TEACHING EXCELLENCE DEVELOPMENT FUND GUIDELINES

2016

Teaching **E**xcellence **D**evelopment **F**und
is overseen by DVC – Education,
and managed by Curtin Teaching & Learning

October 2015

Broad aims and principles

The **Teaching Excellence Development Fund (TEDF)** is for all staff involved in teaching at Curtin (teaching and teaching / research staff). It is designed to support development activities and capacity-building approaches that foster excellence and scholarship in teaching and learning[1]. The scheme accommodates new Academic roles and is aligned with Curtin's Teaching, Learning and Student Experience Plan 2013 – 2017.

The broad **aim** of the TEDF is to improve the quality of teaching, learning and assessment in alignment with the aspirations of the Learning for Tomorrow agenda at Curtin, as well as national priorities outlined by the National Office for Learning and Teaching (OLT). Outcomes of the projects/activities will lead to a positive impact on the student experience and learning outcomes, and in many cases are expected to form the basis of future applications to external funding bodies such as ACER (Australian Council of Educational Research) and OLT (Office for Learning and Teaching).

The following principles underpin this scheme:

Principle 1: Projects/Activities funded by the TEDF will align with Curtin's Strategic Plan and key institutional strategic teaching and learning projects.

Principle 2: The TEDF will be inclusive and equitable for all Curtin teaching staff.

Principle 3: The TEDF application process and reporting requirements will be manageable for claimants and those processing applications.

Principle 4: The TEDF will be subject to annual evaluation and review to ensure the scheme remains fit-for-purpose.

The TEDF is overseen by the DVC (Education). It is accountable to the University Teaching and Learning Committee (UTLC) and managed by Curtin Teaching and Learning.

Strategic Priorities of the Teaching Excellence Development Fund

The TEDF will support Curtin's vision for 2017 to:

- be the most sought after tertiary education provider in the GMT+8 time zone;
- provide an innovative, richly interactive, personalised, learning experience;
- have highly satisfied students and employers; and
- develop national thought leadership in higher education teaching and learning;

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[1]Scholarship of Teaching and Learning is defined at http://ctl.curtin.edu.au/local/downloads/practice/teaching_excellence_at_curtin.docx

Teaching Excellence Development Fund 2016 Guidelines

Teaching Excellence Development Fund applications should be directed to one of the following priority areas, which are aligned with the Transforming Learning at Curtin initiative and the National Office for Learning and Teaching (OLT):

- Academic integrity and good practice in assessment
- Developing cross-disciplinary curriculum content and approaches
- Developing personalised learning approaches
- Embedding employability skills for the future into the curriculum
- Improving student retention
- Improving access to and outcomes in higher education for Indigenous people

In particular, we encourage applications that support the implementation of high impact teaching and learning practices.

Examples of TEDF funding opportunities include but not limited to:

- **Academic Integrity and good practice in assessment –** designing assessment practices that reduce the motivation and opportunity for plagiarism; fostering approaches to assessment that enhance student learning; improving peer and self-assessment practices; and developing effective assessment literacy strategies.

- **Developing cross-disciplinary curriculum content and approaches** - including employing new teaching tools, exemplars and strategies; developing innovative approaches to team teaching including staff training, peer mentoring and teaching area support;

- **Developing personalised learning approaches** – innovated projects including student personalisation, interactive teaching games, enhancing student engagement, and engaging mobile device applications;

- **Embedding employability skills for the future into the curriculum** - aligning assessment for work integrated learning initiatives; cultural and interdiscipline development in the curriculum, and community of practice education; approaches to benchmarking and employability outcomes,

- **Improving student retention** - enhancing preparational strategies for students; facilitating academic advising strategies; developing early detection and intevention strategies for students at risk; enabling transition in early learning environments; developing transferable practices in educational and assessment literacy;

- **Improving access to and outcomes in higher education for Indigenous people** - including developing access and pathway programs for Indigenous people; developing innovative strategies for embedding of Indigenous education; fostering strategies for the integration of scholarship, research and professional activities with regards to Indigenous education; and fostering the development of professional learning and teaching practice within the Indigenous community.

NOTE:

- Purchases of software and associated equipment should be consistent with Legal and Compliance regulations and procedures (i.e. Learning Technology Services, CITS, and Records Information Management etc.).

- Where projects require assistance and support for University resources (i.e. FLET, CITS, library etc.), these need to be considered as part of the allocation of resources/expenditure in the submission application, even if they are in-kind.

- All in-kind contributions need to be clearly defined in the Project Proposal.

- Estimates for budget items of resources (instructional designer, research assistant, admin support etc.) will need to be consistent with equivalent Curtin salary scales (http://hr.curtin.edu.au/salary_scales.cfm, June 2015).

- Where participation/feedback from staff/students is undertaken and publishing of project outcomes is desirable, applicants should provide consideration of Ethics approval in the Project Proposal.

