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Final Report

Sustaining distributive leadership in learning and teaching: cascade and perpetual effectiveness of the faculty scholar model

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Contents

ACKNOWLEDGEMENTS.....	3
EXECUTIVE SUMMARY	7
1.0 INTRODUCTION	9
2.0 PROJECT OUTLINE.....	10
3.0 FACTORS CRITICAL TO THE SUCCESS OF THE PROJECT	12
4.0 FACTORS IMPEDING THE PROJECT.....	15
5.0 BACKGROUND LITERATURE	17
6.0 OVERVIEW OF THE FACULTY SCHOLAR MODEL.....	18
7.0 FACULTY SCHOLAR MODEL AT EACH PARTICIPATING INSTITUTION	19
8.0 EVALUATION OF THE FACULTY SCHOLAR MODEL	22
9.0 SUSTAINABILITY	23
10.0 DISSEMINATION.....	26
11.0 LINKS BETWEEN THIS PROJECT AND OTHER PROJECTS.....	28
12.0 CONCLUSIONS AND RECOMMENDATIONS	29
13.0 EVALUATION	31
REFERENCES	32
APPENDICES	33



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Production of Mash-ups for National Leadership Roundtable Presentation

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Participating Institutions

The following universities agreed to provide support and commitment and endorsed the project in 2008:

2009-2010 Project Lead Institution

Flinders University

2009–2010 Project Collaborative Institution

La Trobe University

2009-2010 Project Cascade Partner Institutions

James Cook University

University of Canberra

For Phase 2 of the project, faculty scholars, project leader and project facilitators from the above and the following cohorts and institutions from the above and also the following institutions were involved in the evaluation and dissemination processes between January and March 2010:

2006-2008 Project Lead Institution

University of Wollongong

2006-2007 Project Collaborative Institution

University of Tasmania

2007-2008 Project Cascade Partner Institutions

Flinders University

La Trobe University



Executive Summary

This project was a consolidation project developed to further investigate the findings of *The Development of leadership in higher education* (Lefoe, 2006-08). One of the key aims of this project was to further develop the distributive leadership capacity building framework that had been developed for teaching and learning. This aim was partially achievable because the two project leaders had participated in the first distributive leadership project and its evaluation, and had first-hand experience of the strengths and weaknesses of the model. In the first project and in this second iteration, each of the participating universities implemented the model in slightly different ways. However there were several common aspects that were present in all institutions and these were considered to be the most significant and important elements of the faculty scholar model. These were:

- the identification of a coordinator or project facilitator in each institution;
- high level, DVCA sponsorship and backing for the faculty scholar initiative;
- faculty support for the project the scholar was undertaking;
- on-going communication between the faculty scholar and the relevant faculty teaching and learning committee or other key group in the faculty;
- on-going networking, communication and sharing of information between faculty scholars in the same institution;
- leadership training for faculty scholars;
- face-to-face meetings, video communication, opportunities for dialogue between scholars in the various institutions and also between the project facilitators in each institution; and
- a national event to share outcomes of the faculty scholar projects which the scholars each year collaborated to plan and lead. This focussed the work of the scholars and provided a common goal to aim for.

Another key aim of this project was the evaluation of the outcomes for leadership scholars from 2007-2009 in relation to leadership capacity building. This evaluation was conducted by Emeritus Professor John Dearn. Through the evaluation, all faculty scholars were surveyed to ascertain their perceptions of the impact that their involvement as a faculty scholar had had on their development as a leader of teaching and learning. They were also asked to comment on the faculty scholar model and the strengths and weaknesses of the capacity development framework.

In spite of the variations in implementation at each university, each of the domains of the faculty scholar model was present and able to be reviewed by all the participants. These domains were; *Growing* (through leadership training and experience), *Reflecting* (group and individual reflection throughout the program), *Enabling* (demonstrating of leadership skills through the management of the national Roundtable), *Engaging* (meetings and support provided in each institution) and *Networking* (between colleagues inside and across institutions).

All of the domains were viewed by the faculty scholars as being important and having an impact on their development as leaders of teaching and learning. Interestingly, preparation, planning and participation in the Roundtable were viewed by the former scholars as being a crucial domain that had had a very significant impact on their development of leadership skills. Unfortunately, this element is the most difficult to replicate if a university wishes to implement the faculty scholar model on their own. Of the six universities involved in the project four have now introduced faculty scholars and funded the project themselves. The four institutions have used the model and the domains but have not been able to include the national networking and the Roundtable.



Key outcomes for participants included:

- promotion and/or movement into leadership positions of more than half of the faculty scholars involved (19 of 32) either during the project or after their involvement in the project had concluded;
- development of three collaborative cross-institutional projects as a direct result of the project;
- preparation of two collaborative conference presentations;
- submission for review of three individual journal articles;
- institutional citation for outstanding group contribution to student learning this year for one faculty scholar;
- submission of an ALTC grant application using this project as reference by one faculty scholar; and
- workshops by faculty scholars to present their findings at each university; and
- development of a website providing information about the faculty scholar projects.

The outcomes for individuals and for the evaluation of the faculty scholar model were positive. The domains proved to be successful in both projects in supporting the development of leadership capacity building in teaching and learning in higher education.



1.0 Introduction

The *Sustaining distributive leadership in learning and teaching: Cascade and perpetual effectiveness of the faculty scholar model* project (LE8-691) is a built on project based on the distributive leadership capacity building framework developed in another ALTC-funded project (2006-08), *Distributive leadership for learning and teaching: Developing the faculty scholar model* project (LE6-9), led by the University of Wollongong.

In the first stage (2006-07) of the project led by the University of Wollongong, a distributive leadership capacity building framework was developed using the Faculty Scholar Model to enhance leadership skills for scholars in learning and teaching in two partner universities: University of Wollongong and University of Tasmania. In the second stage (2007-08), the leadership framework was further trialed and refined using a 'cascade approach' with the project leaders from the first stage universities mentoring the second stage universities: Flinders University and La Trobe University, through the implementation phase.

Inspired by the cascading approach of faculty scholar model that encourages intrinsic leadership development, recognition and reflective practice through active engagement, and empowerment of motivated potential academic leaders to be change agents in learning and teaching within their own faculties and institutions, both Flinders University and La Trobe University trialed and further refined the distributive leadership framework in this second iteration of the project.

The main aims of this consolidation project were to:

- further develop the distributive leadership capacity building framework for learning and teaching incorporating knowledge and experience gained in the first iteration of the national project;
- promote learning and changed practice within the cross-institutional teams;
- extend the network of new leaders of learning and teaching within and across institutions;
- evaluate the outcomes for leadership scholars from 2007-2009 in relation to leadership capacity building;
- disseminate the findings of the a longitudinal evaluation of the two iterations of the national project, and
- develop resources to support this framework that will be available and accessible to all institutions.



2.0 Project Outline

2.1 Project Team Management

This project is a collaborative initiative between the Flinders University and La Trobe University, and two further partner institutions, James Cook University and University of Canberra. The lead university in this project is Flinders University led by Associate Professor Heather Smigiel. She has the overall responsibility of the project and for the supervision of the Flinders -based project manager in collaboration with the institutional steering committee at Flinders University. Dr Linda Pannan is the co-leader of this project from La Trobe University. The two project leaders worked together in collaboration with the facilitators from the two cascade partnering universities, Dr Nick Szorenyi-Reischl from James Cook University and Dr Peter Donnan from University of Canberra, to support on-going communication and collaboration between the universities and to ensure that the project is completed on-time and within the agreed budget. The leader/facilitator at each university also worked with their own institutional steering committee to manage the project in their institution. Further, they were also involved in the evaluation processes in collaboration with the external evaluation adviser, Emeritus Professor John Dearn, the leadership scholars and the facilitators.

The project manager, Ms Kay Govin, worked with the leaders, facilitators, scholars, the external evaluator and other key stakeholders from the participating institutions; facilitating two-way communication throughout the project; coordinating the interstate leadership retreat, workshop and the two national Roundtables (2009 and 2010); and managing the evaluation of each phase of the initial report. The project editor, Ms Kate Deller-Evans, edited the final project report.

2.2 Key Features of the Project

I think this is a great project and I feel I am learning a lot and am growing as a leader and as an academic in the teaching and learning arena. [2009 Faculty Scholar]

The project provided an opportunity for the scholars to engage in explicit leadership development activities and to develop leadership capacity both individually and collaboratively. The scholars were enabled to design, develop, deliver authentic action learning faculty-based projects using distributive leadership framework; and to disseminate their findings and across institutions as well as at the national assessment roundtable. In the process, the project had established cross-faculty and cross-institution networks and encouraged collaborative research and outputs including change practices in assessment, journal articles and conference presentations.

2.3 Project Approach

This 18-month project comprised of two major phases:

- Phase 1 – implementing the cascading faculty scholar to the two new cascade partner institutions and simultaneously extending the model within the lead and collaborative institutions; and
- Phase 2 – evaluating the effectiveness of leadership capability building for the 2007 – 2009 Faculty Scholars using the cascading approach, and the sustainability of the faculty scholar model.



Phase 1 (2009):

In this first phase, James Cook University and the University of Canberra were the two new cascade partners. Each institution identified three to four scholars to engage in the project, selected from academics with the potential to be change agents in learning and teaching within their faculties and institutions. Over the last two years, the scholars' individual faculty-based action learning project initiatives have related to leading improvements in assessment practice and this topic continued through this iteration.

Flinders University and La Trobe University also selected four new leadership scholars, providing opportunity for establishing sustainable distributive leadership processes at these universities. These 15 new scholars and five experienced scholars selected from the 2008 cohort convened at a three-day residential leadership program to develop relationships with the other institutions, to formulate and discuss the aspects of their assessment project, determine their action plan for the year, and to participate in leadership development.

Institutional support, including both financial (for the 2009 cohort approximately \$8,000 — \$12,000 per scholar) and time commitment by senior academics (in strategic leadership mentoring), and cross-institutional support and collaboration between leadership scholars of the four universities continued in line with the model that has developed through the 2007-8 project (Lefoe, 2006). However, the distributive leadership framework was modified in the 2009 implementation based on the recent studies on leadership (for example, Scott, 2008) and from the evidence gained through evaluation of the initial project. These modifications included small alterations to the selection, training, and increased opportunities for mentoring of new scholars; opportunity for extension of the 2008 scholar experience through their participation in the training of the 2009 cohort and subsequent cross-institutional mentoring of these novice 2009 scholars.

At the end of this first phase, the 2009 scholars coordinated and facilitated a National Assessment Roundtable in Melbourne: *From the coalface: assessment driving curriculum* on 16 September 2009 involving about 50 academic staff from their own and other universities, leaders in the field identified through professional associations as well as invited participants from other universities. This was the third roundtable on assessment and while the focus of the project is on leadership capacity building the information and approaches to improvements in assessment practice, accumulated from the scholars' faculty-based action learning projects were also key outputs of this project.

Phase 2 (2010):

In this final phase of the project, the leadership outcomes for scholars from the two projects spanning 2007-2009 were evaluated. These evaluations were designed and implemented by an expert in leadership and its evaluation, Emeritus Professor John Dearn. A National Leadership Roundtable in learning and teaching in Higher Education was held. All past participants in the two Faculty Scholar Model projects, and key stakeholders from all the participating institutions were invited to the roundtable which was led by the consultant leadership expert. The outcomes of three years of operation of the faculty scholar model within a distributive leadership framework were disseminated and were used to further debate: the nature and effectiveness of leadership development in learning and teaching in higher education, and the possible future role of the faculty scholar model and the distributive leadership framework.



3.0 Factors Critical to the Success of the Project

It is important to note the consolidation aspect of this project, following on from the predecessor ALTC-funded project, *The development of leadership capacity in higher education*. In 2009 a second phase of the project continued at Flinders and La Trobe Universities; it cascaded to two new partner institutions: the University of Canberra and James Cook University. The title of the second phase of the project, *Sustaining distributed leadership in learning and teaching: cascade and perpetual effectiveness of the Faculty Scholar model*, indicates the expanded strategic focus and a framework for success.

Success is envisaged in terms of the sustainability of the faculty scholar model of distributed leadership and how effectively it can be transferred to different institutions. Success is also understood in terms of the key aims of the project: further develop the leadership capacity building framework for learning and teaching incorporating knowledge and experience gained in the first stage of the national project; promote learning and changed practice within the cross-institutional teams; extend the network of new leaders of learning and teaching within the cross-institutional teams; and evaluate the outcomes for leadership scholars from 2007–2009 in relation to leadership capacity building.

Reporting by Lefoe & Parrish (2008b) on the first Faculty Scholar project identified the following critical success factors in the Green Report:

- Formal leadership training and professional development activities;
- Authentic learning activities that are situated in real contexts;
- Engagement in reflective practice;
- Opportunities for dialogue about leadership practice and experiences; and
- Activities that expand current professional networks.

These five points certainly encapsulate critical success factors of the second Faculty Scholar project, but the experience and data indicated that some of these needed to be reconceptualised and restated. The following table and associated commentary provides an overview of the most significant factors.

Table 1: Factors critical to the success of the project

Factor	Descriptor
1. Existing leadership model	This project built upon an existing ALTC project of Leadership Capacity Development Framework (LCDF)
2. Authentic learning activities	The faculty scholars' projects were authentically and strategically embedded within faculty culture
3. Building networks within and across universities	Strategic mix of face-to-face and communication/interaction strategies was adopted to advance the key aims of the project
4. High project values around evaluation	Systematic, ongoing evaluation of every stage of this project was rigorous and professional



The value of an existing model and philosophy of distributed leadership, a comprehensive report, resources, National Roundtable information from 2007 and 2008, links and a supporting literature study (Lefoe & Parrish, 2008b) was of major importance for cascading partners at the beginning of the project. The application process and selection of faculty scholars involved consultation with the deans of faculties and subsequent prioritisation regarding the value of the project and the applicant's capacity to implement it. Project plans by each faculty scholar, including budget allocation, were required to address the criteria in the application form and this process had to be completed between December 2008 and February 2009, a time when academics were preoccupied with end-of-year grades and then annual leave. The value of practical resources around processes such as application templates for faculty scholars, all available on a website, in this busy, initial phase was a sense of impetus, direction and process.

An associated factor was that the leadership team contained two members –being the Project Leaders – with previous experience in the core leadership LCDP team in 2007 and 2008. This was significant because their tacit knowledge and organisational know-how enriched planning around events such as the initial three-day residential and the National Assessment Roundtable, without constraining initiatives amongst the 2009 faculty scholars. Closely associated with this was the organisational and administrative support provided by the Project Support Officer, located in the lead institution. In a time of escalating workload commitments, it is almost inconceivable that an ALTC project such as this could be successfully delivered without such professional support.

