2018 Guidelines: First Year Experience (FYE) grants: Embedding transition pedagogies in the curriculum

Coordinators of first year subjects and second year transition subjects taken by students coming from pathways are invited to apply for amounts of up to $4,000 for projects aimed at implementing transition pedagogies in the curriculum. Team applications involving coordinators, teaching teams, tutors, demonstrators and academic support professionals are encouraged.

This initiative is part of the 2018 UTS FYE Strategy funded under the Retention and Success theme of the UTS Widening Participation Strategy (WPS). The overall aim of the FYE strategy is to develop and implement curriculum design and practice that supports effective student transition, success and retention, particularly for students from low socio-economic status (LSES) backgrounds and/or Indigenous students. This approach is guided by Transition Pedagogy and the six First Year Curriculum Principles (Kift, 2009), the effective teaching strategies for LSES cohorts (Delvin et al, 2012) and the third generation approach to FYE (Kift, Nelson and Clarke 2010).

FYE grants have been successful in addressing the FYE strategy as they provide a framework to improve transition, success and retention of students from low socio-economic status (LSES) backgrounds, it does so from within a philosophy that good practice for these students is good practice for all students .

 We encourage projects in either first or second year subjects that have substantial numbers of commencing students. The aim is to introduce practices that support success and retention for LSES commencing students transitioning from all entry pathways, eg school, TAFE, higher education institutions, Insearch and where applicable continuing students transitioning from first to second year.

Project eligibility

Projects must focus on a first year subject or a second year subject that would be undertaken by students in the first year of UTS study. Projects must demonstrate consistency with First Year Curriculum Principles (FYCPs) of Transition Pedagogy principles and outcomes must become part of the subject for all students.

Projects must therefore address at least one of the FYCPs (Transition, Diversity, Engagement, Assessment, Design and Evaluation and Monitoring). Applicants may wish to refer to resources from Transition Pedagogy (http://transitionpedagogy.com) or to build on previous FYE grants at UTS (2011- 2017). Many grant presentations can be found on UTSOnline at First Year Experience Network

Examples of projects that might be funded, include, but are not limited to:
- Diagnostic and other formative activities for assessing students' academic preparedness and learning needs;
- Development of online resources and activities to support students to prepare for week 1 engagement;
- Strategies for introducing or improving and embedding tutorial activities to help students to get to know and collaborate with others and feel included, particularly in the first few weeks;
- Introducing early, low-stakes assessment and/or feedback opportunities in a subject;
- Introduction of authentic designs in assessment tasks in line with the new assessment policy, particularly authentic tasks or resources that support students from LSES backgrounds.
- Strategies for embedding support for academic reading, writing, speaking or listening;
- Strategies that address any particular need of LSES students entering through TAFE, Insearch and similar pathways, while also benefitting other students;
- Strategies that support students to develop their professional identity and sense of belonging 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.

Projects should link to UTS priorities such as learning.futures, UTS model of Learning and align to the academic calendar. All funded projects will be notified two weeks after closing date. Funding will be immediate.

Application process and deadline

Applications are by expression of interest and made on the template file (*2018_FYE_Grant_Application_Template.doc)* found on the UTS FYE project page: *(http://www.uts.edu.au/research-and-teaching/teaching-and-learning/initiatives-and-projects/first-year-experience-project-0)*

Applications to be submitted by email to Kathy Egea, the FYE Project Coordinator, at Kathy.Egea@uts.edu.au .

Due date: **February, 16th 2018, 10 am.**

Application requirements

Expressions of interest of 1-2 pages are invited on the project's Application form. This covers
1. Applicant details
2. Supporting signature from the Associate Dean (Teaching and Learning)
3. A brief outline (**no more than 2 pages in min 11 point font**) of the project including:
   - A brief description of the aims and rationale for the project, including a statement on how it is expected to contribute to student success and/or retention, in particular for students from LSES backgrounds or Indigenous students. Brief references to some literature or previous project successes should be used to support your claims;
   - First Year Curriculum Principles addressed by the project. Projects may address one principle, or may address several;
   - Key project activities and timeline that will enable you to achieve the aims. If you are coordinating a large subject with multiple tutors/demonstrators, the activities should take account of the need to engage the whole teaching team
   - Your evaluation strategy i.e. how you will know that the project has been successful and how you will collect information for improvement;* see **Evaluation Planning tool** below
4. A project budget (with on-costs included). Budgets must be spent by the end of November, 2018

Project budget

Eligible budget items include:
- Teaching or marking release or admin support for staff working directly on the project, or additional hours for casual academics;
- Salaries for project assistance, including student assistance;
- Production of new subject materials or resources that explicitly support student transition;
- Purchase of software or resources which are a direct part of the project;
- Reasonable direct costs of evaluations, for example small incentives for 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, iPads and similar equipment;
- Travel other than local travel as above;
- Conference funding.

Casual salaries – go to staff connect and search on 'rates of pay'
Casual on-costs for 2018: recommended on staff connect a rate of 15.99%
Budgets need to include oncosts in the final costing.

