.

APPENDIX A: DEFINITION OF TERMS

1) **Innovation** - In the context of the Grants Scheme, the definition in Strategies for effective dissemination of project outcomes (2005) will be applied:

   'innovation' refers to an idea, product, process or service that adds value, is useful or transforms current practice in the context to which it is applied. 'First-generation innovators' are those who do or create something new or different. 'Second-generation innovators' are those who take an innovation from one context and replicate, adapt or transform it for use within a new context (p.2).

2) **Dissemination** - In the context of the Grants Scheme the definition in Strategies for effective dissemination of project outcomes (2005) will be applied:

   'dissemination' is understood to be more than distribution of information or making it available in some way. While embracing this aspect, dissemination also implies that some action has been taken to embed and upscale the innovation within its own context (discipline or institution) and/or to replicate or transform an innovation in a new context and to embed the innovation in that new context (p.2).

   A useful exploration of the concept 'dissemination' is also found in Dissemination, Adoption & Adaptation of Project Innovations in Higher Education (2005) (pp.159-163).

3) **Professional development** - In the context of the Grants Scheme the following definition will be applied:

   'professional development' - refers to materials and activities that enable applicants to learn subject matter, instructional approaches, and skills to improve teaching practice, improve their skills in curriculum design and development, and enhance student learning. Grant recipients are expected to exercise professional leadership by sharing their new learning with their colleagues.

4) **Outcome** - In the context of the Grants Scheme the following definition will be applied:

   'an outcome' is an achievement from the project, preferably described in a form that is measurable or for which evidence can be provided.