The application process for the faculty scholars included criteria that they were to lead a faculty based initiative in an aspect of change management to improve assessment within the faculty /school with a staff development focus; and that they create a plan of action to address the issue, in consultation with a teaching and learning advisor, or the project facilitator. In this sense the projects were *authentically and strategically embedded within the scholar's faculty culture* and future leader attributes such as 'a desire to engage with a distributed leadership model and to work collaboratively with other institutions' were explicitly stated.

Lefoe & Parrish (2008a) identified 'activities that expand current professional networks' as a critical success factor. A fundamental element of the project was the intra-university and inter-university networks of academics, who were energised around their own faculty projects and the National Assessment Roundtable.

Within each university there were program elements that promoted regular interaction and communication to advance the key aims of the project, including:

- regular meetings of faculty scholars within each university, noting that even though these academics are employed in the same university they may not have met each other before the project;
- engagement with other faculty colleagues around their assessment project;
- ongoing support from the Project Facilitator; and
- liaison, meetings and support from senior university leaders, including the DVC (Education / Academic) or equivalent, Faculty Deans, Associate Deans (Education / Academic).

Given that the faculty scholars were based in Adelaide, Melbourne, Canberra and Townsville and Cairns, the development of rapport and productive relationships within professional inter-university networks cannot be assumed.



There were time, budgetary and geographical constraints upon travel; therefore, the successful building of networks within and across universities was based on a strategic mix of face-to-face and virtual communication strategies, including:

- *Face-to-face meetings:* such as the initial three-day retreat at Macedon Spa, Melbourne, from 18 to 20 February, 2009; the planning day for the National Assessment Roundtable held in Adelaide 18 and 19 June, 2009; and the National Assessment Roundtable in Melbourne on 16 September, 2009 — *From the coalface: assessment driving curriculum renewal*;
- *Video conferences:* held among the faculty scholars and project leadership team;
- *Teleconferences:* held among the Project Management Team and the Executive Group of Scholars; and
- A website was established for the life of the project: this was a Moodle site entitled *ALTC: Distributive Leadership Project* and it contained a discussion forum, project documents, sample project plans, roundtable plans and references.

An interesting participant evaluation comment on the initial retreat was:

[I found this most useful] when we discussed issues relating to assessment and leadership and had more time to explore through discussions. This worked well for me because you don't normally get opportunities to discuss these issues. [Participant comment]

Similarly, another evaluation comment in relation to the 2009 National Roundtable on Assessment was phrased:

This Roundtable provided the participants with an interactive opportunity to discuss scenarios and project work concerning this project. This differentiates it as a forum immediately and set an interesting tone. [Participant comment]

The critical point is that this program created a context for engaging with authentic leadership and assessment issues in an applied sense that occurs infrequently within universities and even less so across universities. Interactions with previous scholars, embedded in the initial retreat, at the Adelaide preparatory day, in some of the videoconferences and at the roundtable – involved discussions, benchmarking and benefitting from their earlier project experience. Senior academics and policy makers also attended the Leadership Retreat and the National Assessment Roundtable in October 2009. This program introduced the scholars to a community of practice and networks around leadership and assessment that was frequently endorsed by the scholars themselves:

Overall, [this was] a very good program with some really immensely valuable opportunities to network. [Participant comment]

I have really enjoyed the experience, the networking and the collegiality involved with this project. I am meeting people from across the University interested in teaching. [Participant comment]

Systematic, ongoing evaluation of every stage of this project was rigorous and professional. The use of questionnaires, transcribed interviews, video clips, poster sessions and finally the National Leadership Roundtable in March 2010 were aspects of this evaluation strategy.



4.0 Factors Impeding the Project

This project encompassed scholars in four states and as with many ALTC projects a key challenge was to meet the project key aims and timelines within the budgetary framework. The following table presents an overview of inhibiting factors and constraints on the approach adopted in this project.

Table 2: Factors impeding the project

Factor	Descriptor
1. Blurring of leadership and assessment elements of the project	The distinction between the impact of a distributed leadership project (DLP) on the practice of one's faculty colleagues and assessment renewal within discipline/curriculum context was not always understood.
2. Support from senior academic leaders	There was variable practice in this area and close mentoring by a senior academic was rare because of the workload and competing commitments of many DVCs, PVCs, Deans and Associate Deans.
3. Engagement in reflective practice	The formal value of scholars' reflective journals, and how these were kept updated or indeed maintained at all, could not be ascertained in relation to the faculty scholar model.
4. Perpetual effectiveness of the faculty scholar model	Given the nature of contemporary universities and the workloads and commitments of academics, 'perpetual' is an unsatisfactory descriptor, albeit aspirational.

One of the scholars stated the *blurring of leadership and the assessment elements* in the following terms: 'I have been struggling for a while to reconcile the DLP and the assessment component of this program (this is not a criticism, but it has been a challenge)'. While the application criteria clearly stated that scholars were required to 'lead a faculty based initiative in an aspect of change management to improve assessment within the faculty / school' the distinction was not always apparent and for some scholars the National Roundtable on Assessment was the highlight of the inter-university program rather than the leadership dimension.

The concept of distributed leadership and how it was embedded in the program was impeded in some instances by how explicit the theory and resources needed to be, as well as by how much time was available within the face-to-face meetings. For some scholars it was simply a matter of changing faculty colleagues' learning, teaching and assessment practices whether by personal influence, formal leadership, or distributed leadership in action. While the retreat program offered explicit sessions on leadership, discussions around contemporary leadership issues, leadership role plays and images of leadership, the concept of distributed leadership was difficult for some scholars to fully engage with and appreciate, as the following participant comment indicates: 'the leadership session could have been extended and developed more. The session was good but didn't go far enough for me'.



An approach endorsed in this project was coaching, mentoring and support by senior academic leaders within the scholars' institution, such as group mentoring by the DVC (Educational / Academic) or PVC (Educational / Academic). Having regular contact with senior leaders was recognised as valuable but there was predictable, variable practice around this approach, given the workloads and competing commitments of such leaders.

An explicit expectation of the project was that scholars would 'maintain a reflective journal and participate in evaluation processes'. A formal session on maintaining reflective journals presented at the retreat was highly regarded – 'I particularly liked the sessions on reflective journaling – well run, interesting, challenging and with practical ideas to take away' – and in various sessions throughout 2009 there was encouragement for scholars to continue with their reflective journals. Because these journals were essentially personal however, and written on an invitational basis, their formal value in relation to the faculty scholar model could not be ascertained and one could infer that there was variable practice maintaining them.

The subtitle of this ALTC project included the phrase '*perpetual effectiveness of the faculty scholar model*'. Given the nature of contemporary universities, rapid institutional change, high staff turnover, issues around workloads, competing commitments to other projects – indeed other ALTC projects, jostling agendas around work-life balance, research and community engagement and that 'no one size fits all' in modern universities – it is quite clear that the adjective *perpetual* is inappropriate.



5.0 Background Literature

Although the review of literature on distributive leadership was not one of the project deliverables, it assumed an important role throughout the project, from the conception of the project proposal to the execution of this report. Based on the extant literature on distributive leadership at the time of writing the project proposal, and from the experiential understanding of this leadership capacity building framework as a result of participation in the first iteration of the project, distributive leadership was articulated and validated as negotiated roles underpinning social cohesion and trust that transcends multiple boundaries within the higher education sector.

However, the notion and recognition of distributive leadership has been continually evolving over the last decade, particularly of leadership in learning and teaching in higher education, over the last decade. The distributive leadership theoretical framework used in both iterations of the project provides further understandings of academic leadership and the effectiveness of the faculty scholar model.

The external evaluation consultant and the project team conducted an informal review of extant literature on distributive leadership and the implications on professional learning and leadership capacity development in higher within the higher education context. A synopsis of the key literature used as reference and to make informed conclusions of the evaluation findings is attached as Appendix A.



6.0 Overview of the Faculty Scholar Model

The faculty scholar model developed and refined through the *Distributive leadership for learning and teaching: developing the faculty scholar model* project (Lefoe, 2006) encouraged multilevel capacity building in learning and teaching leadership, supporting the objective 'to promote and support strategic change in higher education institutions for the enhancement of learning and teaching' (Carrick Institute, 2008). Evaluations of the project indicated that the model used a particularly powerful combination of guided peer support and an embedded dissemination process in each iteration, with 82% of the 2007 scholars agreeing that participation in the project helped them to develop as leaders and recognition and networking within and across universities most frequently cited as contributing factors in their leadership development (Gunn, 2008).

This project developed from those findings, further trialing the framework (Lefoe & Parrish, 2008) which had five domains outlined below.

6.1 Domain 1: Growing

This domain is concerned with leadership awareness and skill development and was realized through the central leadership retreat and on-going leadership training in the various institutions.

6.2 Domain 2: Reflecting

This domain is concerned with the cycle of action and reflection that underpinned this leadership capacity development framework and its associated activities. Participants were encouraged to maintain a reflective journal of their experiences and also to participate in reflective discussions within their own institution.

6.3 Domain 3: Enabling

This domain is concerned with leadership capacity development that is enabled through the provision of opportunities and experiences that occur in the authentic, real or actual context in which they reside. The most outstanding example of this was the National Roundtable which scholars planned and led as part of the model.

6.4 Domain 4: Engaging

This domain is concerned with the opportunities and activities for engagement and dialogue that are facilitated to enhance the development of leadership capacity. This happened through mentoring programs and meetings in each institution and within the various faculties in which the scholars worked.

6.5 Domain 5: Networking

This domain is concerned with fostering and establishing a practice identity. This happened across each institution and between the participating universities.

These domains were implemented to various degrees and in various ways by the four participating universities in Phase 1 of this project. These implementation strategies are described in detail in Section 8 of this report.

In addition to the strategies adopted by the various universities involved in the project, this project replicated several components. These were: the Leadership Retreat, the on-going national planning meetings (face-to-face, via teleconference and via video) and the Roundtable that were fundamental in the original project.



7.0 Faculty Scholar Model at Each Participating Institution

7.1 Flinders University (Project Leader and Facilitator, Associate Professor Heather Smigiel)

At Flinders University the Faculty Scholars were appointed by their Executive Deans. There are four faculties at Flinders and in two of them the Executive Deans called for nominations and then chose from the people who self-nominated. In the other two faculties the Executive Deans themselves nominated who would be the Scholar for their Faculty. We believed that this nomination process was important to ensure support from the highest level of each faculty. Major support was provided by the project facilitator who met regularly with the scholars to discuss problems and issues that they were facing. We began meeting before the first Leadership Retreat to discuss what each of the scholars was going to undertake for their assessment project. Directly after the retreat I asked each scholar if they would like an individual mentor and one of them decided to take up this option. At this stage all Scholars refined their project plans and presented them to the DVC (Academic) and the steering committee.

Throughout the project all of the scholars experienced some difficulties undertaking their work. One of the scholars had a long period of leave and then became ill, the three others had already arranged to have conference leave to attend international conferences and were away for some time during the year. It was testament to their commitment that the projects were undertaken and completed.

Throughout the year, the scholars were supported in their project work and leadership capability building through regular meetings with the project leader. The scholars were given additional support and advice through two meetings with the DVC (Academic), a meeting with their relevant Head of Teaching and Learning and a meeting with the scholars from the previous year. As well as formal meetings the faculty scholars decided to meet together informally and set up regular 'coffee' meetings. All but one of the scholars participated in the Leadership Residential and found that this laid a good foundation for their future participation and networking.

The scholars' formal participation culminated in their leadership and management of the National Roundtable on Assessment. This year the outcomes of their projects will be documented and a website established to promote their work.

7.2 La Trobe University (Project Leader and Facilitator, Dr Linda Pannan)

At La Trobe academic staff interested in becoming a Faculty Scholar to develop their leadership capacity in learning and teaching took part in a competitive application process. One faculty scholar per Faculty was selected by the University's ALTC Distributive Leadership Project Steering Committee, and selection included consideration of the strategically aligned, budgeted, and Faculty-endorsed project each applicant had proposed for assessment practice improvement within their faculty or school. On completion of leadership training the new scholars refined their project plans and formally presented these to the Steering Committee. Funding was provided to each scholar to support project progression over the first six or more months, when the most intensive time commitment would occur, even though the projects were likely to continue beyond this time.

Over the next seven months the scholars were supported and encouraged in both project work and leadership capability building in several ways. The project facilitator acted as a support and resource to the scholars, meeting with the scholar group regularly at formal and informal 'coffee' meetings twice monthly throughout the year. The scholars managed these meetings, and they also networked regularly with the scholars across the partner institutions via email, and video- conference.



Monthly meetings with a Strategic Leadership Coach from the university senior executive, for group coaching/mentoring, ensured two-way information flow about change initiatives, and leadership.

Optional additional support was made available to each scholar in the form of individual mentoring with a senior academic who was also a member of the Steering Committee, and meetings or communications with past scholars whose projects had dealt with similar issues and/or disciplines were suggested as opportunity presented.

The scholars' formal participation culminated in their organisation and delivery of the National Roundtable on Assessment. They completed the university requirements by presenting their project findings to their Faculty and the Steering Committee and running an assessment workshop during the La Trobe Learning and Teaching Colloquium.

Each scholar took part in the required activities, and participated in optional opportunities that suited their need and disposition. However, their project implementation and presenting the National Roundtable provided the driving focus that gave all aspects of their engagement relevance.

7.3 James Cook University (Project Facilitator, Dr Nick Szorenyi-Reischl)

Upon invitation from Heather Smigiel at Flinders, JCU was pleased to become part of the project and called for applications for staff interested to become Scholars. Nominations were received and one Scholar appointed from each of the four Faculties. Coordination meetings were held and the project introduced.

Scholars began work on their assessment projects. It became clear early that not all scholars were going to have the same experience. Not all were able to organise a buy out from teaching as had been intended. One scholar was unexpectedly drawn in to taking on the role of acting Associate Dean in teaching and learning, which severely impacted on the times available, so the assessment projects developed at different pace. Recognition of the scholars by senior management also took time to organise. Teaching and learning at JCU has often depended most on the efforts of individual staff and this became the pattern also for the Scholars, who apart from input from the Project Coordinator in the Academic Support Unit and the Associate Deans, found themselves working individually.

The first project meeting at Macedon helped to provide a sense of the group and made the scholars here value the cross institutional framework. Two of the scholars began to produce some real outcomes from their work, undertaking leadership roles around assessment in their faculties and schools. Another of the scholars worked equally hard but found it difficult to get support across the faculty. The fourth was already in a leadership position and was engaged across a broad front, with the assessment project only one part of his role.

The preparation for the first roundtable lagged a little as the participants were still working out their own commitments, it seemed, but the JCU scholars provided good input and played a strong role in the preparation and substance of the day, which everyone who participated from here felt to be very worthwhile. The Chair of Academic Board from JCU came to the Roundtable and was most impressed. Work on assessment projects continued, with regular coordination meetings, and the work has fed into the curriculum renewal process at JCU. The support of the SDVC has been strong and JCU will support scholars for a further year from JCU funds. Existing Scholars have been keen to renew their commitment and continue with their work. Increased leadership opportunities within the organisation have arisen for them.



