

EVALUATION REPORT



October 2011

CLASS Project

Subject Coordinators: Leading Professional
Development of Sessional Staff

Dr Marina Harvey



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This evaluation strategy for the Subject Coordinators project was developed by Dr Marina Harvey, Macquarie University in collaboration with members of the Project Team.

The strategy is structured following the framework *ALTC Grants Scheme – Evaluating Projects* developed by Chesterton and Cummings (2007), based on the work of Owen (2006) and has also been informed by Reeves and Hedberg (2003).

This evaluation report assumes the reader has read the Final Report and is familiar with the project details.

Evaluation report

CLASS PROJECT

BACKGROUND TO THE PROJECT

Subject coordinators have been identified as playing a pivotal role in the professional development of sessional staff (Roberts, Butcher & Brooker, 2011). They are the main communication link between the university and the sessional members of staff.

The CLASS (Coordinators Leading Advancement of Sessional Staff) project focused on developing the leadership capacity of these coordinators through formal training and professional development activities, reflective practice and a development and strengthening of networks. A distributed model of leadership underpinned the project together with a mixed-methods, action learning approach.

This two year, two phase project commenced at the end of 2009 and is due for completion 13th December, 2011. It is led by the University of Wollongong, with the UWS, UTS and ACU (team members are outlined in Table 1). Phase one aimed to include up to 40 participants, followed by phase two which invited an additional 20 institutions (potentially 160 subject coordinators and 40 facilitators) (timeframes are outlined in Table 2).

TABLE 1. CLASS PROJECT TEAM

Project team	Affiliation
Associate Professor Geraldine Lefoe <i>Project leader</i>	Acting Head CEDIR, University of Wollongong
Associate Professor Jo McKenzie <i>Project Team Member</i>	Director, Institute for Interactive Media and Learning, University of Technology, Sydney
Professor Yoni Ryan <i>Project Team Member</i>	Director, Learning and Teaching Centre, Australian Catholic University
Associate Professor Janne Malfroy <i>Project Team Member</i>	Head, Teaching Development Unit, University of Western Sydney
Dr Dominique Parrish <i>Project Officer</i>	Learning Achievements and Solutions

The intended outcomes for the project were established as:

1. A Leadership capacity development framework that includes targeted professional development for subject coordinators to enable them to create contexts for learning about teaching practice by sessional staff.

2. Adaptation of the Integrated Competing Values Framework for use by subject coordinators to develop their own leadership skills (Vilkinas, Ladyshevsky and Saebel, 2009).
3. Improved communication and feedback indicators to engage participants in the quality improvement of their subject.
4. Enhanced recognition of all members of the team enabling reciprocity of feedback .
5. Good Practice Examples, video triggers and other identified resources from across the participating institutions collated and available through a website to support subject coordinators in their leadership and management of teaching teams; and
6. Influence on institutional policies, guidelines and practices in leadership and management of teaching teams involving sessional academics, specifically including role and responsibility statements for subject coordinators.

TABLE 2. KEY PROJECT PHASES

Project initiation	October-November 2009
Phase 1a	January – June, 2010
Phase 1b	June- December, 2010
Phase 2a	January – June, 2011
Phase 2b	July-November, 2011

PROJECT CONTEXT

This project builds on the foundations established by the AUTC (2003), AUQA reports (Ewan, 2009) and through the ALTC commissioned RED Report sponsored by the professional body, Council for Australian Directors of Academic Development (Percy, Scoufis, Parry, Goody et al, 2008). The focus of this grant was to build on the RED Report and to establish a leadership capacity building framework for cross-disciplinary networks to support subject coordinators in their role of leading the teaching team. It had identified a gap related to the leadership and management of sessional teaching teams and posits that teaching expertise development is best done by the subject coordinator at the subject level whilst facilitating the development of a collegial and supportive network.

Key project values include supporting quality learning and teaching (of sessional staff) through the distributed development of leadership capacity in subject coordinators.

EVALUATION SCOPE

The first meeting between the project team and the evaluator identified four foci for evaluation:

1. Intended project outcomes: *have they been achieved?*
2. Intended project outcomes: *how have they adapted in response to emerging project needs?*
3. Unintended outcomes: *has the project resulted in any serendipitous outcomes?*
4. Sustainability: *how sustainable is the CLASS approach?*

These four foci will provide a structure for the evaluation findings.

A main purpose of the evaluative data was to inform this final evaluation report, that is, a **summative** function. However, as evaluative data was collected it had the potential to play an important **formative** role. Ongoing formative data provided the opportunity of feedback to the project team to inform, or feed forward (Hounsell, 2010), ongoing project activity, adaptation and development.

It was agreed that the data and the evaluation process would:

- monitor the project development, implementation and reporting processes to identify strengths and recommend areas for possible refinement;
- identify key success factors and challenges encountered by the participants;
- measure the overall impact and effectiveness of the project against the stated outcomes.

To support the **summative** function of the evaluation an integrated **monitoring** with **impact** approach (Owen, 2006) was identified as the most efficacious. The evaluation foci support the choice of this summative framework. This approach also supports the adoption of the pragmatic approach stated in the grant proposal. A pragmatic approach to evaluation design posits that the evaluation design be practical, contextual and consequential (Datta, 1997).

