

2016 First Year Experience Grants

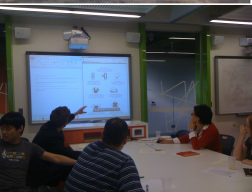
Jo McKenzie and Kathy Egea

Information session

Monday 9th November

1-2 pm

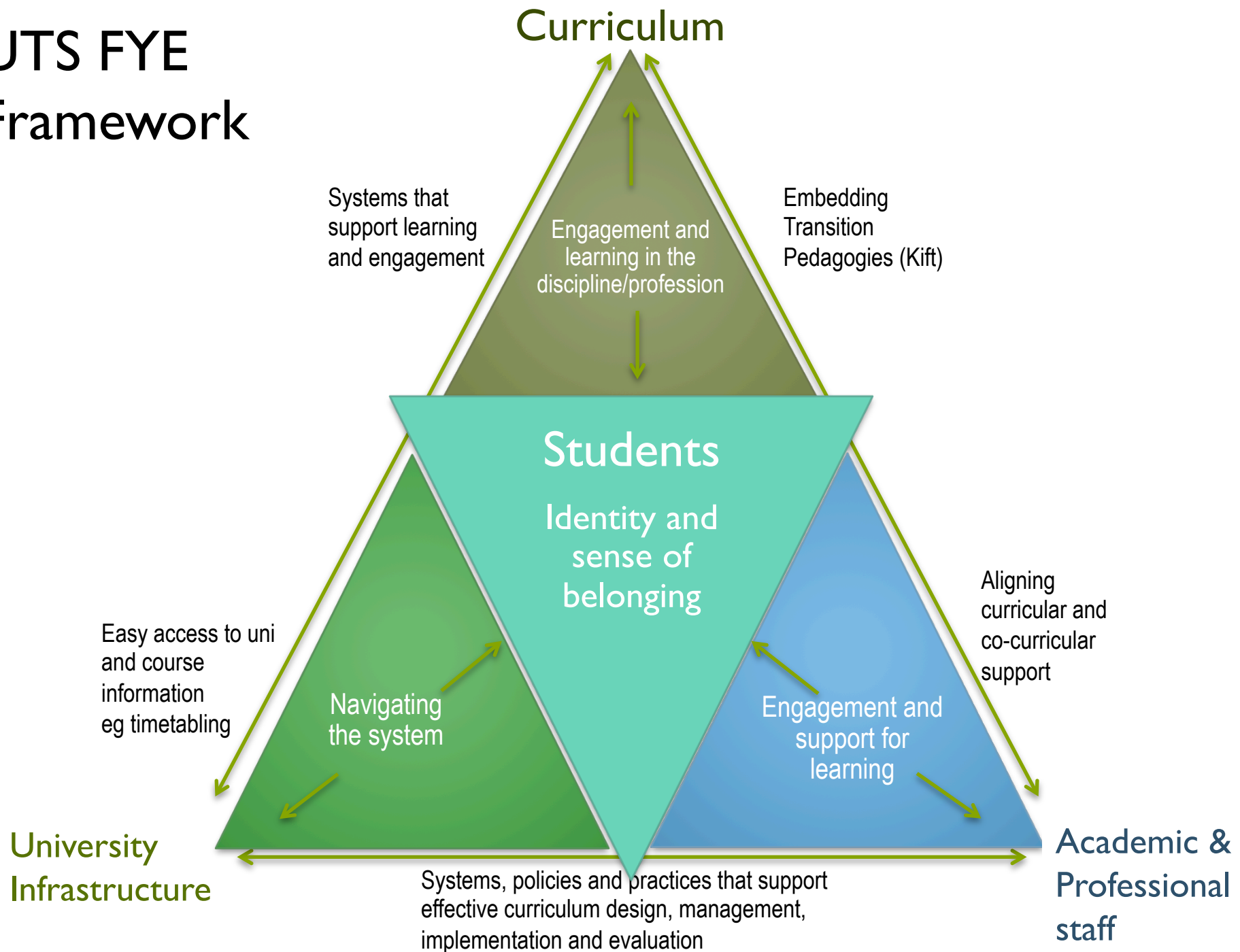