Eligibility

Individuals or teams: Full-time, part-time and sessional academic staff who are actively involved in teaching and learning related activities are eligible to apply for development funds. Teaching areas can apply for TEDF for program support of broader teaching excellence initiatives. Applicants should discuss with their Head of School or Department where there are workload implications of proposed activities or projects to ensure that they have support for the application. Lead applicants will be required to provide evidence or a statement of their "*capacity to successfully undertake the project*".

Applicants may only be the Lead on one funded project, but may participate in other funded projects subject to their workload considerations.

The TEDF is highly competitive and successful applications will be selected on merit according to the following criteria:

- Relevance to strategic priorities of the TEDF

- Academic merit and clarity of the proposal

- Impact, transferability and sustainability

- Budget sustainability

Further detail on the selection criteria can be found in the appendix at the end of this document.

All disbursement of funds to individuals, teams and teaching areas will be completed during the 2016 calendar year. It is an expectation that all recipients of 2016 funds will disseminate and publish their project findings and outcomes within the University community and wider if possible.

NOTE:

Academic staff in a teaching-focused role may also wish to note that the Curtin Learning Institute also offers seed grants of up to $10,000. Applicants are not able to receive funding from the *Teaching Academic Scholarship Seed Grants* and the *Teaching Excellence Development Fund* for the same project.

Allocation of Funding

There will be one funding round for 2016.

A total of $360,000 is available for individuals or teaching teams via a competitive bid for funds. Projects are limited to a maximum of $20,000 funding.

Funding will be committed in January 2016 for all successful proposals. By arrangement, Curtin Teaching and Learning will distribute allocated funds to Project cost centres located in Schools and Faculties, and responsibility lies with each Project Lead to manage all administrative and financial transactions. All purchases and expenses will be paid out of the individual cost centre when appropriate purchase orders and invoices have been provided. All transactions should carry the TEDF prefix on any statement. Project Leads will need to maintain accurate monitoring and reporting processes for final reconciliation of TEDF accounts within the 2016 Calendar year.

Submissions

How to apply for development funds

- Invitations to apply for TEDF 2016 will be announced 20 October 2015. Two information sessions will be held on Thursday 22 October and Friday 30 October;

- Project proposals must be submitted online through the TEDF Qualtrics application by close of business on 13 November 2015;

- All proposals must have approval from their Head of School prior to applying;

- Successful proposals will be notified prior to the Christmas shutdown period in December 2015;

- All Heads of School will be contacted for confirmation.

Application forms can be submitted through the online application form.

Please notify tedf-ctl@curtin.edu.au if you are having any problems.

Reporting

Successful applicants will be expected to produce an interim and final report. These reports are completed through the Curtin-Qualtrics application and will be send to Project Leads by the TEDF Officer. The proposed dates for the interim report and the final report will be July and December 2016 respectively.

The interim report is scheduled for the half-way point of the project detailing the project progress and health, expenditure to date and any issues that may impact on the successful delivery of the project.

Final reports will comprise a summary presenting progress and accomplishments, all expenditure details, and the final outcomes measured against the original goals. Feedback from project participants will enable further consideration of any issues encountered and desirable improvements to the scheme.

At the completion of the project, the Project Lead is required to complete a full budget reconciliation detailing expenses for the project. Note, any unused funds will need to be returned to the TEDF Cost Centre.

Recipients of all development funds will be expected to participate in dissemination activities such as the TEDF Community of Practice, Curtin's annual Festival of Learning and other local scholarship activities.

Further information and assistance

Two TEDF information sessions will be conducted on 22 and 30 October to inform all prospective applicants of the strategic aims, evaluation criteria and meeting expectations. Please visit the TEDF website for more details.

For enquiries, contact TEDF Coordinator - Dr Patrick Halloran (p.halloran@curtin.edu.au) telephone 9266 7634.

Teaching Excellence Development Fund: Full Application

The following application form is **NOW** online through the Curtin-Qualtrics site.

2016 TEDF PROJECT PROPOSAL

Project Overview and Rationale

Q1 Project Title

Q2 Lead applicant contact details

- Name:
- Telephone:
- Email:

Q3 Lead Applicant Capacity (100 words)

Lead applicants are required to provide evidence or a statement of their "capacity to successfully undertake the project" (i.e. workload, previous projects and/or experience etc.). New academics in teaching at Curtin are encouraged to apply as well, as all applications are assessed on merit against the criteria.

Q4 Faculty

- ○ Centre for Aboriginal Studies
- ○ Curtin Business School
- ○ Health Science
- ○ Humanities
- ○ Science & Engineering

Q5 School / Department

Q6 Strategic Priorities

What is the main strategic priority of your project? Please refer to the 2016 TEDF Guidelines for further information. (The focus of your project should be on one priority area only).
- ○ Addressing Academic Integrity and good practice in Assessment
- ○ Developing cross-disciplinary curriculum content and approaches
- ○ Developing personalised learning approaches
- ○ Embedding employability skills for the future into the curriculum
- ○ Improving student retention
- ○ Improving access to and outcomes in higher education for Indigenous people

Q7 Project Aims and Rationale (500 words)

Explain how the project will address the strategic priority above and contribute to the enhancement of learning and teaching at Curtin. (What is the project trying to achieve or change and why? who is the project intending to reach? where possible provide links to previous research/scholarship in this area).