STAKEHOLDERS AND AUDIENCES

Due to the planned scope of participation and dissemination of the project, its stakeholders are many. Starting with the project team, the phase 1 participants (subject coordinators and sessional staff) and growing with the phase 2 participants, the number of active stakeholders is large. At its most broad sense, where a stakeholder may be defined as any person with an interest in the project, any subject co-ordinator in an Australian university may be included.

Whilst the Australian Learning and Teaching Council is the primary audience for this final evaluation report, the secondary audience will include the project team and reference group. At their discretion they may directly disseminate evaluative findings to a wider audience (e.g. subject coordinators, sessional staff, other participants and others interested in the project). Indirectly, evaluation findings may be disseminated through conference presentations, peer reviewed publications and institutional committees including university policy making bodies.

KEY EVALUATION QUESTIONS

The grant proposal clearly stated a set of key evaluation questions:

1. How useful was the targeted Professional Development Program to subject coordinators and in what ways did it influence their practice?
2. How useful was the Integrated Competing Values Framework for subject coordinators leadership capacity development?
3. How was communication and teamwork addressed within teaching teams?
4. In what ways did subject coordinators feel the targeted intervention in their subject impacted on their ability to lead and manage their teaching team more effectively?
5. In what ways did sessional staff feel the targeted intervention in their subject impacted on their ability teach more effectively?
6. How useful are the Good Practice Examples, video triggers and other identified resources to cascade institutions?
7. What is required for the Program to be adapted and used by other institutions?
8. What influence has the program had on faculty and institutional policies, guidelines and practices for leadership and management of teaching teams?

As acknowledged in the grant proposal, and supported by the project's formal evaluation strategy, the key questions together with the evaluation strategy underwent further development in collaboration with the external evaluator and the project team (Lefoe, 2009). Following collaborative reflection, three additional evaluation questions were developed early in the project (April, 2010):

- I. How did the project process develop leadership? (across participants) (a sub question of #4).
- II. Within the timeframe of the project is it feasible to achieve policy change? (conceptually this question is analogous to q8 and therefore will not need to be asked separately).
- III. Is a short-term project perceived as useful by subject coordinators? (a sub question of #1).

Thus, two additional questions were added to the evaluation strategy (I and iii).

EVALUATION ALIGNMENT

Key evaluation questions, intended project outcomes and evaluation foci

The original project plan proposed eight key evaluation questions and two additional (sub)questions were developed early in the project. These questions needed to be aligned with the original six intended project outcomes (Table 3) and viewed through the perspective of the four evaluation foci:

1. *Intended project outcomes: have they been achieved?*
2. *Intended project outcomes: how have they adapted in response to emerging project needs?*
3. *Unintended outcomes: has the project resulted in any serendipitous outcomes?*
4. *Sustainability: how sustainable is the CLASS approach?*

TABLE 3. EVALUATION ALIGNMENT

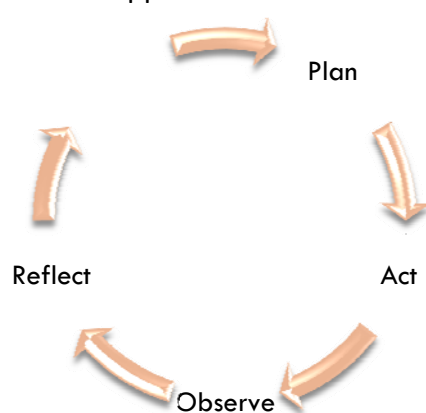
Key Evaluation questions	Intended project outcomes
1. How useful was the targeted Professional Development Program to subject coordinators and in what ways did it influence their practice? 1a. Is a short-term project perceived as useful by subject coordinators?	IPO 1
2. How useful was the Integrated Competing Values Framework for subject coordinators leadership capacity development?	IPO 2
3 How was communication and teamwork addressed within teaching teams?	IPO 3
4. In what ways did subject coordinators feel the targeted intervention in their subject impacted on their ability to lead and manage their teaching team more effectively? 4b. How did the project process develop leadership	IPO 2
5. In what ways did sessional staff feel the targeted intervention in their subject impacted on their ability teach more effectively?	IPO 4
6. How useful are the Good Practice Examples, video triggers and other identified resources to cascade institutions?	IPO 5
7. What is required for the Program to be adapted and used by other institutions?	IPO 6
8. What influence has the program had on faculty and institutional policies, guidelines and practices for leadership and management of teaching teams	IPO 6
Generic evaluation of project process and outcomes (including serendipitous outcomes and the criteria of sustainability)	

DATA COLLECTION AND METHODOLOGY

The Theoretical Approach

Adopting one theory or approach to evaluation could limit the outcomes of, and the learning from, the evaluation. Combining theories or approaches offers greater utility. This is possible as long as care is taken to avoid theoretical concepts or assumptions that are contradictory or incompatible (Winton, 1995). Several compatible evaluative approaches, namely: Participatory Action Research, MERI and Participatory Evaluation, were integrated to develop a tailored approach for this project.

The project evaluation was underpinned by a **Participatory Action Research (PAR)** approach (after Kemmis and McTaggart, 1988). The PAR approach offered the benefits of an emphasis upon collaboration and collegiality, essential to a multi-disciplinary project such as this. The great strength of the approach was its inherent flexibility which supports successful project evaluation.



This was achieved as the action research cycle (of plan, act, observe and reflect as outlined in Figure 1) was enacted, and reenacted, and the project summative evaluation adapted in response to formative evaluation of each activity and phase. This approach, which connects participation with action, provides liberation of research as it acknowledges and incorporates “the dynamic social and inter-subjective construction of reality (and realities) as knowledge” (Wadsworth, 2011, p61).