The first year of the project provided experience which will feed into the second year. Involvement in the project in the first year really was a trial for how to undertake it more fully within the culture and processes of this institution. The involvement of mentors and Head of School/Faculty support, which was not a strong feature here, will now develop more strongly. The project has demonstrated to the University that leadership from within the academic staff can be achieved and can significantly add to the way JCU enhances its teaching and learning practices.

7.4 University of Canberra (Project Facilitator, Dr Peter Donnan)

The University of Canberra, through the Director of the Teaching and Learning Centre, Helen Carter, welcomed the opportunity to become a cascade partner in this ALTC Distributed Leadership Project. The application process and forms from the GREEN site at the University of Wollongong (*A report on leadership for capacity development*) were slightly adapted and advertised through all faculties in early December 2008. There was also a very clear strategy for deans of faculties to nominate their respective faculty scholars based on faculty strategic priorities. Ideally, a longer lead-time for the application process would have been desirable, given end-of-year assessment / exams running into annual leave. Following the application process, three faculty scholars were selected at the University of Canberra and details of their projects are available in Appendix C.

For a new cascading partner, the ethos, traditions and project scope of the distributed leadership program, as well as the initiation into the network of faculty scholars, were first experienced at the Macedon retreat. While the scholars had broadly conceptualised their projects, it was through the various sessions and peer-review of presentations at the retreat that their projects were fine-tuned. Trish Milne, Deputy PVC (Education) and Helen Carter (Director of the Teaching and Learning Centre) attended the Macedon retreat on the final day, contributing to the reviews and becoming aware of how the program could be implemented at the institutional level.

During 2009, there were meetings with the DVC (Education), the Deputy PVC (Education), the Director of the Teaching and Learning Centre and the Project Facilitator. The Moodle website for the project, ALTC: Distributive ALTC: Distributive Leadership (DL) Project Leadership Project, was created by UC Scholar, Andrew Read, after the Macedon retreat and it contains resources, links, forum discussions, photographs and minutes that capture various phases of the project, especially the lead-up to the National Roundtable on Assessment.

The three UC scholars reported on their projects to Academic Board at the University of Canberra on 9 November 2009 and proposed:

- the adoption of this model at UC;
- an allocation of \$8,000 project funding per scholar;
- travel to and networking with other universities; and
- that the project be related to the University's signature themes.

At the Academic Board presentation, the three faculty scholars strongly endorsed the DL program. Like most academics, the UC scholars had significant workloads and juggling these through the course of this project was always challenging. Only two of the scholars were able to attend the National Roundtable on Assessment and the 2010 National Leadership Roundtable. A highlight in terms of impact of the program at the University level was UC scholar Laurie Grealish's off-campus retreat and follow-up initiatives of academics in the Faculty of Health working on assessment issues in clinical assessment and work integrated learning. For all of the faculty scholars, this program offered a perspective on leadership and assessment rarely accessible just within the university and it remains a positive and ongoing experience.



8.0 Evaluation of the Faculty Scholar Model

In Phase 2 of this project, the effectiveness of the Faculty Scholar Model and the consequent leadership outcomes for the scholars from the two projects spanning from 2007-2009 were evaluated. Evaluation questions were formulated (refer to Appendix B), conducted and collated by the external evaluation consultant. The scope of the evaluation questions on the Faculty Scholar Model of leadership development was built upon:

- planning and implementing an authentic faculty-based action learning project;
- access to leadership resources and leadership training;
- individual mentoring by a senior academic mentor and by experienced faculty scholars (optional);
- project support by the Project Facilitator and group mentoring by a DVC / PVC (Education / Academic) or equivalent;
- intra-institutional and cross-institutional networking among faculty scholars; and
- being a mentor to novice faculty scholars (optional); and
- planning and presentation of a National Roundtable.

Survey questionnaires were sent out electronically earlier this year and responses were collated and analysed by the evaluator. A summary of the combined responses were presented at the National Leadership Roundtable held on 26 March 2010 in Melbourne. All past and present faculty scholars, project leaders and facilitators as well as some key stakeholders involved in the project and project leaders of other distributive leadership projects had been invited.

The following 12 key messages were drawn from the evaluation responses received and were presented and discussed at the National Leadership Roundtable in March this year:

- success in project implementation was critically dependent on the level of support the individuals received;
- individual needs and the level and quality of support provided depended on the particular context, people, institution; that there is no 'one size fits all' model;
- the support provided by faculty scholars in the same year to each other was particularly effective;
- the support provided by project facilitators was highly valued and critical to the success of many projects;
- public acknowledgement of the work of the faculty scholars within their institutions was important;
- many participants appreciated being able to publicly identify with teaching and learning the project had positive outcomes for many of the Faculty Scholars in terms of planned future engagement with teaching and learning;
- mentoring by a senior academic, a key element of the faculty scholar model, was rare;
- mentoring and support by experienced faculty scholars was non-existent which raises serious questions about the 'cascade and perpetual effectiveness' of the faculty scholar model;
- being a mentor to other faculty scholars was also rare;
- projects that are not part of the ongoing strategic work of departments and fully supported by the institution are problematical;
- expecting collaborative engagement on projects from colleagues may be unrealistic; and
- academic work that does not come under a framework of project management presents a serious implementation problem.

Practical issues and considerations emerging from these key messages were discussed at the roundtable. A separate independent evaluation report is currently being prepared by the evaluator and will be made available online.



9.0 Sustainability

The project clearly demonstrated the value of the Faculty Scholar approach of engaging the participants with an authentic project in a supportive environment. Certainly participants valued this aspect of the program and the opportunity the project gave them to step outside their normal role in their institution and take on a leadership role.

Working with a group of fellows across the university was highly valuable for understanding the different ways that faculties worked. The [institution] wide project helped me understand the processes required to lead change – and the politics involved (including some really useful experience on how to deal with the latter). The project also gave me exposure as a potential leader in T & L. [2007 Faculty Scholar]

I think being forced to look at the big picture as well the detail has improved my planning abilities. I think also just being involved in processes that enhance your understanding of the workings of the University give you confidence to undertake things. [2009 Faculty Scholar]

However, the evaluation of the project showed that there were several crucial design elements that would impact on future sustainability:

1. The type of support provided to individuals under the Faculty Scholar model depended on the particular context, people, institution etc. While this is a potential strength of the model in terms of its flexibility, it does mean that critical elements, e.g. mentoring, might be missing in a particular institutional context for an individual. The success of the model is dependent on a number of different elements being put in place.

I think it is a useful model but its success depends heavily on support – mentoring, faculty support, institutional support etc. The ability to deliver these things will differ from institution to institution, faculty to faculty. [2007 Faculty Scholar]

2. The level of support individuals received from their university and senior staff varied greatly and this had a major impact on the success of the projects.

I had an excellent relationship with my Head and it was essential to the success of my project. He trusted me enough to let me run the project on my own, and handed related responsibilities to me as the year went on. We are still working together on the outcomes of the project. [2008 Faculty Scholar]

3. The support provided by Faculty Scholars in the same year to each other was a particularly effective aspect of the project.

Mutual support amongst the [institution] Faculty Scholars was the single biggest prop during this confusing time. [2007 Faculty Scholar]

We networked throughout the year and plan to continue to do so. It was an invaluable form of support and I see them now as valued colleagues and friends – yet they are staff members I probably would never have met otherwise as they are from areas of the university I have little/nothing to do with.



I've learned a great deal from them and value their support. [2009 Faculty Scholar]

4. The support provided by Project Facilitators within institutions was highly valued and critical to the success of many projects.

I am full of praise for my Project Facilitator. She was encouraging and followed things through. [2008 Faculty Scholar]

Our facilitator was excellent. We were reminded about upcoming events, there was a forum to clarify and discuss any concerns, and a feeling of support in a spirit of fun. [2009 Faculty Scholar]

5. Institutional acknowledgement of the work of the Faculty Scholars within their institutions was important and many participants appreciated the opportunity the projects gave them for being able to publicly identify with teaching and learning.

The role gave me an opportunity to negotiate with colleagues in a way that I would not normally. I also got to speak in forums (high level university committees, workshops, etc.) I would not normally have spoken to. [2009 Faculty Scholar]

6. Systemic mentoring was not common and in most cases was ad hoc. This included mentoring by a senior academic and mentoring by experienced Faculty Scholars and raises serious questions about the 'cascade and perpetual effectiveness' of the Faculty Scholar model. Being a mentor to other Faculty Scholars was also rare.

I was allocated a mentor and had only one meeting at which he was not particularly helpful and made it clear he wasn't all that interested in meeting, so it was very disappointing. [2009 Faculty Scholar]

I had a problem there as the chosen mentor was highly discouraging. I took no notice of her lack of enthusiasm and negative comments and continued merrily on my way! [2008 Faculty Scholar]

7. Projects that were not part of the ongoing strategic work of departments were difficult to implement within the timeframe of the project and the implementation of many projects would have benefited from coming under a formal process of project management with participants receiving guidance of project management

Obtaining time release from teaching proved much more difficult than anticipated. It can take lengthy pre-planning to find substitutes for teaching and management roles. For the same reason it was difficult to get colleagues to set aside time to commit to participation in the project. [2008 Faculty Scholar]



8. Securing collaborative engagement on projects from colleagues, a key component of the Faculty Scholar model was a significant challenge for most participants. However, it must be recognised that this represented one of the key learning experiences of the project and even if participants were unsuccessful in securing support from colleagues, they became aware of the complexities of engagement and communication with university organisations.

Trying to get buy in from academic staff within my university is always challenging. They are overworked and even small surveys they are hesitant to take on so I needed to reach out to them all in person as only one answered the survey by email. [2009 Faculty Scholar]

While there was a lot of interest and goodwill, people wanted to discuss more than do. Only a couple of senior staff were involved in the faculty group and they tended to step back which limited the group's ability to take action. [2009 Faculty Scholar].



10.0 Dissemination

The outcomes from the two phases of this project were disseminated to the wider academic community mainly through the two national roundtables:

10.1 The National Assessment Roundtable, From the Coalface: Assessment Driving Curriculum Renewal

This roundtable was held on 16 September 2009 in Melbourne. It was primarily facilitated by the 2009 scholars and the project team. It aimed to bring together higher education decision-makers and key teaching academics to examine the challenges associated with academic renewal and explored how innovative assessment practices could help to drive curriculum change. In response to the *Review of Australian Higher Education* (Bradley 2008) and other factors such as the increasing diversity of university students and the emergence of new technologies for teaching and learning, many universities are undergoing a process of academic renewal.

The Roundtable presented and discussed some of the innovations in assessment and featured discussion forums around five key themes:

- Curriculum Renewal;
- Standards;
- E-Assessment;
- Social Justice; and
- Workload.

The faculty scholars also presented their faculty-based action learning projects' findings in an interactive poster session at the roundtable around the following themes:

Alignment

- *Strategically Designed Assessment Shapes Effective Approaches to Study* by Helen Anscomb (James Cook University)
- *Progressing Assessment Across Year Levels* by Karen Burke Da Silva (Flinders University)
- *Action on Academic Integrity: Aligning Assessment Practices and Policy* by Julianne East (La Trobe University)
- *Alignment – Learning Outcomes, Learning Experiences and Assessment* by Laurie Grealish (University of Canberra).

First Year Experience

- *Assessment Driving Curriculum* by Maree Dinan-Thompson (James Cook University)
- *Redesigning Assessment for Large First Year Subjects in Social Sciences* by Helen Lee (La Trobe University)
- *Integrating Graduate Attributes Development with Student Performance Assessment Tasks: The Role of an E-Portfolio* by Lester Jones (La Trobe University).

Graduate Attributes

- *Writing Skills in First Year Science* by Tania Blanksby (La Trobe University)
- *Assessment of Numeracy in the BSc* by Shaun Belward (James Cook University)
- *Making Assessment 'Real'* by Meryl Pearce (Flinders University)
- *Assessing the Quality of our Graduates: A Holistic Model* by Stephen Naylor (James Cook University).



Student Experience and Feedback

- *Essay-based Assignments in Business Degrees: Improving Outcomes for Students and Staff* by Andrew Read (University of Canberra)
- *Improving the Effectiveness of Feedback to Students on Assessed Work* by Craig Taylor (Flinders University)
- *Providing Guided Feedback* by Jan Thompson (Flinders University).

Details of the posters can be found in Appendix C.

10.2. The National Leadership Roundtable, Sustaining Distributive Leadership in Learning and Teaching: Cascade and Perpetual Effectiveness of the Faculty Scholar Model

This second roundtable was held on 26 March 2010 in Melbourne. It was facilitated by the external evaluation consultant; he presented the outcomes derived from the evaluation and facilitated further discussions on the nature and effectiveness of leadership development in learning and teaching in higher education and the possible future role of the faculty scholar model and the distributive leadership framework.

It was a good way to draw the project to a close and helped me to reflect on what I had achieved and how I had developed important skills. [Feedback response from a delegate at the roundtable]

A total of 36 delegates attended this roundtable comprising scholars from the three cohorts; project leaders and facilitators from both projects; steering committee members from participating institutions; institutional leaders and senior executives who has played a role in both the projects; and project leaders from other distributive leadership projects.

10.3 Other dissemination

Within the participating institutions, dissemination occurred across faculties through the action learning project outcomes of the faculty scholars and through institutional workshops, faculty-based activities, reports to senior management, websites, conference presentations and publications.

The outcomes of this project will also be shared more formally through publications and conference presentations.



11.0 Links between this Project and Other Projects

Additional cascades to two new partner institutions in Stage 1 allowed further testing and development of the faculty scholar model framework established in the *Distributive leadership for learning and teaching: developing the faculty scholar model* (LE6-9) project.

In Phase 2 the experiences and leadership outcomes of the scholars who participated in this earlier project (LE6-9) were evaluated along with the more recent Phase 1 scholars.

This enabled consideration of the effectiveness of the scholar experience across six institutions and three scholar cohorts, from 2007-2009, and provided insight on the value of one, two and some three year engagements within a distributive leadership context, for the individual and their institution.

The faculty scholar approach to the development of capacity and capability for leadership used in this project will form part of the study in the *Lessons learnt: identifying synergies in distributed leadership projects* (LE9-1222) project as it explores the implications for institutions using distributed leadership approaches within less formally defined structures.



12.0 Conclusions and Recommendations

A feature of the Faculty Scholar Model was the multifaceted nature of the support that was provided and this gave an opportunity to explore which elements were particularly effective for this group of academics. It was apparent from the participant feedback that the combination of working on a real project and the support that came through networking with other participants from the same and other institutions was a very powerful source of personal and professional development.