Project Outputs

Q8 Anticipated Outputs (1,000 words)

Name the type of output (deliverable) and provide a brief description of the item including a date for its delivery. Please ensure the outputs are realistic in terms of the proposed time frame and resourcing, and include any assumptions that have been made in delivering the outputs i.e. new innovations and models, software & other technologies, resources including those transferable to new settings, and any proposed publications etc.

Project Impacts and Dissemination

Q9 Project Impact/s (750 words)

Describe how your Strategic Priority outlined in Question 6 above will impact on the quality and excellence of learning and teaching at Curtin (including transferability, sustainability etc.). Please refer to the Impact Management Planning and Evaluation Ladder Impel Framework.

Q10 Impact Matrix Table

Please complete the Impact Matrix table below. Note, you only need to provide approximations and text is not expected in every cell. For examples of project impacts mapped to the IMPEL model (see Impel examples).

	Project Completion	6 months post completion	12 months post completion	24 months post completion
1. Team members				
2. Immediate students				
3. Spreading the word				
4. Narrow opportunistic adoption				
5. Narrow systemic adoption				
6. Broad opportunistic adoption				
7. Broad systemic adoption				

Q11 Scholarship of Learning and Teaching (250 words)

Describe how you will disseminate and share the outcomes of your project/ activity (i.e. Festival of Learning, Faculty workshops, T & L Forums, conference & journal publications, enhancement to curriculum etc.).

Project Approach

Q12 Methodology (750 words)

Please clearly articulate the methodology for the project. This should include:
➢ your research approach including statement of the problem, objectives, literature. review, analysis techniques
➢ project timeframe and stages, major tasks or milestones and any associated outputs.

Project Team

Q13 Project Personnel

Please list the names of anyone who will be working on the project, outline their role and responsibilities in the project, and their competency and capacity to participate in the project. If no other personnel are required, please state this.

Project Budget

Q14 Budget

Please provide sufficient details for the review panel to determine the budget merit of your application. Ensure your personnel rates are consistent with equivalent Curtin salary scales (from June 2015).   For each budget item - provide a description, FTE and level, and associated cost value. **YOUR PROJECT TOTAL BUDGET MUST NOT EXCEED $20,000**

Budget Item 1 _____ $_____
Budget Item 2 _____ $_____
Budget Item 3 _____ $_____
Budget Item 4 _____ $_____
Budget Item 5 _____ $_____
Budget Item 6 _____ $_____
Budget Item 7 _____ $_____
Budget Item 8 _____ $_____
TOTAL   **$_____**

Q15 In-kind Contributions

Please detail any in-kind contributions you expect will add to the project; i.e. project team contributions, admin and faculty members or FLET support. If no in-kind contribution is required, please state this.

Risk Management

Q16 Risk Management (250 words)

Identify and describe the type of major risks you will need to manage within your project. Include your mitigation strategy for managing each these risks.

Q17 Head of School Approval

Do you have approval from your Head of School and other relevant stakeholders? (I.e. project aligns with other School and/or Faculty initiatives, conflicting workload commitments, etc.). Please attach endorsement from Head of School (email, letter etc.).

Teaching Excellence Development Fund: Full Application

Who will decide on the applications?

The operation of the scheme is overseen by the Associate DVC (Education). Selection panels for proposals will consist of a minimum of five members drawn from the following areas:

- Faculty Deans Teaching & Learning
- Associate Deputy Vice Chancellor Teaching & Learning
- Student Guild representative
- Curtin Teaching and Learning Directors
- TEDF coordinator from Curtin Teaching and Learning

What are the selection criteria?

Note that proposals with any criteria judged to be as 'unsatisfactory' are unlikely to be funded.

Evaluation Criteria	Unsatisfactory	Acceptable	Desirable
Relevance to Strategic Priorities of the TEDF	Relevant to learners and strategic priorities are unclear.	Relevant to many learners and a strategic priority.	Relevant to a wide range of learners and across strategic priorities.
Academic merit and clarity of the project	The proposal lacks sufficient detail and/or clarity. The underpinning rationale or conceptual basis of the proposal is unclear.	The rationale for the project is explained. The conceptual framework for the proposal is clear.	The rationale for the project is clearly and concisely explained. The conceptual framework for the proposal is clear and demonstrates a high standard of scholarship.
Impact, transferability and sustainability	The project outcomes have low or unclear potential impact in the project setting; are unlikely to be transferable to new settings; and are likely to require high ongoing costs.	The project outcomes have moderate potential impact in the project setting; may be transferable to new settings; and are sustainable without further resourcing.	The project outcomes have high potential impact in the project setting; are readily transferable to new settings; and are likely to generate further income.
Budget sustainability	The budget details are insufficient and/or appear inappropriate for the proposed activities.	The budget is sufficiently detailed and appears appropriate for the proposed activities.	The budget is sufficiently detailed and is clearly appropriate for the proposed activities.