FIGURE 1. AN ACTION RESEARCH CYCLE

Aligned with this action research cycle was the evaluative process of MERI (monitoring, evaluation, research and improvement) (Wadsworth, 2011). The process of MERI enacts ‘action that is evaluated and researched with a view to identifying both where it has ‘worked’ and evaluating if it can be improved by those who are parties [involved in the] action [research]’ (Wadsworth, 2011, p.16). Action and reflection were and are inherent to each project phase. Action research provided a holistic approach and the flexibility to enable variety in data management and collection, whilst acknowledging all project members as ‘participant observers’ (Wadsworth, 2011).

The dual formative and evaluative functions of the evaluation process need to be considered in the choice of conceptual approaches. Closely aligned with the project’s design, conceptual framework and methodology was that of an *interactive* or *participatory* evaluation (Owen, 2006) approach. This approach supports the evaluation’s *formative* role. Factors that support the adoption of this approach include:

- Project methodology incorporates action learning and engagement in reflective practice. Reflective practice is key to participatory evaluation, that is, reflection by project team members, by participants and by the evaluator.
- Participatory evaluation is based on an assumption that those with a “vested interest” (Owen 2006) have contributory roles. In addition to project team members and participants, the external evaluator has a vested interest in the project outcomes as a facilitator for the Action Learning projects at one institution, as a project leader on sessional staff projects which can benefit from the project process and outcomes, and as a team member of a distributed leadership project.

To support the *summative* function of the evaluation an integrated *monitoring with impact* approach (Owen, 2006) provided the most efficacious overview.

The integration of the PAR approach, with the MERI process and participatory evaluation offers the benefits of an emphasis upon collaboration and collegiality, essential to a multi-dimensional, interdisciplinary project such as this and provides direct alignment with the Action Learning approach of the CLASS project. Adaption was achieved as evaluation was reviewed by the project team, supported by the project manager, the reference group and the external evaluator. Evaluation questions were thereby refined, evaluation criteria defined and evaluation foci negotiated. This flexibility was necessary to respond to contextual variations as project team members led the use of the leadership capacity framework and associated resources through workshops at multi levels (individual sessional staff and subject coordinators) and cross-institutionally across Australia.

Methodology

Evaluation methodology encompassed internal and external evaluation, informal and formal evaluation.

Internal evaluation (by project team members and participants) of project processes and outcomes has been ensured and integrated into the project by the interactive Action Research cycles. Regular and open communication between all project team members (through meetings and workshop days) enabled the Action Research cycle wherein planning for the next stage of the project was closely connected to reflection on the past activities, with this evaluative reflection thereby manifesting as reflection “on” action (Schon, 1983) and moving towards reflection “for” action.

External evaluation was achieved through the use of an external evaluator. This evaluator contributed to the project with expertise in both evaluation of learning and teaching projects and sessional staff in Australian higher education. A key task for the external evaluator has been to hold most responsibility for summative evaluation, working *through* and *with* the project team (Wadsworth, 2011, p.31) to evaluate the project, or system (Wadsworth, 2010b), as a whole. The external evaluator was appointed in early 2010, developing a draft evaluation strategy for consideration by the project team (April, 2010). Feedback from the project team and the reference

committee was incorporated (May, 2010). An evaluation matrix was then developed as a tool to map evaluation foci with key evaluation questions and intended project outcomes against the data required to inform the evaluation (November, 2010). Additional evaluation questions were identified at this stage and incorporated into participant feedback surveys.

Evaluation has been both informal and formal. Informal evaluation occurred as an ongoing process through collaborative, but supported reflection by project partners. Formal evaluation was evidenced by the use of structured survey instruments, for examples, evaluative surveys at each workshop, and formal online surveys for the Phase 1 Action Learning teams. A range of evaluation styles and approaches provided a diversity of perspectives and data.

Data Collection

Early planning was required to identify and establish data sources, types, systematic collection and analysis to ensure the best fit was attained between data collected and the evaluation strategy. While the external evaluator presented suggestions around these issues, it was imperative that these items were developed in collaboration with the project team.

An *Evaluation Data Collection Matrix* was developed to ensure that appropriate and relevant data was systematically collected to inform each of the evaluation questions. The matrix is found as Appendix A. Consequently, over the project's duration, a large body of data was collected. This quantitative and qualitative data includes, but has not been limited to:

- Participant pre-workshop surveys
- Professional development workshop (subject coordinators) evaluations (N=95)
- Facilitator workshop evaluations (N=38)
- Project participant summative online evaluations (N=19)
- Project participant action learning reports

A complete listing of the data used for this evaluation report is presented as Appendix B. The evaluative data collected brings with it the strength of multiple perspectives or lenses (Brookfield, 1995): of the project team members, the subject coordinators, the sessional staff and more.

DATA ANALYSIS: META-REFLECTION

The evaluation budget, together with the action learning approach of the project, led the data collection to be a Project team and Project manager responsibility, working in tangent through action research cycles. Formative evaluation played a significant role in the project's evaluation strategy. In tandem with the *Evaluation Data Collection Matrix* it ensured that evaluative data was systematically collected, analysed and interpreted through each phase of the project. This ongoing evaluation process, saw the multiple interactions of the action research cycle (plan, act, observe and reflect) by the project manager, the project team, the reference committee, the external evaluator and the participants of the action learning projects.