The networking gave me the biggest boost to my leadership skills. I have met people with similar views and have been able to form partnerships with some of these people to write proposals and obtain grants. These grants have at the heart of them, leadership components, in projects aimed at improving teaching and learning outcomes for various student cohorts in the tertiary sector. [2009 Faculty Scholar]

I think the reflective part of the program has been most beneficial to my leadership, I have sometimes been seen as a one man band (a bit driven) so it has been good to look at other models to achieve enduring results within organisations. [2009 Faculty Scholar]

These comments are in line with what is known about how professionals learn and offer insights into how professional development programs for academics in our universities might be reconceptualised. As is the case for students' learning, the comments emphasise the social nature of learning in a professional context.

For many of the participants, involvement in the Faculty Scholar project had significant personal impacts in terms of both their involvement in learning and teaching issues within their institution and for their own professional plans and aspirations.

For some participants this took the form of being given the opportunity to take on a leadership role in teaching and learning in their institution.

[D]uring the time of the project, I was seconded into the ADU. With the departure of both Director and Dep Director, I moved into the leadership team after approximately 6 months. I now hold the position of co-Head. [2007 Faculty Scholar]

It was the first step to establishing a teaching and learning leadership in my school, and I am now Associate Head (Teaching and Learning). [2008 Faculty Scholar]

I became Associate Dean Academic for my Faculty halfway through my Scholar project. Interestingly [Institution] began a University-wide curriculum reform project in the second half of 2008 so the experience of project leadership and networking was immediately put to the test for me. [2008 Faculty Scholar]

[I was] involved in guest speaker spots in T&L events, taking on a course coordinator role. [2009 Faculty Scholar]

For other participants the project resulted in a strengthening of their interest and commitment to teaching and learning.

Before being a Faculty Scholar I was interested in teaching and learning research and never really got into it. Now I am finding myself spending about 1/4 of my research time on it, and attempting to publish in educational journals. [2008 Faculty Scholar]



I am more determined to take a teaching and learning path — and want to show leadership in that area. There are significant challenges ahead in how we deliver our product, and there needs to be a large effort in research into ways to optimise that. [2009 Faculty Scholar]

I will now aim to get to Associate Professor through a teaching pathway. Rather than spread myself across too many different aspects of being an academic I would like to concentrate more on the T & L component. As a result of being the FS I have also enrolled in a Postgraduate certificate in Tertiary Education and am part way through my final topic. [2009 Faculty Scholar]

Recommendation1.

That the faculty scholar model be further developed and evaluated as an alternative professional development model for teaching and learning.

Recommendation 2.

That each faculty scholar be required to lead a teaching and learning project that links with departmental and/or institutional priorities

Recommendation 3.

That faculty scholars be coordinated by a project leader.

Recommendation 4.

That throughout the life of their project faculty scholars are offered networking opportunities regular meetings in order to present on aspects of their project.

Recommendation 5.

That systems are established to ensure high level support from senior staff in the university, including relevant heads of school/department.



13.0 Evaluation

Professor John Dearn from The Australian National University conducted an independent evaluation of the project in the first half of 2010. The external report aimed to 'Evaluate the outcomes for leadership scholars from 2007-2009 in relation to the development of leadership capacity to ascertain the appropriateness and sustainability of the model'.

The method of evaluation was through both examination of the project documentation and Faculty Scholars questionnaire feedback that can be found in Appendix B.

13.1 Major findings

The major findings from the evaluation focussed on whether the participants experienced elements of the model and their perceptions of the effectiveness of those experiences.

All 40 Faculty Scholars were invited to respond to 17 open-ended questions, and 26 responded. The evaluation particularly related to the prospect of sustainability of the model.

1. Scholars were validated through professional development of working with a *network of colleagues* engaged in the activity of a genuine institutional teaching and learning project.
2. In a supportive environment, the Faculty Scholar Model can provide *effective professional development*.
3. The *sustainability* of the model and the process of cascading over time are limited by the goodwill of staff mentoring outside normal work responsibilities.
4. Effective elements of the model need to be built into the *ongoing operations* of universities and embedded into their processes, funding, staffing and systems.
5. *Authentic* learning and teaching projects produce real and practical outcomes rather than contrived results.
6. The project's effect on participants' commitment to their own teaching was impressive where participants in the project expressed the view the Faculty Scholar Model bestowed a *legitimisation* for the scholarship of learning and teaching.
7. The model in the project of providing *leadership* for early career academics harnesses talent and creativity that can be used to further inform development of staff teaching in higher education.



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Appendices

Appendix A – Literature Review

Reference material	Keywords and style; brief relevant content and findings; implications
Anderson, A., Scott, G. & Coates, H. (2008). A tight balancing act: Leadership challenges for University Heads, <i>Higher Education Research</i> , ACER. Accessed May 4, 2010 from http://research.acer.edu.au/higher_education/5	<u>Keywords:</u> leader development, leader roles, higher education. <u>Style:</u> literature review, sector-wide surveys (134) & analysis of outcomes of workshops sharing results. <u>Findings:</u> The analysis found that Heads of School/Department are at the centre of complex relational interfaces between academics, students, central administration, and external entities and support agencies, in which they have to 'manage' both up and down. Although perceived as taking a backward step in an academic career, these leaders are critical to change efforts in higher education. Their leadership development is mostly ad-hoc and done on-the-job. Sharing of the experiences of their 'fellow travellers' (i.e the large-scale survey results) helped leaders to contextualise their leadership position and experiences, and to identify and understand conditions that may help or hinder their effective practices. An online leadership development tool is being developed. <u>Implications:</u> For succession practices in higher education.
Bennett, N., Wise, C., Woods, P., & Harvey, J. A. (2003). Distributed leadership: Full report (A review of the literature). <i>National College of School Leadership</i> , Nottingham, UK. Accessed May 3, 2010 from http://forms.ncsl.org.uk/mediastore/image2/bennett-distributed-leadership-full.pdf	<u>Keywords:</u> distributed leadership, boundaries, organisational culture, informal networks, groups, trust <u>Style:</u> literature review <u>Findings:</u> • A broad conception of distributed leadership, and little agreement as to its definition, but did identify three common characteristics: • "An emergent property of a group or network of individuals", as defined by Peter Gronn, that occurs as a consequence of cooperative action through interpersonal relationships. • Many more people are involved in the leadership activity than traditionally assumed & it is not linked to formal position. • The group provides a culture of support and trust, and with the variety of expertise & the number of people involved it enables development of initiatives from across an organisation and improvement by others. • No empirical data on the effectiveness of distributed leadership. • It is not just a different leadership practice model, but provides a way of thinking about leadership that challenges assumptions about the nature of leadership and the social and cultural context within which it is occurs. Issues arising are that thinking of leadership as an outcome of a team culture in an organisation and not bound by formal roles may mean that distributed leadership cannot be mandated into existence, trust and openness are required components, the wider community may have a role in these teams, and senior staff may need to 'let go' of some authority. <u>Implications:</u> Scope & reach of leadership development should be broadened to include staff from many levels of the hierarchy and teams of staff; enhance their ability to accurately analyse situations and determine the possible extent of the leadership community, and degrees of autonomy & control within it; and, attend to issues of organisational culture and cultural change, and improve teamwork & conflict resolution skills across the organisation.
Bolden, R., Petrov, G. and Gosling, J. (2009). Distributed Leadership in Higher Education: Rhetoric and Reality, <i>Educational Management</i>	<u>Keywords:</u> blended, collegiality, emergent, managerialism, power, shared. <u>Style:</u> 152 in-depth interviews, workshops

Reference material	Keywords and style; brief relevant content and findings; implications
<i>Administration & Leadership</i>, 37:2, 257-277. Accessed May 10, 2010 from business-school.exeter.ac.uk/documents/discussion_papers/management/2007/0719.pdf	Findings: Research into how 'distributed leadership' is enacted in 12 UK universities revealed common experiences in the institutions and identified two main approaches: the more dominant 'devolved' approach, with top-down influence, and the lesser reported 'emergent' approach, with bottom-up or horizontal influence. Different manifestations of distributed leadership found: • <i>Formal:</i> e.g. devolution of financial and administrative authority to schools and/or departments. • <i>Pragmatic:</i> e.g. negotiating the division of responsibilities between roles such as VC and DVC or HOS and Deputy HOS • <i>Strategic:</i> e.g. appointment of people from outside the university to bring in new skills, knowledge and contacts. • <i>Incremental:</i> e.g. progressive opportunities for experience and responsibility. • <i>Opportunistic:</i> e.g. people willingly taking on additional responsibilities within and outside the university. • <i>Cultural:</i> e.g. leadership is assumed and shared organically such as in the development of a collaborative research bid. Although distributed leadership was seen as potentially useful in alleviating tensions between 'managerialism' and 'collegiality', it was not deemed as any more useful than 'leadership' as a framework for understanding the nature of leadership practice in the institutions. Implications: A suggested possibility of use of distributed leadership to disguise underlying dynamics of power and influence within a university, and mask creeping managerialism.
Day, C. (2009). Building and sustaining successful principalship in England: the importance of trust, <i>Journal of Educational Administration</i>, 47:6, 719-730. Accessed May 5, 2010 from www.emeraldinsight.com/0957-8234.htm	Keywords: Principals, trust, leadership, United Kingdom, schools Style: multi-site international research, interviews, longitudinal study, cross-referenced data Findings: "The data show that this principal exercised trust in such a way that it was broadened, deepened and embedded over time. The data suggest that educational ideals, commitment and trust were important features of his continuing success as leader and the sustained development of the school." Implications: The importance of trust in successful leadership, and the need to create and maintain conditions where trust is established and strengthened.
Eraut, M. (2009). How Professionals Learn through Work, Learning to be Professional through a Higher Education (e-Book). Accessed May 5, 2010 from http://learningtobeprofessional.pbworks.com/How-professionals-learn-through-work	Keywords: professional practice, learning approach, competence, capabilities, higher education Style: E-Book, summary of insights gained over 20 years of research. Findings: Basic epistemology of practice in professional work situations is defined as: • Assessing situations (briefly or using a long process of investigation and enquiry) and continuing to monitor the situation; • Deciding what, if any, action to take, both immediately and over a longer period (either on one's own or as a leader or member of a team); • Pursuing an agreed course of action, performing professional actions — modifying, consulting, evaluating and reassessing as and when necessary; and • Metacognitive monitoring of oneself, people needing attention and the general progress of the case, problem, project or situation; and sometimes also learning through reflection on the experience. Understanding how professionals learn as they go about their everyday work will enable us to determine best approaches to enable them to develop the capabilities they require. Professional learning may be thought of as taking place along eight learning trajectories: task performance; awareness and understanding; personal development; teamwork; role performance; academic knowledge and skills; making decisions and problem solving; judgement. Implications: Leadership development in academics may need to engage the scholar on each of the 8 trajectories defined above. Does the Faculty Scholar model do this?

Reference material	Keywords and style; brief relevant content and findings; implications
Gronn, P. (2008). The future of distributed Leadership, <i>Journal of Educational Administration</i>, 46:2, 141-158. Accessed May 4, 2010 from www.emeraldinsight.com/0957-8234.htm	<u>Keywords</u>: distributive control, distributed leadership, emergent strategy. <u>Style</u>: review <u>Findings</u>: Reassesses the significance and operation of distributed leadership via a reinterpretation of findings of three recent empirical studies, current changes in social sciences' attitude to small group management, and early distributed leadership theory. The study reinforces distributed leadership's contribution to a better understanding of work processes in organisations but questions how it is seen to align with power and influence, and whether its popularity is based on expected outcomes rather than reported evidence. He finds distributed leadership to be conceptually distinct from democratic leadership and suggests that 'hybrid leadership' may be a more appropriate descriptor based on recent leadership analyses. This work is developed in a book by the same author, Gronn, P. (2008), <i>Hybrid leadership</i>, in Leithwood, K., Mascal, B. and Strauss, T. (Eds), <i>Distributed Leadership According to the Evidence</i>, Routledge, USA, that presents collected evidence about the nature, causes, and effects of distributed leadership, and compares various approaches and the conditions needed for them to be effective. <u>Implications</u>: The need for reporting of evidence of outcomes from distributive/distributed leadership work, in particular the outcomes that are observed in and by the wider organisation.
Gunn, C. (2008). Project Evaluation Report — Distributive leadership for learning and teaching: Developing the faculty scholar model (Stage 1 of final report), <i>Centre for Academic Development</i>, The University of Auckland, NZ	<u>Keywords</u>: distributive leadership, evaluating capacity development <u>Style</u>: project evaluation report <u>Findings</u>: The findings authenticate the design principles and implementation process for the Faculty Scholar Model and factors that contribute to the leadership capacity development within the higher education sector. Explicit support from senior executives and 'real time collaborative project planning and feedback sessions' are identified as critical success factors for the capacity development. <u>Implications</u>: The success of the model is dependent on key variable factors such as institutional support and stability of leadership.
Harris, Alma, (2009), Distributed school leadership : evidence, issues and future directions, <i>The Australian Council for Educational Leaders</i>, Penrith, N.S.W., Monograph No 44, 1-23	<u>Keywords</u>: distributive control, leadership, organizational development, organizational change, professional education <u>Style</u>: literature review <u>Findings</u>: Considers and analyses the empirical evidence relating to links between distributed leadership and organisational outcomes, in research literature on organisational change, school effectiveness, school improvement and leadership. The evidence found shows that there is a relationship between distributed leadership and organisational change, that there is evidence to suggest that this relationship is positive and that different patterns of distribution affect organisational outcomes. This suggests that further research about the way in which distributed leadership influences organisational outcomes is needed. <u>Implications</u>: Despite the methodological challenges, structured empirical research on distributed leadership is needed to provide evidence and contribute to knowledge of its effectiveness and scope.