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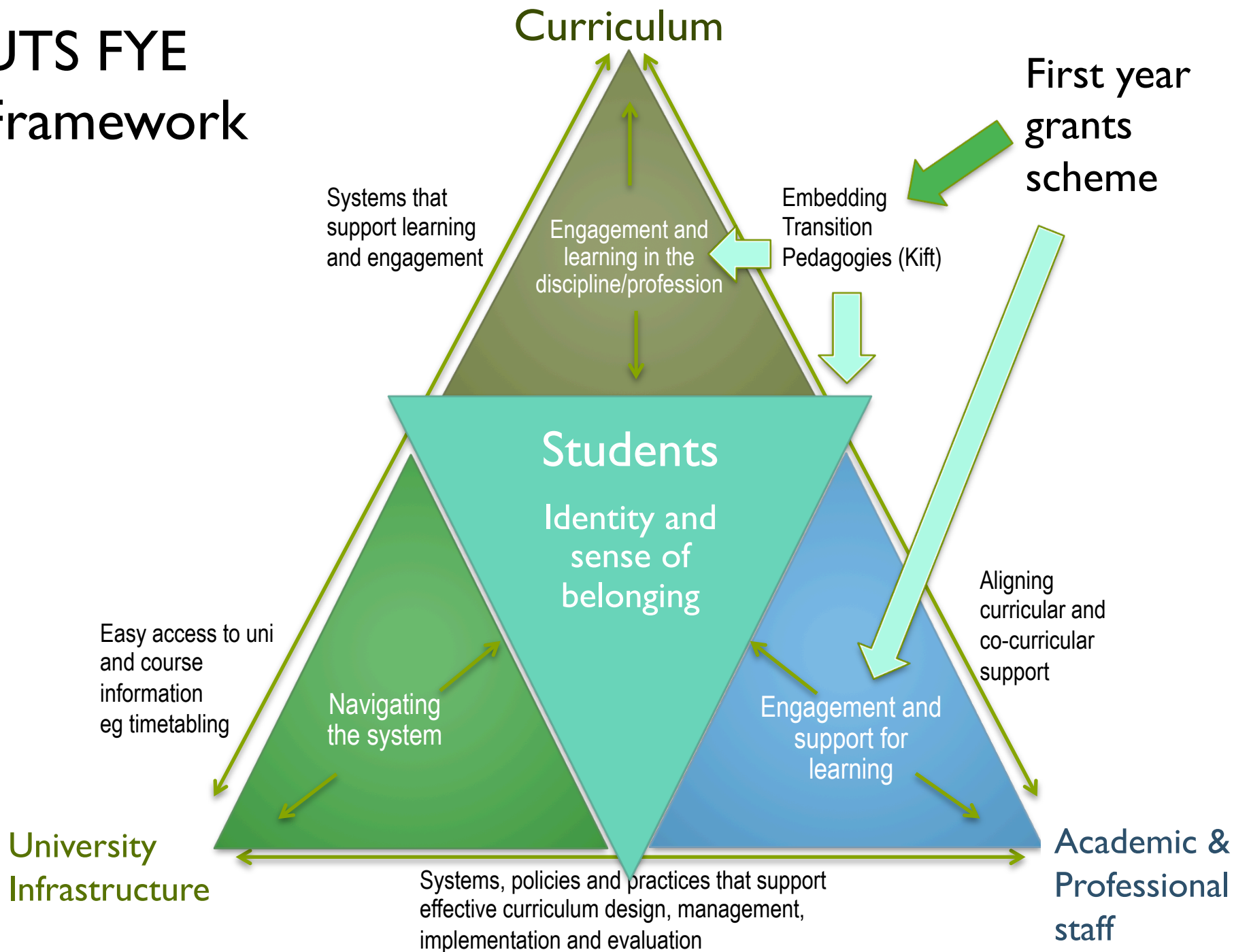
FYE project - Embedding transition practices into mainstream activities