This summative evaluation was able to draw on this large body of data. Adopting a meta-reflective approach, summatively reflecting and evaluating on the reflections and evaluations (formative), each of the key evaluation questions was reviewed by investigating the impact of the project as represented by the evidence.

EVALUATION CRITERIA

Collaborative engagement with the project team and reference group reviewed potential evaluation criteria as suggested by Chesterton and Cummings (2007, p. 13). They determined which criteria were appropriate for this project and they were:

- achievement of the project goals, objectives or intended outcomes;
- needs of direct stakeholders such as subject coordinators as well indirect stakeholders such as students, the participating institutions, the Higher Education sector and the ALTC;
- establishing best or good practice;
- underpinned by the value of equity in decision-making processes within institutions regarding the reciprocity of sessional staff contributions;
- effectiveness of the project in achieving outcomes;
- efficiency in terms of how practical and, to a greater extent, sustainable is the approach adopted;
- appropriateness of the cascading model in growing the impact of the approach;
- potential usability for others will be measured by how many institutions participate in the cascading phase 2 process, and
- dissemination among stakeholders.

FINDINGS

This report uses the four evaluation foci to present its findings. The foci are restated here as:

1. *Intended project outcomes: have they been achieved?*
2. *Intended project outcomes: how have they adapted in response to emerging project needs?*
3. *Unintended outcomes: has the project resulted in any serendipitous outcomes?*
4. *Sustainability: how sustainable is the CLASS approach?*

Foci one and two relate directly to the project outcomes, focus three is on unintended outcomes and focus four is on sustainability.

Foci 1 & 2: Project Outcomes

1. A Leadership capacity development framework that includes targeted professional development for subject coordinators to enable them to create contexts for learning about teaching practice by sessional staff.

Achieved

The key evaluation question relating to the first project outcome was:

1. How useful was the targeted Professional Development Program to subject coordinators and in what ways did it influence their practice?

The Professional Development workshop evaluations provided the data by which this outcome could be assessed. The framework developed for the workshops, that is, a one-day workshop for the subject coordinators followed by a half-day workshop for facilitators based on the ICVF model for leadership and with a range of engaging activities (e.g. speed dating) was piloted in June 2010. Participants were drawn from the team member's four institutions.

Starting with the pilot workshop where 33 participants provided evaluative feedback, the majority either agreed or strongly agreed (91%) that the workshop met their expectations, was relevant (94%) and appropriate (88%) to their professional development needs as subject coordinators. The evaluator's observations include *"all participants very engaged. Vibrant atmosphere. Productive with real outcome"* and triangulate the evaluation findings. The project team carefully reflected upon the formative evaluation data and used this to inform how they would continue to refine the workshop framework for the next phase of the project.

In early 2011 (January-April) the workshops were rolled out across five States capitals: Sydney (inviting the ACT), Brisbane, Melbourne (inviting Tasmania), Adelaide (inviting the Northern Territory) and Perth. 25 universities participated in the subject coordinator and the facilitator workshops. Their pooled 95 evaluations provide an excellent diversity and representation of feedback.

A strong majority of workshop respondents agreed or strongly agreed that the workshop met their professional development needs (86% of coordinators and 81% of facilitators); and that the content was appropriate for their leadership context (83% of coordinators and 90% of facilitators). They were most satisfied that the workshop contributed to *"professional thinking, practice and development"* with the *"benefit of attending play(ing) out in the next 6 months during the implementation of the action plan"*. *"The workshop was very effective in highlighting the role of the course coordinator as leaders and in recognizing the important contribution of sessional staff"*.

1a. Is a short-term project perceived as useful by subject coordinators?

Longitudinal data was collected at the end of the first phase and first year through online surveys. A majority of the respondents (82%) (phase 1 participants) agreed that a short-term, in this case a one-year program, was useful. These results are further supported by the Project Participant Action Learning Reports, wherein each case reported is a testament to the achievement of significant and positive enhancement of learning and teaching outcomes.

2. Adaptation of the Integrated Competing Values Framework for use by subject coordinators to develop their own leadership skills (Vilkinas, Ladyshevsky and Saebel, 2009).

Achieved

2. How useful was the Integrated Competing Values Framework (ICVF) for subject coordinators leadership capacity development?

The majority of the participants at the pilot workshop either agreed or strongly agreed (85%) that the ICVF was a useful resource for identifying leadership strengths and areas for development. By the end of the workshop 67% of participants agreed that their views on leadership had changed, that the ICVF was *“very effective in breaking down actual role(s)”* and they now had a *“new way of looking at the different hats”* they wear. When asked what strategies they would adopt as a result of their new understanding of their leadership roles they provided thirteen examples including: *“Brokering for additional resources”*, *“develop my role as an innovator”* and *“further improve my role as the monitor and deliverer”*.

The ICVF continued to provide a useful framework for reflecting upon and critiquing leadership, with a majority of 2011 workshop respondents (70% of coordinators and facilitators) agreeing or strongly agreeing that it was a useful resource for identifying leadership strengths and *“a good framework in development”* as it was *“thought provoking in providing insight into areas of strengths and weaknesses as unit coordinator/leadership of sessional staff”*. While over half of the coordinators (53%) perceived that their views of their own leadership roles had changed as a result of this workshop, others were neutral or disagreed (47%), stating that their views were *“not changed- maybe affirmed”* or *“consolidated”*, *“refined and reinforced”*.