Reference material	Keywords and style; brief relevant content and findings; implications
Harris, A. and Spillane, J. (2008). Distributed leadership through the looking glass, <i>Management in Education</i>, 22:1, 31–34. Accessed May 4, 2010 from http://mie.sagepub.com/cgi/reprint/22/1/31	<u>Keywords</u>: distributed leadership, education organisational management, leadership practice. <u>Style</u>: conceptual paper. The paper introduces distributed leadership as a contemporary and popular idea of leadership, noting that there is some evidence of simple instantiations positively influencing organisational culture and outcomes. The many different interpretations of distributed leadership in the literature are considered to be one of its limitations. At a minimum it provides an analytic frame for analysis and understanding of leadership practice, but further investigation and empirical evidence is required to inform judgement on the value of this form of leadership and its further consideration. The evidence is emerging but will take time, as seen in the editorial of the same title, Harris, A. (2008) Distributed leadership through the looking glass (Editorial for Special Issue), <i>Journal of Educational Administration</i>, 46:2, 141-256. <u>Implications</u>: Potential for use in effecting organisational and cultural change in Universities. Collection and reporting of empirical evidence of the value of distributed leadership is essential.
Hargreaves, A. and Fink, D. (2008) Distributed leadership: democracy or delivery? <i>Journal of Educational Administration</i>, 46:2, 229-240. Accessed May 4, 2010 from www.emeraldinsight.com/0957-8234.htm	<u>Keywords</u>: distributed leadership, democracy, networking, distributive control, educational change, Finland, England, USA.. <u>Style</u>: conceptual paper. <u>Findings</u>: Discusses the nature and benefits of lateral approaches to educational change, providing information on developments in distributed leadership. It presents distributed leadership as operating “as a network of strong cells organized through cohesive diversity and emergent development rather than mechanical alignment and predictable delivery.” and investigates if “these lateral strategies are being used to extend democratic public and professional involvement in developing the goals and purposes of education or whether they are being primarily used as motivational devices to re-energize a dispirited profession into producing more effective and enthusiastic delivery of imposed government performance targets?” <u>Implications</u>: Raises the question of whether distributed leaders may be useful change agents in learning and teaching in higher education, promoting and energizing the learning and teaching agenda and highlighting achievements.
Kayrooz, C., & Fleming, M. J. (2008) Distributed leadership: Leadership in context. <i>UNESCO-APEID International Conference: Quality Innovations for Teaching and Learning</i>, Thailand, Dec 2008, 1-11. Accessed May 4, 2010 from http://www.unescobkk.org/fileadmin/user_upload/apcid/Conference/12thConference/paper/Carol_Kayrooz.pdf	<u>Keywords</u>: distributed leadership, networking, distribute power, educational context, collaborative culture, institutional structure. <u>Style</u>: review, discursive, conceptual. <u>Findings</u>: Traces the concept of distributed leadership in education back to situation-specific psychological theories developed in the mid twentieth century, describing it as a “focus on collaborative action towards a goal, arising naturally, and passing between one and the other as the situation changes”. The systems needed for concerted action, a culture of interpersonal synergy, and structures to regularize the distribution of power, are described as the key components required to foster distributed leadership. Asserts that distributed leadership’s resurgence is due to “an ageing demographic, skills shortages and succession crises”, and describes it as being essential to addressing the educational challenges of the twenty first century. <u>Implications</u>: Supports the need for staff development and support in collaborative work.
Kayworth, T. and D. Leidner, (2002). Leadership Effectiveness in Global Virtual Teams, <i>Journal of Management Information Systems</i>, 18:3, 7-	<u>Keywords</u>: distributed leadership, collaboration technology, communication systems, computer-supported, cooperative work, virtual teams, mentoring.

Reference material	Keywords and style; brief relevant content and findings; implications
40. Accessed May 18, 2010 from http://uainfo.arizona.edu/~weisband/distwork/leadership.pdf	<u>Style</u>: multi-site international research, team member surveys <u>Findings</u>: The study researched one class of distributed leadership, being leadership from a physically remote location and using only technological means of communication (e-mail, web-based). Analysis of data on virtual team leaders' styles in thirteen culturally diverse global teams in virtual settings across Europe, Mexico, and the US suggested that effective team leaders are able to deal with inconsistency and behavioural complexity. They provide regular, detailed, and prompt communication with virtual team members, clarify responsibilities quickly, act as mentors and are highly empathetic toward team members, and assert their authority without being perceived as overbearing or inflexible. <u>Implications</u>: Behaviours of leaders of virtual teams appear consistent with those required in face-to-face distributed leadership. This is relevant in multi-campus institutional structures, where limited face-to-face communication is possible.
Lefoe, G. & Parrish, D. (2008). The GREEN report: Growing, Reflecting, Enabling, Engaging, Networking. The development of Leadership Capacity in Higher Education. Accessed May 4, 2010 from http://www.uow.edu.au/cedir/DistributiveLeadership/	<u>Keywords</u>: distributive leadership, leadership skill development, higher education, Australian institutions, mentoring, change, assessment, reflective practice, socio-cultural context, learning & teaching, networks. <u>Style</u>: multi-site research, literature review, implementation and analysis of leadership capacity development framework over two year period across four Australian higher education institutions, participant evaluations. <u>Findings</u>: A distributive leadership framework for teaching and learning was trialled within and across four Australian higher education institutions, and evaluated for relevance and validity in developing leadership skills and capacity. The factors found to be critical to leadership capacity development included: • formal leadership training and professional development activities; • authentic learning activities that are situated in real contexts; • engagement in reflective practice and opportunities for dialogue about leadership practice and experiences; and • activities that expand current professional networks. The distributive leadership approach adopted was through strategic development of potential leaders starting from different levels in their academic careers, on the national arena, and within their university and faculty. Greatest achieved where: • roles and responsibilities are negotiated rather than delegated • individual strengths and abilities were used, irrespective of formal position • an individual could undertake an informal leadership role, assess and develop their capabilities, before they started a formal leadership role <u>Implications</u>: The necessary aspects of leadership professional development are indicated; effectiveness of a distributive leadership in a higher education context.
Ling, L.M. (2009) Induction: making the leap, <i>Research in Comparative and International Education</i>, 4(1), 87-96. Accessed May 20, 2010 from http://dx.doi.org/10.2304/rcie.2009.4.1.87	<u>Keywords</u>: professional, leadership, new teachers, collegial, induction, mentoring, culture, critical reflection, innovation, change and renewal, student outcomes, Australia, Pacific Rim countries. <u>Style</u>: Scholarly, conceptual paper, documentary evidence used. <u>Findings</u>: "Provides a critical examination of a variety of approaches to induction focusing especially upon Australia and other Pacific Rim countries. The question of the purposes induction serves for graduate teachers, experienced teachers and education systems is addressed in terms of whether it is a technical exercise which preserves the existing teacher culture, or whether it is a means to critically approach teaching as a profession and to bring about change and renewal. In an era where the local and the global intersect to bring about globalisation, it is suggested here that new approaches to induction are required which do more than preserve the status quo or which are narrowly about understanding and official knowledge of the existing systems."

Reference material	Keywords and style; brief relevant content and findings; implications
	A new approach to teacher induction is proposed in which mentoring by experienced teachers and “open dialogue between all (these) groups and stakeholders has the potential to redefine what constitutes the work of teaching”; new teachers may be the agents of change in the teaching profession through use of “the innovative ideas, latest theoretical understandings, novel and contemporary teaching and learning approaches, enthusiasm and drive, and critical and reflective approach to both the system and to their own work” they bring with them. <u>Implications:</u> This latter induction model shares the conception of new teacher (or scholar) as a change agent in learning and teaching with the Faculty Scholar Model. However, rather than presenting individual mentoring as an option, it is a required component of the induction model, is more structured and entails contribution and learning by both mentor and mentee.
Ramsden, P., Prosser, M., Trigwell, K. and Martin, E. (2007). University teachers' experiences of academic leadership and their approaches to teaching. <i>Elsevier: Learning and Instruction</i> 17, 140-155. Accessed May 20, 2010 from http://dx.doi.org/10.1016/j.learninstruc.2007.01.004	<u>Keywords:</u> academic leadership, approaches to teaching, higher education, context of teaching and learning, student learning outcomes, Australian universities. <u>Style:</u> research study, surveys (439) across 4 broad discipline areas in 11 Australian universities, structural models developed and tested, no control group. <u>Findings:</u> Investigation of lecturers' experiences and perceptions of the academic context and leadership where they work, and into the approach they take in teaching a large first year subject, resulted in the development of an empirical model of the relationship between departmental leadership and management and student learning. The model highlights evidence of direct relationships found between university teachers' • perceptions of the leadership and management of teaching at the departmental level and their perceptions of collegial support for student learning at the departmental level, • perceptions of collegial support for student learning at the departmental level and the perceptions of the teaching context for the teaching of individual subjects. • approaches to teaching and their perceptions of leadership of individual subjects and their perceptions of the context for teaching. • approach to their teaching and the way their students approach their learning. The model suggests that “practices of academic managers, and in particular heads of departments, are critical to the development of a collegial commitment to student learning”, and that “a focus on students and their understanding – and not only a commitment to teaching –appears to be associated with approaches to teaching which enable more effective student learning.” Further, variations in teaching quality may be “associated with teacher perceptions of the academic environment, and this environment is at least partly determined by the management and leadership practices of academic managers.” <u>Implications:</u> Supports need for professional leadership development of university managers with responsibility for teaching quality and student outcomes.
Roberts, C., Oakey, D. & Hanstock, J. (2007). Developing a Supportive Environment for Teaching and Learning: A case study in a pre-1992 UK university, <i>Journal of Higher Education Policy and Management</i>, 29:3, 289 – 302. Accessed May 6, 2010 from	<u>Keywords:</u> Higher Education, curriculum development, teaching quality, student experience, staff development, scholarship, pedagogic research, reward system, culture change. <u>Style:</u> Major and micro case study <u>Findings:</u> The authors use Cowan and Heywood's model of the curriculum development and renewal process to analyse the organisational change case study in terms of the key internal events that facilitated institution-wide developments in

Reference material	Keywords and style; brief relevant content and findings; implications
http://dx.doi.org/10.1080/13600800701457889	the university studied. An environment effective in supporting teaching and learning was created, and included a culture valuing the scholarship of teaching and learning and pedagogic research, and a supportive environment for its students' development. The transformation started with grassroots level developments but real progress towards successful cultural change was not made until these were complemented by management involvement, action and leadership that forged the development of shared values, vision and purpose across the institution. Despite having reached Cowan and Heywood's 'institutionalisation' level of engagement in this change, challenges remain both for senior managers and for those supporting teaching and learning in the institution so that the achieved environment's sustainability is uncertain. <u>Implications:</u> Requirement of senior management involvement in creating an institutional culture and environment to support effective teaching and learning, also flags the need for their support of leadership in this area; and external change impacts may make sustainability uncertain.
Robinson, V.M.J. (2008) Forging the links between distributed leadership and educational outcomes, <i>Journal of Educational Administration</i>, 46:2, 241-256. Accessed May 6, 2010 from www.emeraldinsight.com/0957-8234.htm	<u>Keywords:</u> distributive control, leadership, influence, schools, quality improvement. <u>Style:</u> Conceptual paper. <u>Findings:</u> Suggests that the link between distributed leadership and student educational outcomes is not well researched or documented, and tests this by considering the literature reporting on two conceptions of distributed leadership – the distribution of the leadership of designated leadership tasks and the distribution of influence processes. They find that few links are made: changes in student outcomes is generally not considered in research on generic leadership and organisational theory, and student outcomes-linked research tends to relate to the specific educational tasks performed rather than the specifics of the leadership that influenced their being performed. Robinson finds that “The linkage requires more explicit use of the evidence base on the improvement of teaching and learning.” <u>Implications:</u> Empirical evidence of the impact on student outcomes is required in determining the effectiveness of distributed leadership in learning and teaching in educational institutions, as education is a key driver for the institutions' existence.
Scott, G., Coates, H. and Anderson, M. (2008). Learning Leaders in times of change: Academic leadership capacities for Australian Higher Education (Final Report), <i>Carrick Institute for Learning and Teaching in Higher Education</i>. Accessed May 4, 2010 from http://www.altc.edu.au/resource-learning-leaders-change-uws-2008	<u>Keywords:</u> leader development, academic leadership, emotional intelligence, higher education, Australian institutions. <u>Style:</u> literature review, sector-wide online survey (513) & analysis of outcomes of review workshops sharing results, both national (~500) and international (100). <u>Findings:</u> With a focus on formal academic leadership in different learning and teaching roles in Australian universities, a comprehensive, evidence-based, profile of effective academic leaders is presented: “.. effective leaders of learning and teaching in Australian higher education not only possess up-to-date knowledge and skills on the area, they are also selfaware, decisive, committed, able to empathise with and influence a wide diversity of people, are cognitively flexible, and are particularly deft at diagnosis and strategy formation.” A number of tactics that may be adopted by leaders to be used in facing challenges in academic leadership are suggested, such as “Listen, link and lead – in that order”. The core focus for leadership in the university context is reported to be change management and implementation, so leaders need to both manage operations well and lead the institution in new directions. Effective leaders “help their staff engage with and learn how to do necessary change, (and).. also set up an efficient and supportive environment that fosters productive engagement in such learning”. And, the “approach, attitude and interpersonal strategies found to be most effective in helping staff make a desired change work closely with those used by the most successful higher educators with their students”. Is this because change is “a complex learning and unlearning process”?

Reference material	Keywords and style; brief relevant content and findings; implications
Southwell, D., West, D. and Scoufis, M. (2008). 'Caught between a rock and several hard places': Cultivating the roles of the Associate Dean (Teaching and Learning) and the Course Coordinator, <i>A report for the Carrick Institute for Learning and Teaching in Higher Education</i>. and Southwell, D., West, D. and Scoufis, M. (2008). 'Caught between a rock and several hard places': Cultivating the roles of the Associate Dean (Teaching and Learning) and the Course Coordinator, <i>A framework for developing an institutional leadership in teaching and learning program</i>. Accessed May 4, 2010 from http://www.altc.edu.au/resource-cultivating-the-roles-of-the-associate-dean-qut-2008	Implications: The relevance of emotional intelligence in leader professional development is indicated; and distinction as a higher educator may be an indicator of leadership potential in higher education. Keywords: higher education, curriculum leadership, leadership theories, teaching quality, induction, scholarship, organisational structure, organisational culture, change. Style: multi-site research, literature review & analysis, large 'Curriculum Leadership Development' study and program implementation over two year period across three Australian higher education institutions, surveys and participant feedback. Findings: With an emphasis at the system and institutional level, the study considered leadership development needs of curriculum leaders across multiple levels of leadership, specifically Associate Deans (Teaching and Learning) and Course and Unit Coordinators, in higher education institutions. Three enabling conditions for effective curriculum leadership in teaching and learning were identified: • Strongly supportive organisational culture and conditions; • Comprehensive induction to, and mentoring in, the role of curriculum leader in teaching and learning; and • Planned curriculum leadership in teaching and learning development. The framework developed for building leadership capacity for promotion and advancement of learning and teaching comprises three sequential and coordinated modules: • Self-directed induction; • Surviving and thriving in your teaching and learning leadership role; and • Change management in higher education teaching and learning, including conflict resolution. Implications: Identification of the enabling conditions for effective curriculum leadership in teaching and learning (see above) provides some certainty with respect to the support and developmental needs for new curriculum leaders.
Timperley, H.S. (2008). A distributed perspective on leadership and enhancing valued outcomes for students, <i>Journal of Curriculum Studies</i>, 40:6, 821 – 833. Accessed 10 May, 2010 from http://dx.doi.org/10.1080/00220270802172208	Keywords: distributed leadership, change, leadership practice, organization, analytical framework, educational outcomes, secondary schools. Style: Essay review. Findings: Two books reviewed are Spillane, J.P. (2006) <i>Distributed Leadership</i>. Jossey-Bass, San Francisco, pp 119, and Spillane J.P. & Diamond J.B. (eds) (2007) <i>Distributed Leadership in Practice</i>. Teachers College Press, New York, pp 193. Detailed case work is reported on by Spillane et al. The importance of developing layers of organizational routines and involving staff in the development of the routines so that they may identify with a shared goal is noted and explored. Leadership 'practice', seen as the focus of distributed leadership, "is a more proximal cause of instructional improvement than leadership roles, processes, or structures" (Spillane 2006:93); this practice encompasses organizational functions and the interactions of leaders, followers, and their situation. "Spillane explicitly ties distributed leadership to teaching and learning (Spillane and Diamond 2007: 4) but does not expect leaders to do it alone." It is suggested that the distributed perspective has the potential to achieve instructional improvement, as "schools with stronger distributed leadership will have more staff who are knowledgeable about and take responsibility for the improvement of educational outcomes.", and the term 'instructional leadership' is equated with this. Also, distributed leadership appears to thrive where workers have "the capacity and inclination to revise what is to be done, and how it is to be done". Implications: A distributed leadership approach is indicated where leadership for improvement of learning and teaching practice and outcomes is required, and in educational institutions a socio-cultural influence may be at play as teachers and academics have great capacity and inclination to revise what is to be done, and how, as it is for the benefit of their

