PART A: GRANT GUIDELINES

What is the Educational Strategies Development Fund?

In 1994 the University Education Committee (UEC) established the Educational Strategies Development Fund (ESDF) for learning and teaching. Every year, money from the fund is awarded to projects nominated by academic and general staff that promote the strategic development of the University’s learning and teaching. The ESDF funding grants provide an ideal opportunity for those who have an excellent idea to improve learning and teaching but require additional resources to accomplish it.

The nature of the projects must be action research or the development and evaluation of an educational innovation. An innovation need not be entirely new, but may be an improvement in response to student feedback or changing professional requirements. Outcomes of projects are expected to have a positive impact on student learning or the student experience. Projects responding to issues beyond a single subject or discipline are strongly encouraged. The funding program maintains a strong emphasis on assessing the strategic value of nominated proposals, and funding is awarded on this basis.

Who can apply?

The ESDF scheme is open to all Academic Staff and General Staff involved in Learning and Teaching, at all UOW Campuses and Education Centres. Applications may be made by individuals or teams.

How do I submit an application?

The application must be submitted as follows:

1. One electronic copy in PDF format emailed to sdellit@uow.edu.au AND
2. One original and eleven print copies (double sided) to:
   Sue Dellit
   Grants Assistant
   Research Services Office
   Building 20
   University of Wollongong

Applications should be prepared using the ESDF 2011 Grants Scheme Application Form. All parts must be addressed.

Applicants should direct questions to Brondalie Martin, Grants & Awards Officer, on x5012 or at bronm@uow.edu.au.

When are applications due?

The closing date is Monday 8 November, 2010 (by 5pm). Late applications will not be accepted.

The announcement of successful applicants will be made in late December so that projects can commence in early 2011.
Educational Strategies Development Fund 2011

Funds Available
In this round, $150,000 will be available for projects in the following two categories:

1. 2 x Grants of $30,000 each. The University has a strong commitment to social inclusion with the Dean of Students leading the Social Inclusion WP. Academic Standards will be a foundation for evaluation of learning and teaching outcomes by Tertiary Education Quality and Standards Agency (TEQSA). Please develop a project in one of the following areas:

   - National Social Inclusion Agenda in one or more of the following areas:
     Meeting the needs of domestic students in groups that have been traditionally disadvantaged in higher education: low SES, Indigenous, rural and remote and those with disabilities. Projects could focus on transition, supporting at risk students and/or assisting with completion of degrees.

     Inclusion of international students in the UOW learning and social community.

     A pilot project researching and monitoring the impact and effectiveness of activities aimed at improving the participation of current and prospective domestic undergraduate students from low SES backgrounds in higher education.

     For information about current research and other projects see the National Centre for Student Equity in Higher Education http://www.unisa.edu.au/hawkeinstitute/ncsehe/default.asp.

   - Academic Standards:
     A project that works within the framework of the ALTC Learning and Teaching Academic Standards project. The LTAS project is a part of the process of setting a standards-based framework for quality assurance of tertiary education in Australia. The work is led by ALTC Discipline Scholars who are working with members of selected discipline communities to establish some pilot standards for undergraduate degree programs. The early discipline reports are now in a consultation stage.

     Any proposed project would be expected to exhibit a knowledge of the current LTAS activity and to explore the applicability of curriculum outcomes at UOW with draft standards in the appropriate pilot project. Of particular interest is an exploration of how the standards can be demonstrated through assessment.

     For further information see http://www.altc.edu.au/standards.

     Projects in this category should have a broader scope than one subject or one major, ideally taking up the issue from a multi-disciplinary perspective to ensure wide application.

2. A number of Minor Projects to be funded between $2,000 and $15,000 for:

   - Innovation or improvement in single subjects, or a small group of subjects – for instance, to support a student research activity, enrich a first year subject or enhance eLearning opportunities.

   - Support for work on a faculty strategic area with clear support from the Dean or FEC Chair – This might be the Learning-Teaching-Research Nexus or a review or embedding of faculty or discipline Graduate Qualities.

   - Seed funding for preliminary exploration of innovations with wider applicability in discipline, the institution or the higher education sector. This is an opportunity to explore
Educational Strategies Development Fund 2011

partnerships and ideas that may be suitable for Australian Learning and Teaching Council (ALTC) funding www.altc.edu.au.

The outcome of a project may provide guidance for policy and practice at the University of Wollongong.

Funds are awarded to meet the costs of the project. This can include funding of the research, design, consultation, collaboration and production of project materials. Funding can also be used to provide technical or research assistance for projects or to enable full or part-time release from teaching for an academic staff member (for up to 14 weeks).

The following items will not be funded:

- Room upgrades and major equipment
- Conference travel (unless it is demonstrated that this is a critical part of the project’s broader dissemination strategy – for more information on approaches to dissemination of outcomes, please see the ALTC Dissemination Framework http://www.altc.edu.au/resource-dissemination-framework-altc-2008
- Catering (unless it is demonstrated that this is a critical part of the project)

Collaboration with colleagues and relevant disciplinary bodies (such as industry organizations) is strongly encouraged, particularly if applicants are considering later applying for ALTC funding.