Over time, however, the impact of the ICVF was reduced, with only 36% of subject coordinators rating the framework as useful in supporting leadership capacity development after the first year of project participation.

3. Improved communication and feedback indicators to engage participants in the quality improvement of their subject.

Achieved

3. How was communication and teamwork addressed within teaching teams?

The majority of the participants at the pilot workshop either agreed or strongly agreed that the workshop extended their ideas on ways to develop (82%) and to manage and lead (85%) members of their teaching teams. This statistic was supported with many strategies that participants had identified to ensure better communication with team members, for example, “*ensuring sufficient orientation*”, “*group meetings*” and providing “*discussion starters*”.

As the workshops rolled out, this trend continued with a strong majority of the participants either agreeing or strongly agreeing that the workshop extended their ideas on ways to develop (87% of coordinators) or promote (91% of facilitators) and to manage and lead (82% of coordinators and 86% of facilitators) members of their teaching teams. They intend to “*improve communication with sessional staff*” with applications such as “*provide better preliminary information*”, “*provide clarity*”, “*use the resources available on the CLASS website*”, establish an “*online forum to discuss issues with tutors*” and “*ensure sessionals are in contact with course coordinator on a more regular basis*”.

4. Enhanced recognition of all members of the team enabling reciprocity of feedback.

Achieved

4. In what ways did subject coordinators feel the targeted intervention in their subject impacted on their ability to lead and manage their teaching team more effectively?

4b. How did the project process develop leadership?

An outcome of the workshops was the development of an Action Learning Plan by each participant. The first phase participants were invited to share their experiences and learnings of enacting their Action Learning Plans through an online evaluation. Eleven coordinators across three institutions provided feedback. An additional evaluative lens was offered through the online surveys completed by the sessional staff, the teaching team members.

Subject coordinators (64%) believed that their participation in the program (the targeted intervention) had an influence on their practice. A full listing of the impact of the CLASS project on

practice is available (*CLASS project 2010 participant evaluation report*). The majority of coordinators (70%) believed that the project impacted on their ability to lead and manage a teaching team.

Examples of impact on managing teaching teams include: *“better planning and sticking to a timeline before and during the actual conduct of the unit as indicated on the submitted Action Plan”* and *“the process forced me to reflect on the deficiencies of my previous practice and develop strategies to improve my work with casual staff: 1. I lobbied successfully for funding to cover previously unpaid aspects of casual work; 2. I formalised the process of conforming student grades”*. Examples of leading teaching teams are exemplified by *“Made me think about different styles of teaching so I trialed some. Made me think about what I really wanted the students to learn so removed some material from the lectures. Made me think about the students learning so sessions became interactive”*. The workshops, with their introduction of the ICVF model, were successful in contributing to this leadership development.

Examples of how communication was addressed ranged from face to face meetings, reflective journaling to emails, text messages and blogs. The emphasis, regardless of means of communication, was on regular communications. One learning from this data is that participants need to select the most efficacious communication strategies for their context.

Teamwork was enhanced by coordinators through a commitment to collaboration, enacted through two-way communication, clear articulation of roles and tasks and collegiality when goal setting. A subject coordinator summarises the strategies:

I BELIEVE THAT WE WERE ABLE TO CREATE AN EFFECTIVE TEAM BECAUSE FROM THE BEGINNING, I ASKED AND WAS INTERESTED IN THE THOUGHTS OF THE SESSIONAL STAFF ON THE ASSESSMENT AND TUTORIAL ACTIVITIES I HAD PLANNED. WE ALL OFFERED IDEAS AND WE NEGOTIATED THE BEST SOLUTION. I THINK THAT THIS WAS THE KEY TO CREATING AN EFFECTIVE TEAM AS DISCUSSION AND OPEN COMMUNICATION WAS PRESENT FROM THE BEGINNING, RATHER THAN ME AS LECTURER IN CHARGE SAYING HOW IT WAS GOING TO BE. KEEPING THE REGULAR WEEKLY CONTACT ALSO ENABLED US TO KNOW WHAT WAS GOING ON IN EACH OTHER'S CLASS. ON A FEW OCCASIONS DURING THE SEMESTER, WE ALL HAD A CHANCE TO TAKE ANOTHER TUTOR'S CLASS AND THIS SEEMED TO ALSO BOOST A SENSE OF TEAMWORK.

5. In what ways did sessional staff feel the targeted intervention in their subject impacted on their ability teach more effectively?

Subject coordinators (60%) perceived that the Action Learning Projects had a positive impact on the teaching by their sessional staff. Sessional staff responded more strongly. A small number of sessional staff (N=8) who were members of the teaching teams involved in the Action Learning projects responded to their online survey at the end of the first year. Their responses were unanimous and positive. They reported that as a result of participation in the project their teamwork, communication, team function and teaching were all enhanced. Specifically, *“It allowed me to enhance my skills in managing group dynamics and gave me experience in motivating and*

involving group members. It also allowed me to practice conflict resolution skills". Another respondent contributes "Mostly by supporting me in the marking process, which is sometimes a task that one undertakes very independently. I found it very useful to commence marking having satisfied myself that all tutors/demonstrators were in agreement on marking criteria". While the respondent numbers are small, the unanimous evaluation of the projects' outcomes provide a clear indication that they impact positively on enhancing learning and teaching practice.

5. Good Practice Examples, video triggers and other identified resources from across the participating institutions collated and available through a website to support subject coordinators in their leadership and management of teaching teams.