Reference material	Keywords and style; brief relevant content and findings; implications
Woods, P.A.(2004) Democratic leadership: drawing distinctions with distributed leadership, <i>International Journal of Leadership in Education</i>, 7:1, 3-26. Accessed 19 May, 2010 from http://dx.doi.org/10.1080/1360312032000154522	students. <u>Keywords</u>: democratic leadership, democratic agency, distributed leadership, autonomy, structure, influence, teams. <u>Style</u>: conceptual paper. <u>Findings</u>: Delineates democratic leadership from distributed leadership, and finds that despite much similarity the former outstrips the latter: "Democratic leadership grows from a concern with philosophical, political and sociological questions that surface with the idea of opening the boundaries of leadership, and translating into practice the ideals which form an integral part of democratic rationalities." cf. "distributed leadership entails a closing off of such questions and an unexamined acceptance of dominant rationalities and values" and a "championing of wider leadership boundaries." The author posits that despite "escalating interest in distributed leadership within the field of leadership and organizational studies.", democratic leadership is better suited for use in educational institutions as "education is essentially a moral enterprise" and democracy "pervades the structures, relationships and learning of educational institutions in ways that distributed leadership does not." <u>Implications</u>: Consideration of democratic leadership, as an alternative to distributed leadership, may be warranted for educational institutions.
Woods, P.A.; Bennett, N. Harvey, J; Wise, C. (2004) Variabilities and Dualities in Distributed Leadership: Findings from a Systematic Literature Review, <i>Educational Management Administration & Leadership</i>, 32:4, 439-457. Accessed 19 May, 2010 from http://ema.sagepub.com/cgi/reprint/32/4/439	<u>Keywords</u>: agency, autonomy, structure, team-working <u>Style</u>: review, conceptual <u>Findings</u>: Based on the literature review commissioned by the National College for School Leadership (Bennett et al, 2003), it further analyses the concept of distributed leadership. Key variables found in distributed leadership practice include social, cultural, historical context, degree of control and autonomy of the individual or group, the sources of change and development such as senior management or the wider community, dynamics of the team work, institutional or spontaneous development of the leadership, and processes of conflict resolution. The distinction between structure and agency in distributed leadership practice is explored in terms of the data reviewed, giving rise to the question of whether it may be leadership as an emergent product of concertive activity of a group or network with crucial actions of senior leaders. <u>Implications</u>: How critical is the active support of senior leaders to the degree of effectiveness of distributed leadership?
Zepke, N. (2007). Leadership, power and activity systems in a higher education context: will distributive leadership serve in an accountability driven world?, <i>International Journal of Leadership in Education: Theory and Practice</i>, 10:3,301-314. Accessed 19 May, 2010 from http://dx.doi.org/10.1080/13603120601181514	<u>Keywords</u>: higher education, leadership practice, distributive leadership, community, collaboration, culture, accountability, control, structure, students, learning, New Zealand. <u>Style</u>: Case study, ethnographic research; multiple sources of data, including official documents and author's personal reflections. <u>Findings</u>: Distributive leadership in practice is explored, its accountability, activity systems and power, through investigation of the life cycle and actions of a community to which the author belonged, initially as the leader/manager. Distributive leadership is described as being enacted in either a top-down manner, when senior leaders distribute leadership functions, and possibly power and responsibilities among members of the institutional community, or a bottom-up and spontaneous manner, when collaborating teams of professionals work together on projects and/or build intra &

Reference material	Keywords and style; brief relevant content and findings; implications
	inter-institutional networks. "People and their relationships matter." and the sharing of power and responsibilities enables the building of mutual trust, empowering the community to support senior management in meeting targets and requirements," while at the same time pursuing its own aspirations; aspirations supported by senior management." Discussion of how distributive leadership might mitigate the effects of an accountability-driven higher education world leads to conclusions that it can play a significant role in higher education and in preserving collegial cultures, "provided the meaning of accountability is reframed to mean being mutually responsible to all other actors in the higher education enterprise, rather than merely meeting auditable standards." <u>Implications:</u> Convergence of aspirations of managers and the institutional community underpin the effectiveness of distributive leadership.

Appendix B – Survey Questions

1. List of survey questions sent to 2008 Faculty Scholars

1. What were the main challenges you encountered in implementing your assessment project as a 2008 Faculty Scholar?
2. In what ways do you think your leadership skills were developed during your period as a Faculty Scholar?
3. Were you able to engage your colleagues with the implementation of your project and, if so, what strategies were successful in doing this?
4. How useful did you find the leadership training and leadership resources offered by the program in the development of your leadership skills?
5. To what extent did you network with the other 2008 Faculty Scholars in your own university and how useful was this form of support?
6. Question for University of Wollongong and University of Tasmania Faculty Scholars only
7. To what extent were you mentored by previous Faculty Scholars in your own or other participating universities and how useful was this form of support?
8. To what extent did you mentor the 2009 Faculty Scholars in your own or other participating universities and how useful was this activity for your own leadership development?
9. To what extent did you network with the 2008 Faculty Scholars from the other participating universities and how useful was this form of support?
10. What level of support did you receive from the Project Facilitator in your university as a Faculty Scholar and how useful was this form of support?
11. Did you receive individual mentoring from a senior academic mentor as a Faculty Scholar and, if so, and how useful was this form of support in developing your leadership skills?
12. Did you receive group mentoring from your DVC/PVC Academic/Education (or equivalent) as a Faculty Scholar and, if so, how useful was this form of support in developing your leadership skills?
13. What aspects of the Faculty Scholar program (project implementation, leadership resources, leadership training, group mentoring, individual mentoring, networking etc) did you find most useful in developing your leadership skills?
14. What level of support did you receive from your Head of Department/School (or equivalent) as a Faculty Scholar and how important was this form of support?
15. What level of support did you receive from your Associate Dean Academic/Education (or equivalent) as a Faculty Scholar and how important was this form of support?
16. Did being a Faculty Scholar lead to you taking on or being given any additional leadership responsibilities in your institution?
17. Did being a Faculty Scholar change your priorities or impact on the direction you want to take your career?
18. What general comments do you have on the effectiveness of the Faculty Scholar model of leadership development and how do you think it could be improved to ensure its long-term sustainability?



2. List of survey questions sent to 2009 Faculty Scholars

1. What were the main challenges you encountered in implementing your assessment project as a 2009 Faculty Scholar?
2. In what ways do you think your leadership skills were developed during your period as a Faculty Scholar?
3. Were you able to engage your colleagues with the implementation of your project and, if so, what strategies were successful in doing this?
4. How useful did you find the leadership training and leadership resources offered by the program in the development of your leadership skills?
5. To what extent did you network with the other 2009 Faculty Scholars in your own university and how useful was this form of support?
6. To what extent were you mentored by previous Faculty Scholars from your own or other participating universities and how useful was this form of support?
7. There is no question 7 for the 2009 Faculty Scholars
8. To what extent did you network with the 2009 Faculty Scholars from the other participating universities and how useful was this form of support?
9. What level of support did you receive from the Project Facilitator in your university as a Faculty Scholar and how useful was this form of support?
10. Did you receive individual mentoring from a senior academic mentor as a Faculty Scholar and, if so, and how useful was this form of support in developing your leadership skills?
11. Did you receive group mentoring from your DVC/PVC Academic/Education (or equivalent) as a Faculty Scholar and, if so, how useful was this form of support in developing your leadership skills?
12. What aspects of the Faculty Scholar program (project implementation, leadership resources, leadership training, group mentoring, individual mentoring, networking etc) did you find most useful in developing your leadership skills?
13. What level of support did you receive from your Head of Department/School (or equivalent) as a Faculty Scholar and how important was this form of support?
14. What level of support did you receive from your Associate Dean Academic/Education (or equivalent) as a Faculty Scholar and how important was this form of support?
15. Did being a Faculty Scholar lead to you taking on or being given any additional leadership responsibilities in your institution?
16. Has being a Faculty Scholar changed your priorities or impacted on the direction you want to take your career?
17. What general comments do you have on the effectiveness of the Faculty Scholar model of leadership development and how do you think it could be improved to ensure its long-term sustainability?



3. List of survey questions sent to Project Leaders and Facilitators

1. What were the main challenges encountered by Faculty Scholars in your institution in implementing their assessment projects?
2. Do you think the leadership skills of your Faculty Scholars were developed during their time as Faculty Scholars?
3. Were your Faculty Scholars able to engage their colleagues with the implementation of their project and, if so, what strategies do you think were successful in enabling them to do this?
4. How useful do you think your Faculty Scholars found the leadership training and leadership resources offered by the program in developing their leadership skills?
5. To what extent did your Faculty Scholars network with the other Faculty Scholars appointed in the same year within your own university and how useful do you think was this form of support?
6. Where applicable, to what extent were your Faculty Scholars mentored by previous Faculty Scholars and how useful do you think was this form of support?
7. Where applicable, to what extent did your Faculty Scholars mentor new Faculty Scholars and how useful do think this activity was for their leadership development?
8. To what extent did your Faculty Scholars network with Faculty Scholars from the other participating universities and how useful do think was this form of support?
9. What level of support did you provide your Faculty Scholars in your university as a Project Facilitator and how useful do you think was this form of support?
10. Did your Faculty scholars receive individual mentoring from a senior academic mentor and, if so, and how useful do you think was this form of support in developing their leadership skills?
11. Did your Faculty scholars receive group mentoring from your DVC/PVC Academic/Education (or equivalent) and, if so, how useful do you think was this form of support in developing their leadership skills?
12. Which elements of the Faculty Scholar program (project implementation, leadership resources, leadership training, group mentoring, individual mentoring, networking etc) do you think were most useful in developing the leadership skills of your Faculty Scholars?
13. What level of support did your Faculty Scholars receive from their Head of Department/School (or equivalent) and how important do you think was this form of support?
14. What level of support did your Faculty Scholars receive from your Associate Dean Academic/Education (or equivalent) and how important do you think was this form of support?
15. Did being a Faculty Scholar lead to your Faculty Scholars taking on or being given any additional leadership responsibilities in your institution?
16. Do you think being a Faculty Scholar changed the priorities of your Faculty Scholars or impact on the direction they wanted to take their career?
17. What general comments do you have on the effectiveness of the Faculty Scholar model of leadership development and how do you think it could be improved to ensure its long-term sustainability?



18. If any of the elements of the Faculty Scholar model (project implementation, leadership resources, leadership training, group mentoring by the DVC, individual mentoring by a senior academic, individual mentoring by a previous Faculty Scholar, mentoring new Faculty Scholars, networking) were not implemented in your institution what were the reasons for this?
19. How do you rate the effectiveness of the Faculty Scholar model of leadership development compared with other leadership development programs you have been involved with?
20. What would it take in your own institution to embed the Faculty Scholar program into the ongoing work of your university?



Appendix C: Scholars' Action Research Projects

Posters presented at the National Assessment Roundtable on 16 September 2010 in Melbourne — *From the Coalface: Assessment driving curriculum renewal alignment*

Strategically Designed Assessment Shapes Effective Approaches to Study by Helen Anscomb (James Cook University)

Progressing Assessment Across Year Levels by Karen Burke Da Silva (Flinders University)

Action on Academic Integrity: Aligning Assessment Practices and Policy by Julianne East (La Trobe University)

Alignment – Learning Outcomes, Learning Experiences and Assessment by Laurie Grealish (University of Canberra)

First Year Experience

Assessment Driving Curriculum by Maree Dinan-Thompson (James Cook University)

Redesigning Assessment for Large First Year Subjects in Social Sciences by Helen Lee (La Trobe University)

Integrating Graduate Attributes Development with Student Performance Assessment Tasks: The Role of an E-Portfolio by Lester Jones (La Trobe University)

Graduate Attributes

Writing Skills in First Year Science by Tania Blanksby (La Trobe University)

Assessment of Numeracy in the BSc by Shaun Belward (James Cook University)

Making Assessment 'Real' by Meryl Pearce (Flinders University)

Assessing the Quality of our Graduates: A Holistic Model by Stephen Naylor (James Cook University)

Student Experience and Feedback

Essay-based Assignments in Business Degrees: Improving Outcomes for Students and Staff by Andrew Read (University of Canberra)

Improving the Effectiveness of Feedback to Students on Assessed Work by Craig Taylor (Flinders University)

Providing Guided Feedback by Jan Thompson (Flinders University)



"Strategically designed assessment shapes effective approaches to study"

Helen Anscomb (Garner)

Faculty of Medicine, Health and Molecular Sciences

"Strategically designed assessment shapes effective approaches to study"

The design of assessment activities within a program of study is key to enhancing assessment practice and the student learning experience. This project utilizes the ideas, strategies and resources collected through two influential projects conducted by the Centre For Study Into Higher Education (CSHE):

- Assessing Learning in Australian Universities (<http://www.cshe.unimelb.edu.au/assessinglearning/index.html>)
- Enhancing Assessment in the Biological Sciences (<http://www.bioassess.edu.au>)

An integrated approach to assessment through considered curriculum design

This FMHMS based project will review current assessment practice and their vertical integration throughout degree programs and recommend approaches to enhancing assessment and student learning within professional biomedical and health science based programs of study. The aim is to provide recommendations for, and document evidence of, successful ways that student learning and approach to study can be shaped by assessment practices designed to develop both professional competencies and JCU graduate attributes required by FMHMS Health and Allied Health students.