- FYE grants
 - FY and transition subjects (UG)
 - amounts of up to \$4,000 for projects aimed at implementing transition pedagogies in the curriculum.
- Grant is funded under the Retention and Success theme of the UTS Widening Participation Strategy.
- The aim of the grants is to embed strategies in the curriculum to promote retention and success of students from low socio-economic status backgrounds.
- Focus for 2016 is students transitioning into first and second year subjects from non-secondary school pathways.

UTS FYE Framework



UTS FYE Framework





2016 FYE Grant details

- Website: learning and teaching > first year experience project > grants
 - Guidelines
 - Application form
 - Exemplar submissions from 2015
- This year we are emphasising the importance of benefitting students from low ses backgrounds, including those transitioning from non-school leaver pathways (eg TAFE).



Project Eligibility

- Applicants:
 - Coordinators of first year subjects, their teaching teams and academic advisors (eg IML, library and student support)
- Approach:
 - focus on a first year subject or a second year subject for pathway students within undergraduate programs
 - demonstrate consistency with first year curriculum principles (Transition Pedagogy)
 - may be a new strategy or build on previously awarded FYE grants



Examples

- Strategies for introducing or improving and embedding tutorial activities to help students to get to know others and feel included, throughout the subject and particularly in the first few weeks;
- Introducing early, low-stakes assessment and/or feedback opportunities in a subject;
- Strategies for embedding support for academic reading, writing, speaking or listening;
- Strategies that address any particular needs of students entering through TAFE pathways, while also benefitting other students;
- Strategies that support students to develop their professional identity early on in their course;
- Strategies that involve peer learning and peer support within the curriculum;
- **Sustainable** strategies or resources for developing tutors' or demonstrators' skills in implementing transition pedagogies.



Transition pedagogy utilising first year curriculum principles:

Design

Transition

Engagement

Assessment

Diversity

Evaluation



2016 FYE Grant Application Form

- Application details, supporting signature by Associate Dean(T&L)
- Brief outline
 - Aims and rationale
 - Transition pedagogy/pedagogies and how these underpin the study design
 - Key project activities and timeline
 - Evaluation strategy of project
- Budget with on-costs



Application process and deadline

- Due: 10am, 8th December 2015
- Send application to Kathy Egea
 - 2 files - Doc file and pdf with AD (T&L) signature
- Support
 - Faculty FYTE coordinators for project ideas
 - IML academic advisors – L&T and ALL
 - FYE coordinator (Kathy) for process and eligibility queries
- Assessment panel:
 - ADean T&L
 - Senior academic with experience in FYE projects
 - Jo McKenzie



Criteria for selection

- Consistency with at least one of the First year Curriculum Principles (handouts provided)
- Potential for enhancing success and retention for students in their first year at UTS, particularly for students from low socioeconomic status groups;
- Project activities to be practical, and completed within the timeframe
- Capacity for outcomes to become embedded and sustained without ongoing funding;
- Quality and coherence of the project application (including clarity of description of the project, clear alignment of the project with transition pedagogy and coherence between the project aims, activities and budget);
- Faculty priority where relevant.

FYE Grant budgets

Eligible budget items include:

- marking release or admin support
- additional hours for casual academics
- production of new subject materials or resources
- purchase of software or resources;
- direct costs of evaluations, for example running student focus groups;
- costs of workshops or similar activities aimed at sharing practice;
- local travel costs necessary to produce project outcomes – for example costs related to interviewing industry practitioners or visiting industry sites as part of a project.

Items which are *not* eligible include:

- personal computers, PDAs and similar equipment;
- travel other than local travel as above;
- Conference funding.





Two Exemplars from 2015 FYE grants

DAB: Samantha Donnelly and Jo Kinniburgh:

Strategies for retention and success of TAFE graduates in architecture core first year subjects

- Science: Yvonne Davila et al.
 - *The ABC of PSP: Bespoke online interactive tutorials to support development of reading and academic literacy skills for commencing Science students*



Academic support

Contact Kathy for process and eligibility queries.

Faculty First Year Transition Experience Coordinator to discuss your project ideas and faculty priority

- FASS Vicki Bamford x2750 Vicki.Bamford@uts.edu.au
- DAB Joanne Kinniburgh x8849 Joanne.Kinniburgh@uts.edu.au
- Health Sue Dean x4812 Suzanne.Dean@uts.edu.au
- Law Francis Johns x3251 Francis Johns
- FEIT Sally Inchbold x2392 Sally.Inchbold@uts.edu.au
- Business Jon Tyler x3629 Jon.Tyler@uts.edu.au
- Science
 - Yvonne Davila x1749 Yvonne.Davila@uts.edu.au ;
 - Megan Phillips x8012: megan.Phillips@uts.edu.au

Other support

IML academics, including those from the Academic Language and Learning Group, may provide some support.

Questions