Achieved

6. How useful are the Good Practice Examples, video triggers and other identified resources to cascade institutions?

Several waves of feedback informed the ongoing development of the video triggers and CLASS resources. Starting with the pilot workshop, participants provided general positive feedback around the resources such as learning from the videos of the need for *"supporting staff confronted by students"*, *"organising team meetings before the semester starts"* and using these *"resources ...in staff induction"*.

The video triggers were further trialed at a HERDSA workshop (June, 2010). The first two videos received very positive feedback in terms of usefulness and an acknowledgement of their potential application across different institutions as *"effective"*, *"very useful"* and *"very good"*. There were fewer positive comments about the third video and requests were made for supportive materials to supplement the video triggers, e.g. policy links, discussion questions and answers. This feedback affirmed the need for a guide to accompany the triggers.

Many participants throughout 2011 offered feedback on the resources rating the video triggers as *"excellent"* and *"useful"*, the activities (speed dating, coffee on the run) as enjoyable and the opportunity to share practice and resources as positive. They plan to use these resources to *"initiate discussions with tutors"*, to support tutors *"in an online context"* and as a starting point for developing *"resources for unit coordinators to assist in leadership development"*, with many intending to *"redevelop resources to support tutors"*, a firm indication of the transferability and sustainability of the CLASS resources.

6. Influence on institutional policies, guidelines and practices in leadership and management of teaching teams involving sessional academics, specifically including role and responsibility statements for subject coordinators.

In progress

7. What is required for the Program to be adapted and used by other institutions?

The evaluation data provides some suggestions as to what is needed to enhance the transferability of the program. Workshop and HERDSA showcase evaluations clearly suggest: links to relevant institutional policies and procedures, suggested questions and solutions, manuals or guides. The project has responded to these suggestions with the development of a guide for the video triggers and, through one of the Action Learning Plans, the development of a template for customising a support sheet for your institution (with policy links, discussion questions, etc). Another request is for ongoing resourcing to support subject coordinator with managing and leading sessional staff. The program resources are very transferable, as evidenced by their use across the 29 universities (4 in the pilot and then 25 in phase 2) participating in this project.

8. What influence has the program had on faculty and institutional policies, guidelines and practices for leadership and management of teaching teams?

Impact on faculty and institutional policies, guidelines and practices cannot be easily measured within the relatively short time frame of the CLASS project. Changes to policies and guidelines are only possible through a rigorous and often complex and involved organisational process. Hence changes to policy and guidelines may not be evident for some years. This is indicated in the coordinators online survey responses to the question on rating the impact of the CLASS program (on their institutional policies, etc) whereby only 27% rated the impact as significant. The 34% who were unsure reflect the need to acknowledge that such impact takes time. One example of a significant impact is provided to illustrate impact:

I AM STILL DEVELOPING AS AN EXTENSION OF MY ACTION PLAN A CHECKLIST THAT CONTAINS ACTIVITIES, DATES AND CONTACTS FOR SPECIFIC TASKS THAT NEED TO BE COMPLETED BY LECTURERS IN CHARGE. THIS WOULD BE PARTICULARLY USEFUL FOR SESSIONAL LECTURERS IN CHARGE WHO HAVE SO MANY NEW THINGS THROWN AT THEM WHEN THEY BEGIN. THIS CHECKLIST COULD BE ADAPTED TO SUIT DIFFERENT SCHOOLS OR FACULTIES AND WAS INSPIRED BY THE LUBLIN & SUTHERLAND CONDUCTING TUTORIALS (2ND ED.) - A CHECKLIST THAT WAS PROVIDED AS A RESOURCE DURING THE SEMINAR AT UTS IN JUNE/JULY

In contrast, the impact on practice for leadership and management of teaching teams is evident and strong (as presented in the previous section on the key evaluation question #4).

Focus 3: Unintended Outcomes

A major unintended outcome of the project was the high standard of the individual Action Learning Plans and their resultant outcomes. While it had always been intended for participants to plan and enact these smaller projects, the extent of their diversity and their often significant outcomes was unexpected. Many of the Action Projects have created new resources which will provide ongoing, often institutionally customised, support for sessional staff.

Focus 4: Sustainability

Generic evaluation of project process and outcomes (including serendipitous outcomes and the criteria of sustainability)

Half of the subject coordinators responding to the online evaluation indicated that it was probable that the CLASS resources would continue to be used by their institution, with 40% unsure. This lack of certainty may be explained by the responses that identify a need for ongoing “significant” resourcing to support professional learning by coordinators and their sessional teaching teams. To enable the strategic use of CLASS resources for professional learning, resources are required to support their use. Resources requested were a budget to fund sessional staff meetings and professional learning, a workload allowance, support from Head of Schools or Departments, office space and equipment for sessional staff. Acknowledging the ease with which the CLASS resources were used by participants from the 29 universities leads one to infer that their use (via the project website) will continue.

Changes to learning and teaching practice for the subject coordinators and sessional staff participating in the project are another sustainable outcome. As the participants have shared and developed good practice it has set them on a positive trajectory for enhancing learning and teaching.