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Example of budget
(Activities are linked to timeline for casual academic salary scale, 1-Nov-17 – link)

Activity	Hours	Rate	Total
Activities 1, 3, 4 (testing and uploading), 6	25	Casual academic, other academic activity – PhD' rate projected at $ 55.18 per hour (Nov 2017 rate) including 15.99% on costs (method: 25 hours x $53.03 x 1.17 oncosts)	$1600.10
Activities 8, 9 and associated ongoing testing of modules	15	Casual academic, other academic activity – PhD' rate projected at $55.18 per hour Nov 2017 rate) including 15.99% on costs	$960.05
Activity 12 evaluation and triangulation with report results	16	Casual academic, other academic activity – PhD' rate projected at $55.18 per Nov 2017 rate) including 15.99% on costs	$1024.05
Survey evaluation incentives (20 vouchers at $15 each)			$300
		TOTAL	**$3899.20 (round up to $3900)**

*Evaluation Planning tool
Evaluating the success of your project is an important step. This simple evaluation planning tool has been designed for small learning and teaching projects. It will help you reflect on what and how you will evaluate: http://tiny.cc/evalplan . **Please complete the tool and submit it as part of your application submission.**

Criteria for selection
Projects will be assessed on the basis of:
- Consistency with at least one of the six First Year Curriculum Principles (Transition, Diversity, Engagement, Design, Assessment, Monitoring and Evaluation);
- Potential for enhancing success and retention for students in their first year at UTS, including students transitioning into university in second year, particularly for students from low socioeconomic status groups and/or Indigenous groups;
- Extent to which project activities are likely 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);
- Learning.futures, UTS model of Learning, align to the academic calendar and/or faculty priority where relevant.

Requirements of funded projects
The recipients of each funded project must:
- Attend an information session on the administration side of running FYE grants
- Participate as far as possible in the First Year Experience Community, including presenting project ideas or outcomes to others;
- Provide updates on projects as requested, including a one-page mid-project progress report and end of project report in late December 2018;
- Plan and track their budget expenditure, to ensure completion by November 2018;
- Be prepared to contribute to any evaluation of the longer-term outcomes and impacts of projects and the broader First Year Experience project.

Support: who to contact

Please contact your **Faculty** First Year Transition Experience (FYTE) Coordinator to discuss your project ideas and faculty priority. FYTE coordinators that have been involved in previous FYE grants are indicated by asterisk next to their name.

Faculty	Coordinator	UTS phone	email
FASS	Tim Laurie	3174	Timothy.Laurie@uts.edu.au
DAB	Cathy Lockhart	8927	Cathy.Lockhart@uts.edu.au
DAB	Samantha Donnelly*	8958	Samantha.Donnelly@uts.edu.au
Health	Samantha Jakimowicz	5234	Samantha.Jakimowicz@uts.edu.au
Health	Jacqui Pich	5124	Jacqueline.Pich@uts.edu.au
Law	Francis Johns*	3251	Francis.Johns@uts.edu.au
FEIT	Sam Ferguson*	4682	Sam.Ferguson@uts.edu.au
FEIT	Wayne Brookes*	1872	Wayne.Brookes@uts.edu.au
TDI	Jacqueline Melvold*	4659	Jacqueline.Melvold@uts.edu.au
TDI	Susanne Pratt	4657	Susanne.Pratt@uts.edu.au
Business	Jon Tyler*	3629	Jonanthan.Tyler@uts.edu.au
Business	Amanda White*	3637	Amanda.White@uts.edu.au
Science	Renee Dowse*	8346	Renee.Dowse@uts.edu.au
Science	Bronwyn O'Brien	4104	Bronwyn.Obrien@uts.edu.au

IML academics including those your faculty Academic Advisor and Academic Language and Learning (ALL) lecturer may provide support or feedback on ideas for applications. Most IML academics have have been involved in previous FYE grants.

Contact Kathy Egea, FYE Coordinator, via email (Kathy.egea@uts.edu.au) or phone (x1720) for process and eligibility queries.

Examplars of previous applications can be found on the UTS FYE project page: (*http://www.uts.edu.au/research-and-teaching/teaching-and-learning/initiatives-and-projects/first-year-experience-project-0*)

References

Devlin, M., Kift, S., Nelson, K. Smith, L., & McKay, J. (2012). *Effective teaching and support of students from low socioeconomic status: Practical advice for institutional policy makers and leaders.* Office for Learning and Teaching. Retrieved from http://www.lowses.edu.au/assets/ALTC%20LSES%20Final%20Report%202012.pdf

Kift, S. (2009). *Articulating a transition pedagogy to scaffold and to enhance the first year student learning experience in Australian Higher Education: Final Report for ALTC Senior Fellowship Program.* Retrieved from: http://fyhe.com.au/wp-content/uploads/2012/10/Kift-Sally-ALTC-Senior-Fellowship-Report-Sep-091.pdf

Kift, S., Nelson K., & Clarke, J. A. (2010). Transition pedagogy: a third generation approach to FYE: a case study of policy and practice for the higher education sector. *The International Journal of the First Year in Higher Education,* 1(1), 1-20.