Approaches applied in this project will include:

- Course mapping and tracking of assessment
- Aligning outcomes and assessment
- Matching of assessment tasks to professional accreditation requirements (standards)

KEY OUTCOMES:

- COMMUNICATION SKILLS
 - WRITTEN
 - ORAL
- TEAMWORK SKILLS
- CRITICAL THINKING
- KEY CONCEPTS AND KNOWLEDGE
- SPECIFIC SKILLS AND KNOWLEDGE

ASSESSMENT TYPES:

- EXAMINATIONS
- GROUPWORK
- ONLINE ASSESSMENT
- PEER AND SELF-ASSESSMENT
- PORTFOLIOS AND REFLECTIVE JOURNALS
- PRACTICAL ASSESSMENT
- PRESENTATIONS
- RESEARCH PROJECTS
- STUDENT PARTICIPATION AND CONTRIBUTIONS
- TESTS AND QUIZZES
- WRITTEN ASSIGNMENTS

CATEGORIES OF TASKS:

- KNOWLEDGE
- COMPREHENSION
- APPLICATION
- ANALYSIS
- SYNTHESIS
- EVALUATION

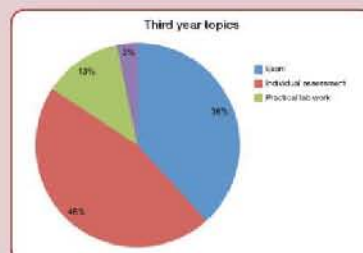
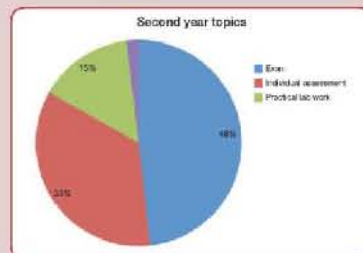
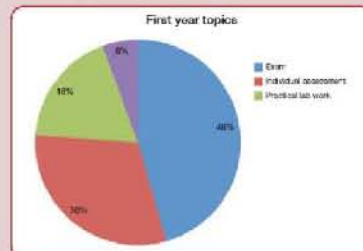
YEAR OF PROGRAM:

- 1 – 3
- 4 – 6
- ALL
- POST GRADUATE

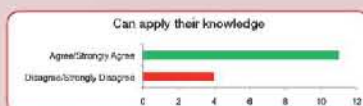
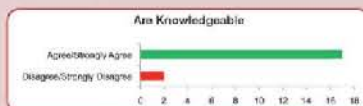
Progressing assessment across year levels

Karen Burke da Silva Flinders University, School of Biological Sciences

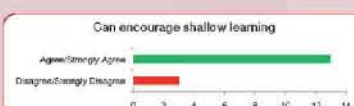
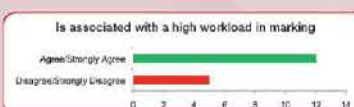
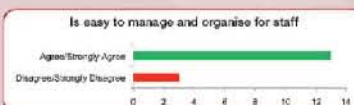
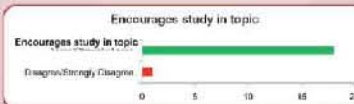
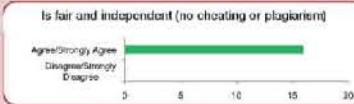
Current assessment method distribution for topics offered in the Flinders University Faculty of Science and Engineering



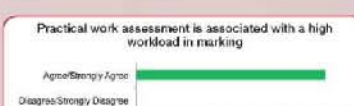
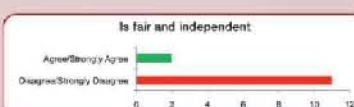
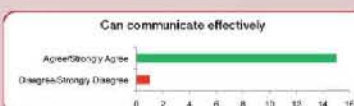
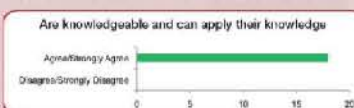
Typically, formal exams assist in producing students who:



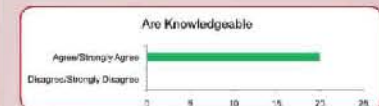
Formal examination type of assessment :



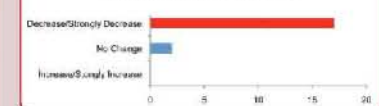
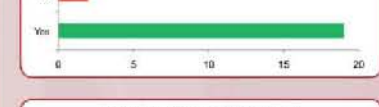
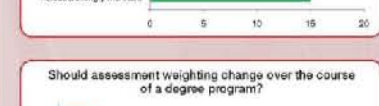
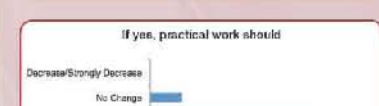
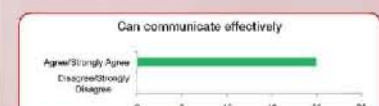
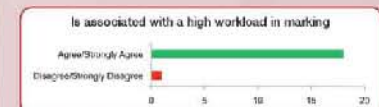
Typically, practical work assessment assists in producing students who:



Typically, assignment and essay style assessments assist in producing students who:



Assignment and essay style assessment:



Alignment – learning outcomes, learning experiences & assessment

in work-integrated learning in the health disciplines

Dr Laurie Grealish

Introduction

Unambiguous expectations Students study more effectively when they know what they are working towards. Students value, and expect, transparency in the way their knowledge will be assessed: they wish to see a clear relationship between lectures, tutorials, practical classes and subject resources, and what they are expected to demonstrate they know and can do. They are also wish to understand how grades are determined and they expect timely feedback that 1) explains the grade they have received, 2) rewards their achievement, as appropriate, and 3) offers suggestions for how they can improve.

'Authentic' tasks Students value assessment tasks they perceive to be 'real': assessment tasks that present challenges to be taken seriously, not only for the grades at stake, but also for the nature of the knowledge and skills they are expected to demonstrate. Students value assessment tasks they believe mirror the skills needed in the workplace. Students are anxious to test themselves and to compare their performance against others. Assessment tasks that students perceive to be trivial or superficial are less likely to evoke a strong commitment to study.



Once Upon A Time

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A Long Time Ago

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It Was A Dark & Stormy Night

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And They Lived Happily Ever After

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Conclusions

Unambiguous expectations Students study more effectively when they know what they are working towards. Students value, and expect, transparency in the way their knowledge will be assessed: they wish to see a clear relationship between lectures, tutorials, practical classes and subject resources, and what they are expected to demonstrate they know and can do. They are also wish to understand how grades are determined and they expect timely feedback that 1) explains the grade they have received, 2) rewards their achievement, as appropriate, and 3) offers suggestions for how they can improve.



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Assessment driving Curriculum Renewal

Role of the Faculty Scholar

The Faculty of Arts, Education and Social Sciences has developed a range of strategies to support academic staff (permanent and casual) to review, redesign and implement 'fit-for-purpose' assessment. They include the combined use of:

- workshops
- peer review
- the Faculty of Arts, Education and Social Sciences' Assessment Bank

Building upon contemporary literature

The 'fit-for-purpose' assessment action plan is positioned within contemporary higher education literature.

Key literature includes: building on the work of Biggs (2002), Kift (2005) and Race (2008). The strategies established in the plan recognise that the pedagogical principles that inform first year curriculum design is a critical influencer of student engagement particularly in first year student learning and retention (Kift 2008).

Ensuring Validity, Reliability, Authenticity,

Transparency

Is the assessment task valid?

In what ways can the assessment be ensured to measure effectively what it intends to measure?

Is the assessment task reliable?

In what ways does it ensure that assessment is fair and consistent?

Is the assessment task authentic?

In what ways does it ensure that assessment is connected to a real-life application, and is owned by the student?

Is the assessment task transparent?

In what ways does it ensure that assessment is matched to the subject description and outcomes, including graduate attributes and any professional standards (where necessary)?

Process

Redevelopment of assessment commences with a professional learning community day workshop facilitated by the Faculty Scholar.

A purpose made guide leads the participants through the four components of validity, reliability, authenticity and transparency. Participants are encouraged to question, debate and propose their current assessment procedures and those of their team members.

Each component is supported by trigger questions and example responses are given as illustrations. An activity page asks for exploration of current practices by examining one assessment task in response to the 'fit-for-purpose' component.

Example from 'Fit for Purpose' Guide

An effective example of transparency is the use of an e-portfolio in a final year subject.

Students are required to submit tasks in the e-portfolio providing personal descriptions of professional standards, explanation of the teaching/learning activity, analysis of the activity with links to theoretical literature and critical reflection of task with emphasis on continued development.

The next step

Participants are directed to place issues, future actions, and responsibilities within an action plan.

The facilitator encourages participants to continue the redesign of their assessment tasks in their workplaces and implement peer review.

They are also strongly encouraged to access the School's assessment bank.

Follow up on progress made is still necessary to ensure that the enthusiasm and momentum of the initial redesign is maintained.

Designing
'fit-for-purpose'
assessment tasks
in first year
and other
subjects.

Key discussion issues

■ Due to the need for explicitness and transparency, what does this really promote?

- Learning for assessment
- Learning as assessment
- Learning of assessment

■ Quick feedback or 'feedforward' may promote surface learning, such as information recall, perhaps avoiding the construction of a deep learning environment. A so called 'Macdonaldisation' of assessment that can diminish a student's learning experience.

■ Quality assessment requires appropriate first year workload allocation balance. How can workload be balanced while ensuring effective assessment and consistency of standards?

Faculty Scholar: Dr Ilana Dinan-Thompson
Faculty of Arts, Education and Social Sciences (including the School of Indigenous Australian Studies)
James Cook University



Redesigning assessment for large first year subjects in Social Sciences

Ideal first year assessment:

- assists with transition
- encourages engagement & retention
- embeds graduate capabilities
- develops academic skills
- is learning-centred; experiential & enquiry based
- encourages life long learning
- includes diverse diagnostic, formative & summative tasks
- is constructively aligned with the curriculum
- is criterion based
- meets university/ faculty & school policies

?????

The reality of first year teaching:

- large classes
- diversity & equity issues
- mid-year entry
- inexperienced, untrained tutors
- information overload
- staff workload pressure
- students juggling study/work/life
- students not majoring in the discipline: poorly motivated
- limited time to keep up with T&L literature

?????



Can we create perfect harmony between ideals and challenges?
Careful redesign through close consultation with colleagues, teaching & learning support, imagination....?

Helen Lee
La Trobe University
h.lee@latrobe.edu.au

INTEGRATING GRADUATE ATTRIBUTES DEVELOPMENT WITH STUDENT PERFORMANCE ON ASSESSMENT TASKS: THE ROLE OF AN E-PORTFOLIO

Lester E. Jones Faculty of Health Sciences, La Trobe University

Phase 1 – six Year 1 students attended focus group interview



...the more you use it the more you like it...
...need to be given access early on - enrolment...

students explored new e-portfolio product

...I developed an 'Action Plan' but then it was difficult to find again...
...its very slow to open...very resource hungry...
...students won't spend time doing it...

...e-portfolio helped me keep track...happy with structured profile...
...using e-portfolio has given me an advantage over other students...

students self-assessed development of graduate attributes using template

...would be great if I knew which graduate attributes were being assessed...
...as a first year, I don't have much to put in...

Key Questions:

1. What are the challenges to introducing new technology?
2. Is it meaningful to consider Graduate Attributes in Year 1?
3. Can an e-Portfolio assist Graduate Attribute development?

Add comments on post-its



Support for this publication has been provided by The Australian Learning and Teaching Council, an initiative of the Australian Government Department of Education, Science and Training. The views expressed in this publication do not necessarily reflect the views of The Australian Learning and Teaching Council.

Writing Skills in First Year Science

Tania Blanksby

Faculty of Science, Technology & Engineering, La Trobe University



La Trobe University is undergoing major curriculum review across all Faculties. The Faculty of Science Technology & Engineering is developing cornerstone subjects at the first year level. These will target the initial development and assessment of Graduate Attributes in our students. The current project dovetails with this and focuses on writing skills at first year.

A review of current practices in developing and assessing writing skills in the Faculty illustrates the range of writing expectations (Table 1) and demonstrates that certain areas are still to establish a programme for developing writing.

Table 1: Writing in the FSTE

First Year Units	Writing Assessed
Biology	✓
Psychology	✓
Chemistry	✓
Mathematics	X
Computer Science	X
Physics	X

Showcasing the Biology group's successful writing programme (Figure 1) has resulted in a number of trials in these areas.

After the introduction of this programme in Biology the student perception of the relevance of scientific writing to their course improved with 87% agreeing it is relevant. Comments from students and staff on this programme....

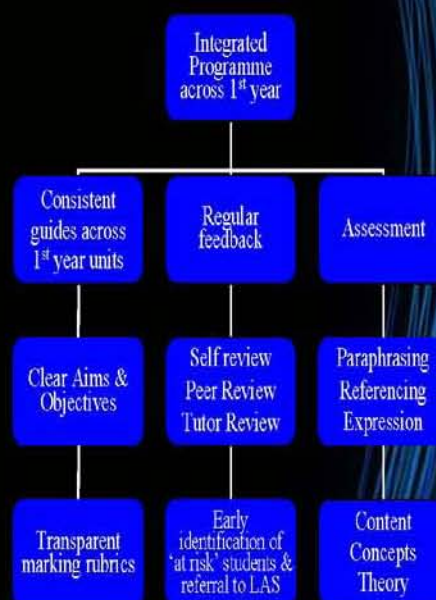


Figure 1: Model programme used in Biology to develop and assess writing at 1st year

Peer review: "Doing a draft & correcting someone else's was very helpful."

Writing workshop: "...gave a much better understanding on what is expected"

Writing Guide: "I think its pretty good, I find it to be a bible of sorts"

Staff: "Developing the programme has made me realise the importance of embedding generic skills in content – not just presenting it as an add-on with no context for how this applies to the course content and assessment."

Making Assessment 'Real'

Dr Meryl Pearce Email: meryl.pearce@flinders.edu.au

Project Aims

- To identify the proportion of 'workplace relevant assessment' in a sample of topics in a Social Sciences Faculty
- To identify the challenges associated with introducing workplace relevant assessment in topics
- To compile a list of recommendations on how to increase workplace relevant assessment in topics

The purpose of introducing workplace relevant assessment into student learning is to ensure that graduates are 'work ready'

Results

The proportion of workplace relevant assessment is higher in:

- Topics that are professions-based (Social Work, Accounting)
- Advanced teaching levels (third year, postgraduate topics)

The challenges of introducing workplace relevant assessment:

- Academics do not know what industry wants in graduates
- Academic reluctance
- Lack of experience with the industry
- Concern over student acceptance of new forms of assessment
- Difficulty in marking innovative forms of assessment
- The nature of the topic or course is too generic
- Time constraints
- Resource constraints
- Class numbers are too large

'Definition

'Workplace relevant assessment is a term used here to refer to activities that represent 'the types of complex tasks performed by professionals in the field' (a phrase used by Edith Cowan University (2009) to define 'authentic assessment'). Queensland University of Technology (2009) defines authentic activities that simulate 'as closely as practicable professional or workplace practice' as work integrated learning.