Assessment Criteria

Projects are assessed on the following criteria:

1. The clarity of focus for the project and the appropriateness of the planned activities

2. The project alignment to Faculty and University strategic plans – Preference will be given to those projects that link with or build upon the University’s Strategic Plans

3. The financial plan:
   - The relationship between the request for funds and the planned activities is clear
   - Financial calculations are clearly explained (for example, in terms of costs and quantities; rates of pay including on costs for personnel)

4. The benefit to the wider academic community
   - Potential for sharing outcomes across subjects or faculties (innovation or improvement)
   - Potential for expansion beyond the university (seed funding)

5. The experience and demonstrated capabilities of the applicant / project team in relation to the tasks outlined (including the track record of the applicant/team with previous ESDF projects or unfunded curriculum development). It is strongly recommended that an inexperienced team should identify an experienced advisor to provide support

Applications must address issues detailed in Part B of these guidelines.

Decision Process

All applications received within the required deadline are considered by the ESDF assessment panel, made up of members of the Excellence, Diversity and Innovations in Teaching Subcommittee (EDITS). The panel will consider all proposals and make recommendations to the Deputy Vice-Chancellor (Academic). The panel reserves the right to suggest a joint venture for applicants whose expressions of interest complement each other, and whose collaboration could result in greater benefit for the University. The panel also reserves the right to recommend that a
Educational Strategies Development Fund 2011

The grant not be awarded in a particular category.

Notification Process
The final selection of projects to be funded will be made by late December 2010. All applicants will be advised of the results in writing by the Deputy Vice-Chancellor (Academic).

Timeframes for projects
It is expected that all projects will be completed within 12 months to 24 months. An extended period may only be granted in exceptional circumstances and must be requested in writing to the Deputy Vice-Chancellor (Academic), with relevant reasons outlined.

Reporting Required
All projects are required to provide a midpoint and final project report to the Grants & Awards Officer. Midpoint reports should be a relatively short email with details of progress against specified outcomes, list reasons for significant variations in the timetable and budget and a reflective evaluation of progress or obstacles to progress.

The final report should follow the ESDF Reporting Form available on the Focus on Teaching website: http://focusonteaching.uow.edu.au/ltgrants/index.html and detail the manner in which the objectives of the project have been addressed, evaluate specified outcomes, and reflect on good practice processes to share.

Summaries of final reports will be published for access via the Focus on Teaching > ESDF Recipients website http://focusonteaching.uow.edu.au/UOW067121

Some projects may also lead to:

- a poster (such as the Spotlight examples http://www.uow.edu.au/cedir/spotlight/posters/index.htm)
- a conference presentation
- publication in a journal such as the Journal of University Teaching and Learning Practice (JUTLP); or
- other competitive grants funding.
PART B: GRANT APPLICATION SUPPORT

The following guide will be of assistance when addressing each section on the application.

- Fill in Sections A, C and D as formatted in the application form.
- In Section B, write a research proposal following the sequence and requirements of the numbered headings (5 – 16). Section B must be no longer than 6 pages.
- Use the following guidelines to develop your proposal. While word lengths for each section are suggested, please adjust the lengths of the sections to suit your project.

<table>
<thead>
<tr>
<th>SECTION TO COMPLETE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A: Overview</strong></td>
<td></td>
</tr>
<tr>
<td>1: Project Title</td>
<td>Provide a short descriptive title that can be understood by people outside your discipline.</td>
</tr>
<tr>
<td>(Maximum 20 words)</td>
<td></td>
</tr>
<tr>
<td>2: Project Details</td>
<td>Tick the appropriate boxes and fill in funding request and projected dates for the duration of the project.</td>
</tr>
<tr>
<td>3: Chief Investigators</td>
<td>If there are more than two CIs, list the entire team in Section D.</td>
</tr>
<tr>
<td>4: Executive Summary</td>
<td>Summarise in plain English the project aims, significance and expected outcomes. Complete this after addressing parts 5-10.</td>
</tr>
<tr>
<td>(7 lines Maximum)</td>
<td></td>
</tr>
<tr>
<td><strong>B: Written Proposal</strong></td>
<td></td>
</tr>
<tr>
<td>5: Nature of the Problem</td>
<td>Describe the issue or problem in Teaching and Learning your project is seeking to address (e.g. student engagement, use of social media, group work, etc.). Try to be specific about the way the issue appears in your situation.</td>
</tr>
<tr>
<td>(Approximately 200 words)</td>
<td>Include reference to how this project builds on previous funded and unfunded work by members of the project team, other members of the university (e.g. past ESDF or Faculty Scholar projects) or reported in the literature or the ALTC website <a href="http://www.altc.edu.au/resources">http://www.altc.edu.au/resources</a></td>
</tr>
<tr>
<td>6: Objectives and Anticipated Outcomes of the Project</td>
<td>Clearly state how your project will address the problem. No more than 3 - 5 dot points should be sufficient for a project of this size</td>
</tr>
<tr>
<td>(Approximately 100 words)</td>
<td></td>
</tr>
<tr>
<td>7: Alignment with Faculty or University Strategic Plans</td>
<td>Be explicit about how the project contributes to a strategic goal of the university or faculty, quoting the part of the relevant strategic plans or FEC or unit minutes. This is particularly important for medium sized projects.</td>
</tr>
<tr>
<td>(Approximately 150 words)</td>
<td></td>
</tr>
<tr>
<td>8: Project Method and Consultation</td>
<td>Explain how you will carry out the project, providing references to similar projects or uses of the method (e.g. interviews, intervention in group work, workshop with colleagues, collection and sharing of materials, preparation on new resources).</td>
</tr>
<tr>
<td>(Approximately 300 words)</td>
<td></td>
</tr>
</tbody>
</table>
9: Project Plan and Timeline

