



General Conditions University Teaching Development Grants

The primary purpose of the Grants is to foster active and scholarly development of teaching to enhance the quality of teaching and learning in the University. Grants are to be used for scholarly project work such as planning, implementing and evaluating a **curriculum intervention** of some kind (e.g., new course design, further development of an existing course or programme), or incorporating the use of technology in teaching (**eLearning Enhancement**). An additional purpose that may be realised in some projects, is to contribute to the scholarly literature.

1. Funding

(a) Allocation of funds

Usually up to \$200,000 is made available annually for grants and the normal maximum for any individual grant is \$20,000. In exceptional circumstances a larger grant will be considered. For 2023 the Committee welcomes additional projects related to changes to teaching practice in response to the COVID-19 pandemic. Funds are made available as monetary grants and as access to expert assistance from appropriate staff in HEDC or Distance Learning. Applicants should consult with their divisional ITS staff member regarding significant IT purchases in order to understand what ongoing support is required, and clearly identify this in their application.

(b) Period of funding

In preparing an application for a University Teaching Development Grant, the period of funding to be considered is **1 January to 31 December** in the year following the submission date unless otherwise specified. No expenditure from a grant will be possible before 1 January.

Applicants are advised to consider their research period carefully. In some cases, research that involves evaluation of the impact of an educational intervention, for example, may take longer. This must be specified in detail in the application as must the distribution of costs throughout the research period.

Unused balances following the closing date of the research period (31 March following the year of the grant) will be automatically withdrawn. If the project is part of a larger project, applicants will need to give details of how the larger project is being funded and how the project for which funding is being applied fits into the larger project.

2. Eligibility

(a) Requirements

Any academic staff member 0.2 FTE and above, whose duties include significant teaching and who has been actively teaching in a university for at least one year may apply for University Teaching Development Grants.

Teaching teams are welcome to apply. Fractional teaching or service buy-out is allowed but this must be pre-arranged and approved by the applicant's Head of Department, with details included in the Direct Salaries portion of the budget proposal.

Teaching Fellows and Professional Practice Fellows can apply but will be expected to show how the project will contribute to the advancement of the quality of their own teaching responsibilities. Their application must also be consistent with their ongoing professional development. Heads of Department must ensure that the employment contract is of sufficient length for the project to be completed, and that the applicant will have sufficient time and supervision to work on the project.

(b) Restrictions

Applicants should be aware that total requests usually exceed the sum which can be allocated. A maximum of one application will be accepted from any eligible staff member as the project leader and no more than one other application as a co-investigator. Any academic who is not a project leader may be a co-investigator on no more than two applications.

The project leader is required to make a minimum time commitment on the application of 0.1 FTE on any proposal of \$10,000 or more. Where more than one academic is substantially involved, their specific roles should be described in the Budget Justification.

3. Assessment Criteria

(a) Grant assessment panel

Applications will be assessed by a panel comprised of CALT and Research Committee members, convened by the Deputy Vice-Chancellor Research and Enterprise.

(b) Criteria for assessing all proposals

Assessment Criteria	
Background	The project should refer to relevant background literature and the project should be justified in terms of practice and/or the research base.
Aims	The research aims should be clearly articulated and achievable within the 12 months of the project.
Merit	The proposal should describe the potential impact of the work including benefits to students and/or staff as well as indicating the significance of the project (e.g., within the programme, to the University, to the wider higher education community).
Project Plan	<p>Project Plan (including timeline and evaluation of impact): An operational plan for conducting and evaluating the project must be detailed and show evidence of forward planning in the preparation of the application. Key stages of the project should be outlined.</p> <p>In the subsection <i>Evaluation of impact</i>, there should be a description of what measures will be taken to evaluate the impact of the work and these should be aligned well with the <i>Merit</i> of the project. Possible impacts might be on student learning and/or quality of teaching as well as any wider benefits such as to the department/programme, to the University, and to the wider higher education community.</p> <p>A timeline should also be included in this section. If advice is needed for project design, please contact HEDC and/or Distance Learning</p>

Ethical considerations	Detail any ethical issues and indicate of whether an ethics application (Category A or B) will be/has been made for this project.
Consultation with Māori	Appropriate consultation with Māori is required for all areas of research and is expected in preparation for University Teaching Development grant projects.
Project Outcomes	There must be a dissemination plan for project results. This should be specific about which journals would be likely to be targeted and a timeframe. Other options include providing a departmental seminar, presenting at the biennial <i>Spotlight on Teaching and Learning Colloquium</i> , presenting at conferences, and facilitating a workshop.
Ability to undertake project	The proposal should demonstrate that appropriate expertise has been enlisted to undertake the project. Note that HEDC and/or Distance Learning staff are available to be project partners, where desired.
Budget justification	A full and adequately justified budget with a concise, detailed justification for each item must be included. Be sure to include a realistic estimate of time for research assistants, as well as realistic budgets for transcribing. Providing the Head of Department agrees, eligible staff are permitted to apply for a proportion of their own salaries under this scheme. <i>Note that the Grants will not fund post-doctoral fellows' salaries or stipends.</i>
Previous CALT Grants awarded	The selection panel will take into consideration previous CALT supported grants awarded to the project leader in the past 5 years, and performance on those grants.
<i>Additional criteria for Strategic Projects:</i>	
Alignment with CALT strategic imperatives	<p>The proposal should detail how the project is aligned with the strategic imperatives identified by CALT. In 2023 the strategic imperatives identified by CALT are :</p> <ul style="list-style-type: none"> • Initiatives related to implementing the recommendations, affirmations and enhancements in the University's Academic Quality Agency (AQA) for the Cycle 6 Academic Audit which focuses on teaching, learning, support and outcomes for students. Cycle 6 incorporates an Enhancement Theme topic: <i>Access, outcomes and opportunities for Māori and Pasifika students.</i> • The Strategic Direction to 2020 in particular those that promote the Three Rs for teaching involving animals • The Māori Strategic Framework • The Pacific Strategic Framework • The Sustainability Strategic Framework
COVID-19 Responses	To fund projects related to changes in teaching practice in response to the COVID-19 pandemic.

4. Reporting

(a) Requirements

Interim Reporting

Holders of University Teaching Development Grants are required to submit to CALT an interim written report on the use of the grant. This is due 31 August during the research period.

Final Report

A completed final report should be forwarded to the DVC Academic Office no later than three months after the closing date of the research period (typically 31 March).

Acknowledgements

They should also acknowledge University of Otago University Teaching Development Grant funding in all publications resulting from the project funded by the grant.

(b) Report templates

Interim and Final report templates are available on the [University Teaching Development Grants](#) web page.

5. Administration

(a) Submitting applications

Applications must be lodged by email (in Word format) to dvc.academic@otago.ac.nz by **9.00am on the closing date, Monday 3rd October 2022.**

Late applications will not be accepted.

Electronic signatures in the Word application are preferred. If you have handwritten signatures please scan the signature page only and submit it with the Word application.

The electronic application form should be completed using no less than a **Times 12-point font**. The pagination of the application form should not be altered.

(b) Contacts

For information on	Name	Role	Contact
Application procedures and conditions	DVC Academic Office		03 479 8883 or dvc.academic@otago.ac.nz
University Teaching Development Grants policy	Associate Professor Ben Daniel	HEDC	ben.daniel@otago.ac.nz
Project accounts	Rachael McKinney	Financial Services Division	03 479 4271 or rachael.mckinney@otago.ac.nz