Recommendations

- Conduct an audit of what industry expects of graduates (in a specific field)
- Effective communication with academics on the purpose and meaning of terms such as work integrated learning, work ready graduates
- Provide academics with guidelines on how to assist students in achieving work readiness through innovative and appropriate assessment
- Effective communication with students on the purpose and value of innovative forms of assessment
- Form an 'interest group'
- Target and inspire new academics
- Reward effective, innovative teaching practices



Assessment Driving Curriculum

Assessing the quality of our Graduates: A holistic model Dr Stephen Naylor

This project has been designed to develop an assessment model suitable for measuring the capacities of our graduates to ensure the development of graduate attributes and other discipline specific skills.

The following 7 themes will be used to assess the quality of our Graduates

Graduate Award

The proposed JCU Tropical Advantage Graduate Award is designed to enhance employment and professional development during their university career in the Tropics. The program focuses on four areas:

- Academic study: the Graduate Attributes & Qualities gained from study
- Work experience: all work including voluntary, paid and vacation work
- mentoring and other JCU committee/leadership roles, WIL and course placements
- Personal interests: extracurricular activities that increase skill level or assist in obtaining new skills aligned to the program

Elective courses: workshops, courses and events run by Careers & Employment as well as TLO and other external training providers relevant to developing skills and experience

Degree Testamur

Official certificate issued by the University Council to signify that a student has satisfied all of the administrative and structural requirements of a specific program and has graduated.

Student Experience

Within every course students will be provided with a broad range of learning activities including: practical, theoretical, individual, team/group, work integrated, field work, problem based and some online learning. To accompany the diversity of learning activities students are also given a range of assessment tasks to prepare them for future professional careers.

Discipline Experience

Courses establish a suite of learning activities required to meet industry expectations. Part of our assessment will respond to consultation with industry which has revealed a greater need for a broad set of skills emphasising the need for graduates capable of thinking for themselves, adopting to new challenges, being innovative and having the social skills to work in teams.

Work Integrated Learning

WIL is acknowledged as "An umbrella term for a range of approaches and strategies that integrate theory with the practice of work within a purposefully designed curriculum." Assessment of WIL is to be implemented in collaboration with employers and professions who will assist in determining the skills, attitudes and capabilities of our students.

Graduate Attributes

The suite of attributes developed by a student studying at JCU, which distinguish our graduates and make them instruments of social change and prepared for professional employment. The challenge is to build and assess these common skills, qualities and understandings within all of our course structures and to allow students to self manage and reflect upon the outcomes.

Curriculum Design

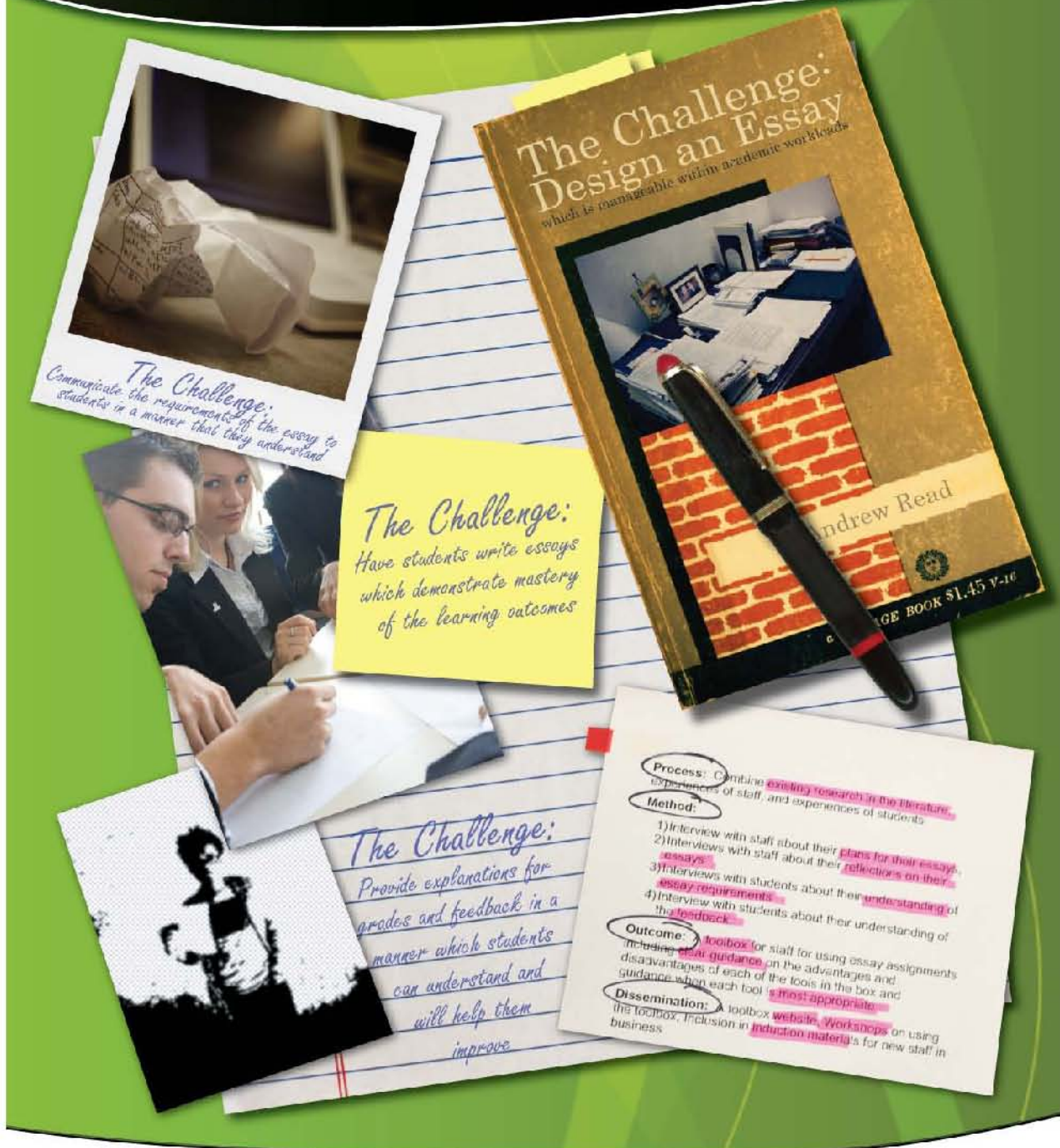
The aim of Curriculum Design within the Faculty of Law, Business and The Creative Arts is to create better graduates with a comprehension of learning outcomes which focus on current and future needs of enterprise and industry. Adopting a more engaged curriculum, designed to meet both student and employer needs with a shift from a purely scholarly academic model towards a learner centred ideology. Assessment strategies which acknowledge a broad set of skills designed to deliver graduates capable of thinking for themselves, adapting to new challenges, being innovative and having the social skills to work in teams.

Faculty-based Action Learning Project

Essay-based assignments in business degrees

Improving outcomes for students and staff

Andrew Read



Improving the effectiveness of feedback to students on assessed work

Dr Craig Taylor

How useful is feedback on students' assessed work in improving learning outcomes?
How might we provide better feedback to students here?

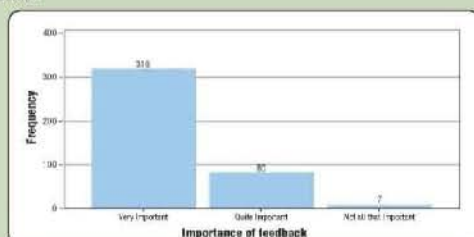
With the help of colleagues from all four schools of the Faculty of Education, Humanities, Law and Theology (EHLT) at Flinders I surveyed students on feedback they have received.

A total of 406 valid survey responses were received from students in a range of topics (upper level to postgraduate).

The data was presented in a workshop with participating colleagues from EHLT. A selection of survey findings is presented below...

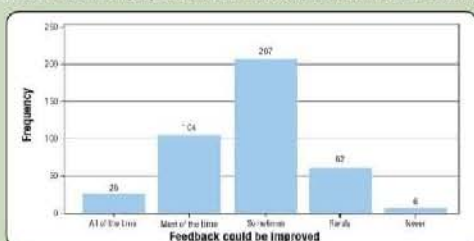
Importance of feedback

Over three quarters of students reported that feedback on assessed work was very important.



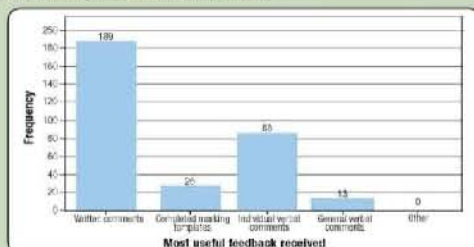
Feedback could be improved

Students most commonly reported that their feedback could be improved 'sometimes'.

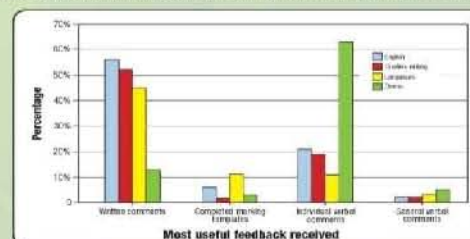


Most useful feedback received

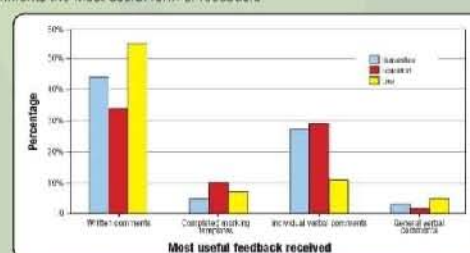
Written comments were the form of feedback most commonly selected as the most useful, followed by individual verbal comments.



However there was substantial variation across schools and disciplines over what kinds of feedback were most useful. So Drama students were more likely than students from other disciplines to find individual verbal comments the most useful form of feedback.



While Law students were more likely than students in other schools to find written comments the most useful form of feedback.



Qualitative comments from students on feedback revealed some useful and surprising information on how feedback to students might be improved. Most common suggestions for improvement were...

- Marker improving handwriting for written comments – one of the most common responses!
- More detailed comments not just 'ticks' and 'nos.'
- Explanation of where student has gone wrong.
- More specific comments about how to improve work, not just comments about where student went wrong.
- A better indication of where marks have been lost. 'If I get 50% I want to know where the other 50% went.'
- Individual 'one on one' verbal feedback with students.
- Providing an ideal essay as a guide to what is expected for top marks.
- Workshopping ideal essay.
- More comments on structure and content, less on just spelling and grammar.
- Comments throughout essay not just at end.
- Using examples to illustrate a better answer to question.
- More positive feedback.
- Letting students know what they have done well.
- Marker not simply expressing their frustration in written comments.
- Avoiding shorthand notation/symbols that student may not understand.

Study Sample

Discipline	Creative writing	English	Languages	Drama	Philosophy	Education	Law	Theology	Total
n	68	42	38	38	12	62	130	16	406
%	16.7	10.3	9.3	9.4	3.0	15.3	32.0	3.9	100.0

Providing Guided Feedback

Jan Thompson

Problem /Research Question

- How can we provide timely, easily accessible, relevant to the task, "standardised" feedback on formative assignments
- What do students & staff think about the use of a particular "standardised" tool?

Method:

Discuss with Topic Coordinators, how feedback is presently delivered in their topics.

Investigate what is presently available via the University Student Learning Centre to assist students with "Study Skills" & "Academic Writing"

Findings:

Topic Coordinators believe that academics presently provide feedback to students in a range of ways, some much more meaningful to students than others...

- Ticks in the margin
- Question marks in the margin
- Via a matrix
- Only writing a few sentences at the end of the work
- Etc, etc,

The University Student Learning Centre has a huge range of "Study Skills" & "Academic Writing" tools available for students to download from their web site but has presently no way of knowing how much / how often these are utilised by students.

Plan:

- Create a "Guided Feedback" document from existing tools presently available on the University Student Learning Centre web site and customise it for use in the Faculty of Health Sciences.
- If assignments are submitted on line, this document could be returned to students with their assignment as an attachment & all they would be required to do was click on the link to download the specified aid to assist them.

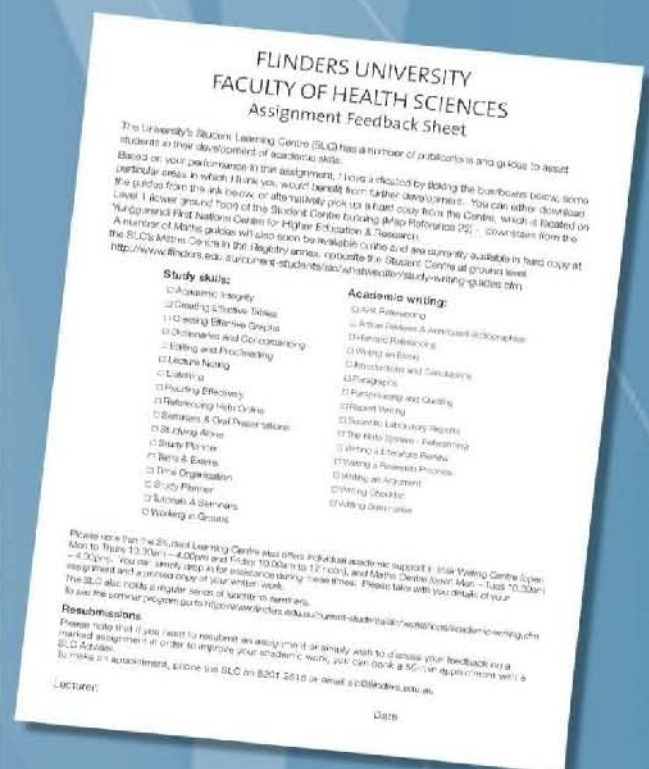
Undertake a trial project by attaching this document (in hard copy) to a student's formative assignment (and identifying on the document, the specific tools that might assist them with their summative assignment)

Survey students to explore:

- Their uptake of the suggestions made via this tool – ie did they download the publication/guide from the web site, and/or go in person to the SLC to seek some face to face assistance related to the suggested tool
- How useful did they find this quite specific "guided feedback" when they wrote their next assignment

Survey staff to explore:

- Their experience of using this "standardised" feedback document on the sort of feedback they gave, their work load,
- The impact on students subsequent assignments



I wish to acknowledge the support of Dr Steve Parker (Associate Dean, Teaching & Learning, School of Nursing & Midwifery) in the development of this idea & Ms Regina Stuzas (Academic Advisor, Student Learning Centre) for her assistance in discussions about the possible list of publications & guides.



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