Overall, the CLASS project demonstrated high standards for process. Key enablers for this were the project leader and the project manager. The project leader was always professional, bringing expertise in both sessional staff issues and in leadership capacity development. However, it was her broad range of competencies that contributed significantly to the project’s success. As a project leader she ensured that the process was always evidenced based and collaborative, while adhering to project goals. Following the tenets of participatory action research the process was integrally reflective and flexible. An effective and open communication strategy further enabled the project’s success. The project manager performed her role to exacting standards, with attention to detail and a focus on outcomes. She ensured that the project timeframe was adhered to and milestones reached. The presentation standard of newsletters, meetings documents and resources was professional. The evaluation notes the contribution of these key enablers.

The process was also successful due to the commitment of each participant and their Action Learning Plan. This cascading model proved a great success with many projects completed. The

reach, and therefore impact of the project, was also impressive with 29 universities actively engaged in workshops and/or Action Learning Projects.

CONCLUSIONS & RECOMMENDATIONS

The CLASS project was successful in achieving five intended outcomes, and progressing towards achieving the final intended outcome. People, the human capital, were key to this success. The *Evaluation Data Collection Matrix* ensured relevant data were collected and supported an ongoing focus on project outcomes. Action Research and Action Learning approaches provided continuous project reflexivity and thereby adaptability in response to participant and contextual needs. This was enacted at all levels: by the project team members, the subject coordinators and the sessional staff. The cascading model of the workshop initiating Action Learning projects was highly successful and productive.

The CLASS resources are useful and transferable to all Australian university contexts. CLASS resources have sustainability. The extent of this sustainability can only be estimated (e.g. the website has 3 years). However, additional resourcing would allow the ongoing capture of the positive outcomes of the Action Learning Projects and enable their continuation (if appropriate). Indeed, overall greater resourcing is called for to support (via dedicated budget items, Head of School or Department support, and infrastructure resources) sessional staff in their learning and teaching roles.

The Integrated Competing Values Framework proved useful in the workshop context as a stimulus and framework for investigating leadership capacity development. However over time (our data was over a one year period), this usefulness appears to diminish. If facilitators wish to continue using the ICVF model, past its role as a workshop resource, it then needs to be supported, for example, by leaders revisiting and refreshing participant exploration of leadership through the framework.

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APPENDICES

APPENDIX A. EVALUATION DATA COLLECTION MATRIX

Key Evaluation questions & Alignment with intended project outcomes		Method : Instruments, items, numbers	Additional details	Project phase
1. How useful was the targeted Professional Development Program to subject coordinators and in what ways did it influence their practice? 1a. Is a short-term project perceived as useful by subject coordinators?	IO 1	Participation pre-workshop survey (N=30) <i>Q1. What do you anticipate you will achieve by participating in this program?</i> <i>Q2. How useful do you anticipate this short-term project will be to you?</i>		2 , 4
		Professional Development workshop evaluation (N=33) + (N=95) <i>Q1. The workshop met my expectations</i> <i>Q2. The workshop was relevant to my professional development needs as a subject/unit coordinator</i> <i>Q12. My views of my leadership role have changed as a result of participating in the workshop.</i> <i>Q13. What aspects of the workshop were you most satisfied with or did you find most useful?</i>		2, 4
		Project Participant Summative Evaluation (N=19) Online Surveys		2, 4
		Project Participant Action Learning Reports		2, 4
2. How useful was the Integrated Competing Values Framework for subject	IO 2	Professional Development workshop evaluation (N=33) + (N=95) <i>Q4. The Integrated Competing Values Framework (iCVF) was a useful resource for identifying leadership strengths and areas for development</i>		2, 4

coordinators leadership capacity development?		Project Participant Summative Evaluation (N=19)	2, 4
		Online Surveys	
		Project Participant Action Learning Reports	2, 4
		Project documentation	
		Literature	
		Observation	
		Email communications	
3 How was communication and teamwork addressed within teaching teams?	IO 3	Participation pre-workshop survey (N=30)	2, 4
		<i>Q4. How do you currently manage communication within your teaching team?</i>	
		Project Participant Summative Evaluation (N=19)	
		Online Surveys	2, 4
		Project Participant Action Learning Report	2, 4
4. In what ways did subject coordinators feel the targeted intervention in their subject impacted on their ability to lead and manage their teaching team more effectively?	IO 2	Participation pre-workshop survey (N=30)	2, 4
		<i>Q3. How effective do you feel you are in leading and managing your teaching team?</i>	
		<i>Q5. How do you currently manage teamwork within your teaching team?</i>	
		Professional Development workshop evaluation (N=33) + (N=95)	2, 4

4b. How did the project process develop leadership		<i>Q3. The workshop content was appropriate for my subject/unit leadership context</i>	
		<i>Q5. The workshop extended my ideas on ways of leading and managing my teaching team</i>	
		<i>Q6. The workshop extended my ideas on ways that I can develop members of my teaching team</i>	
		<i>Q7. There were adequate opportunities to discuss issues in managing and leading teaching teams with other coordinators</i>	2, 4
		Project Participant Summative Evaluation (N=19)	
		Online Surveys	2, 4
5. In what ways did sessional staff feel the targeted intervention in their subject impacted on their ability teach more effectively?	IO 4	Project Participant Action Learning Report	
		Participation pre-workshop survey (N=30)	2, 4
		<i>Q6. Do you provide feedback to your teaching team? (How, what type and when)</i>	
		<i>Q7. Do you receive feedback from the teaching team? (How, what type and when)</i>	
		Project Participant Summative Evaluation (N=19)	2, 4
		Surveys and/or focus groups	
6. How useful are the Good Practice Examples, video	IO 5	Project Participant Action Learning Report	2, 4
		Participation pre-workshop survey (N=30)	2, 4