How and when will you consult with relevant people on campus? What will be the nature of the consultation? It is strongly recommended that you consult with those leading strategic initiatives before submitting a proposal.

This should reflect the process, including the outcomes and deliverables. Make a summary timeline in a basic two-column table even though a very detailed one may be necessary for use by project members.

Example timeline table:

<table>
<thead>
<tr>
<th>Action/Event/Milestone</th>
<th>Target Date</th>
</tr>
</thead>
</table>

10: Deliverables and Dissemination Strategy

What will you have to share with others at the end of the project? How will the outcome of the project be shared with potential users?

In learning and teaching projects, one mark of success is how widely the improvement or innovation is taken up by others. The ALTC expects grant winners to have a plan for active sharing of the project findings and outcomes through meetings or workshops. At UOW sharing may take the form of reports to an FEC or at a Faculty meeting, a workshop with colleagues interested in the same issues or the contribution to UOW learning and teaching event as well as any conference presentations or journal publications. Refer to ALTC Dissemination Framework [http://www.altc.edu.au/resource-dissemination-framework-altc-2008](http://www.altc.edu.au/resource-dissemination-framework-altc-2008)

11: References to literature cited

Include a standard reference list in alphabetical order using a conventional citation style. This should indicate your familiarity with theoretical or practical approaches to the problem this proposal addresses, NOT an exhaustive literature review.

12: Wider Outcomes of the Project

What will be the next stage of this project?

Highlight the potential for expansion across UOW or the discipline, including the potential for the project to develop into an application for ALTC Grant funding. If this is unlikely, briefly explain why.

13: Constraints around the Project

All proposed projects face risks that could compromise the successful completion of the project. List a few of the most obvious risks and briefly propose a strategy for continuing the project even in a changed form in the face of that contingency. Use a small table to display this information.

14: Ethics

Research in which students are asked to be participants has the potential to pose real or perceived risks and thus requires ethics clearance. If so, gaining ethics approval should appear in the timeline for the project (section 9) as well as be indicated here.

15: Reports on Previous ESDF and T&L Fund Grants

Please attach a brief report of outcomes (no more than half a page per grant). This should include:

- Title of Project
- Short description of the manner in which the objectives of the project have been addressed
- Progress made towards stated outcomes or outcomes achieved

(Approximately 200 words (per internal grant))

16: Learning and Teaching CV

Provide a selected CV/statement from each Chief Investigator (max of 3) addressing their suitability to undertake or commit to the project.

(If you wish to submit a GANTT timeline for a large project we encourage you to do so but please limit to one page.)
### Educational Strategies Development Fund 2011

#### (Approximately 200 words for each CI)

Include an account of the track record in teaching and learning projects/developments, funded or unfunded by each CI, the length and breadth of teaching experience and any other relevant experience. Indicate the evidence of experience by stating activities and outcomes and any recognition for that work. Include any publication of scholarship of teaching.

Those applicants who have no evidence should invite an experienced mentor as reference or support person and provide a short statement of the mentor’s achievements or experience in learning and teaching.

**Note:** Do not include discussion of or publications from your research program.

#### C: Budget

**17: Budget**

Personnel – include on costs for any casual employees (research assistant, participants, Learning Development, Learning Design, Academic Development Unit, librarians, technical support or other support services) Consider how the projected will be managed especially if it is expensive or complex.

Project Support (additional to standard academic infrastructure and materials; include extraordinary in-kind support such as provision of a workstation).

Project Activities (consultation with colleagues, focus groups with students, travel to remote sites for tutor workshops, etc).

**Note:** Conference travel will not be funded. Catering will not be funded unless the event is integral to the successful completion of the project.

**17A: Budget Justification**

(Almost 200 words)

Explain the tasks or activities under the same three headings as the budget. For example, what will the research assistant or project manager do? Project team members can be bought out of specific tasks (e.g. tutorials or marking at the standard casual rates) to provide more time for the project.

Why do you need to purchase particular software or minor equipment?

Why is travel to the remote sites more useful than videoconferencing with the same people? Colleagues will not be paid consultation fees.

#### D: Certification

**Certification by Chief Investigator(s)**

It is important the Heads of Unit or Department understand your involvement in an ESDF project so that it is included in your Career Development activity and workload. Please begin talking to your Head and/or Dean early in the process of developing the project to ensure that it fits within the strategic plan of the faculty and the projected activities of your unit. It is expected that the ordinary stationery, communications and similar requirements for the project will be provided by the unit or faculty.