triggers and other identified resources to cascade institutions?		Q11. What resources for sessional staff do you currently use?	
		Q.12. What policies and guidelines related to sessional staff exist within your institution?	
		Professional Development workshop evaluation (N=33) + (N=95)	2, 4
		Q13. What aspects of the workshop were you most satisfied with or did you find most useful?	
		Q14. What aspects of the workshop do you believe could have been improved? How might these aspects have been improved?	
		HERDSA workshop evaluation data	2, 4
		Q1. What is the Subject Coordinator in this video trying to achieve?	
		Q2. How successful do you think the video is in achieving this?	
		Q3. How could you use this in your own context and supporting new Subject Coordinators manage their teaching team?	
		Q4. What materials would you find useful to support your use of this?	
		Project Participant Summative Evaluation (N=19)	2, 4
		Online Surveys	
		Project Participant Action Learning Report	2, 4
		Project Team reflections	
		Website hits	1-4
7. What is required for the Program to be adapted and	IO 6	Project Participant Summative Evaluation (N=19)	2, 4
		Online Surveys	

used by other institutions?		Project Team reflections	1-4
8. What influence has the program had on faculty and institutional policies, guidelines and practices for leadership and management of teaching teams	IO 6	Participation pre-workshop survey (N=30)	2, 4
		<i>Q8. Is there a role statement for subject coordinators at your institution?</i>	
		<i>9. What do you know about it?</i>	
		<i>Q10. How is it used?</i>	2, 4
		Project Participant Summative Evaluation (N=19)	
Generic evaluation of project process and outcomes (including serendipitous)		Online Surveys	2, 4
		Project Participant Action Learning Report	
		Resources (as outcomes) e.g. video triggers, Best practice case studies	1-4
		Dissemination e.g. Website, conference workshops and papers, numbers of participants, project newsletter.	
		Process e.g. Project team meetings, reference group meetings, communications, participant observation notes	

APPENDIX B. EVALUATION DATA

The following data sets were used to inform this summative evaluation.

1. CLASS project professional development pilot workshop evaluation (N=33)

Participants from the project team's universities: Universities of Wollongong, ACU, UTS and Western Sydney. Friday June 18, 2010 (n= 33)

2. Professional development workshop evaluations (subject coordinators) with the Participant pre-workshop surveys (N=95)

Workshop	Participants	Evaluations
Sydney, 27 January, 2011	23	21
Adelaide, 1 February, 2011.	25	16
Perth, 3 February, 2011.	26	15
Brisbane, 10 February, 2011.	27	21
Melbourne, 14 April, 2011	28	22
Total	129	95

3. Facilitator workshop evaluations (N=38)

Workshop	Participants	Evaluations
Sydney, 28 January, 2011	13	11
Adelaide, 2 February, 2011.	5	5
Perth, 4 February, 2011.	9	7
Brisbane, 11 February, 2011.	8	8
Melbourne, 15 April, 2011	8	7
Total	43	38

4. Project participant summative online evaluations (N=19)

November 2010 - March 2011 sessional staff (N=8) from the pilot institutions

November-December 2010 with participants (subject coordinators) from the pilot institutions involved in Phase 1B of the CLASS project (N=11)

UNOBTRUSIVE DATA

A diverse range of unobtrusive data was systematically collected throughout the project. The following list provides examples of the data drawn upon (but not limited to) for this evaluation report.

5. Project documentation

Project Team meeting minutes 9 November, 2009

Project Team meeting minutes 24 February 2010

Project Team meeting minutes 24 March 2010

Project Team meeting minutes 29 April 2010

Project Team meeting minutes 13 July 2010

Project Team meeting minutes 24 January 2011

Project Team meeting minutes 6 April 2011

Project Team meeting minutes 17 May 2011

Project Team meeting minutes 28 June 2011

Project Team meeting agenda 26 July 2011

Reference Committee minutes 4 May 2010

Reference Committee minutes 2 November 2010

Reference Committee minutes 30 March 2011

CLASS project newsletter Volume 1 Issue 1

CLASS project newsletter Volume 1 Issue 2

CLASS project newsletter Volume 1 Issue 3

CLASS project newsletter Volume 2 Issue 1

6. Project resources

Examples of iCVF Good Practices

CLASS project website - <http://www.classleadership.com/> (inclusive of video triggers; good practice exemplars)

HERDSA showcases e.g.

Lefoe, G; McKenzie, J; Malfroy, J; Ryan, Y. & Parrish, D. (July, 2010). Coordinators leading advancement of sessional staff (CLASS). HERDSA showcase, Melbourne.

Lefoe, G; McKenzie, J; Malfroy, J; Ryan, Y. & Parrish, D. (July, 2011). *Doing it with CLASS: Subject Coordinators leading teaching teams*. HERDSA showcase, Brisbane.

Staff (CLASS) Project, Video Trigger: Coordinators Leading Advancement of Sessional Development Feedback, Collected at HERDSA Workshop Facilitated by Geraldine Lefoe, June 2010

7. Project participant action learning reports

- Australian Catholic University (x7)
- Macquarie University (x5)
- University of Wollongong (x8)
- University of Technology, Sydney

8. Miscellaneous data

Participant observations notes e.g. of project team reflections during meetings, of reference group meetings, as an observer at the pilot workshop (Friday June 18, 2010), as a university facilitator for the action learning projects.

Email communications

The evaluation and reflection literature