

Final Report

SUBJECT COORDINATORS: LEADING PROFESSIONAL DEVELOPMENT FOR SESSIONAL STAFF

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Support for this project has been provided by the Australian Learning and Teaching Council Ltd., an initiative of the Australian Government. The views expressed in this report do not necessarily reflect the views of the Australian Learning and Teaching Council or the Australian Government.

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2011

ISBN 978 1 921916 75 5

Cite as: Lefoe, G., Parrish, D., McKenzie, J., Malfroy, J., & Ryan, Y. (2011). Subject coordinators: Leading professional development for sessional staff report. Sydney: Australian Learning and Teaching Council.

Acknowledgements

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iCVF Survey

Thank you to Professor Tricia Vilkinas for the use of the iCVF model developed for Course Coordinators in the 2006 ALTC project, *Improving the leadership capability of academic coordinators in postgraduate and undergraduate programs in business*.

Project contributions

We value the contributions from all facilitators and subject coordinators who participated in CLASS workshops. We thank the academics who role-played the video scenarios (Kellie Buckley, Mitch Byrne, Diane Coves, Jonathan Dean, Anita Goddard, Joanna Herrmann, Clifford Lewis, Ben Maloney, Jacqueline Ramagge and Venkata Yanamandram), and Dr Maureen Bell and LIFT (UOW) for producing them; Dr Lynne Keevers for the literature review and Adam Orvad for graphics.

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List of acronyms

ACU	Australian Catholic University
ALTC	Australian Learning and Teaching Council
CADAD	Council of Australian Directors of Academic Development
CATL	Centre for the Advancement of Teaching and Learning
CEDIR	Centre for Education, Development, Innovation and Recognition
CLASS	Coordinators Leading the Advancement of Sessional Staff
DVC	Deputy Vice Chancellor
DVC (A)	Deputy Vice Chancellor Academic
iCVF	Integrated Competing Values Framework
IML	Institute for Interactive Media and Learning
LTC	Learning and Teaching Centre
RED	Recognition Enhancement Development
TDU	Teaching Development Unit
UOW	University of Wollongong
UTS	University of Technology, Sydney
UWS	University of Western Sydney

Executive Summary

The project *Subject coordinators: Leading professional development for sessional staff*, was a two-year leadership project funded by the Australian Learning and Teaching Council (ALTC). It became known as the Coordinators Leading and Advancing Sessional Staff (CLASS) project. It explored a leadership capacity development framework that included targeted professional development as a means of improving academic leadership and management of sessional teaching teams. There were four partner universities: the University of Wollongong (lead), the University of Western Sydney, the University of Technology, Sydney and the Australian Catholic University.

In order to build on the RED Report, this project had a particular focus on an identified gap relating to the leadership and management of sessional teaching teams.

This multi-institutional project aimed to:

- Develop a leadership capacity development framework that included targeted professional development for subject coordinators to enable them to create contexts for learning about sessional-staff teaching practice.
- Adapt the Integrated Competing Values Framework (iCVF) for subject coordinators to use in developing their own leadership skills (Vilkinas, Ladyshewsky & Saebel 2009).
- Improve communication and teamwork to improve subject quality.
- Enhance recognition of all team members, enabling them to teach more effectively.
- Develop good-practice examples, video triggers and other resources from across the participating institutions, collate them and make them available through a website to support subject coordinators in their leadership and management of teaching teams.
- Influence institutional policies, guidelines and practices in the leadership and management of teaching teams involving sessional academics, specifically including role and responsibility statements for subject coordinators.

Project outcomes included:

- The development of a leadership capacity development framework that can be adapted for use in other institutions.
- Increased capacity of subject coordinators to manage their role as leaders and managers of sessional teaching teams through identification of relevant practices related to the iCVF.
- Improved communication and teamwork within the teaching teams involved, through the focus on action-learning projects.
- Development of resources specifically to promote good practices in communication and teamwork within sessional teaching teams.
- Large-scale practice sharing and some informal benchmarking of institutional practices and needs through the national workshop program and the classleadership.com website.
- Raised awareness of strategies for influencing policy and procedural developments to acknowledge contributions of subject coordinators and



sessional staff.

- A sample collection of institutional policies, guidelines and practices (such as role statements) for leading and managing sessional teaching teams.
- A current review of the literature, available on the website.

An action-learning approach was adopted to develop subject coordinators' leadership capacity.

There were two key phases in the project development:

- Phase 1 – implementing and evaluating a pilot professional-development workshop program to introduce participants from collaborating institutions to an action-learning process that engages the teaching team in collaborative activity.
- Phase 2 – cascading the improved program to interested institutions through a national roadshow initiative as an embedded dissemination strategy.

In Phase 1, 39 people attended the pilot workshop. As a result, 25 participants implemented an action-learning project that focused on aspects of leading a sessional teaching team that they personally wanted to improve. In Phase 2, over 170 people from 26 institutions attended five state-based professional-development workshops implemented over the course of this project.

The project initiated institutional networks of subject coordinators who had an increased appreciation of the valuable contributions that sessional staff can make to the teaching team. Workshop evaluations, action-learning project reports and planned institutional follow-up activities further suggest that subject coordinators' leadership skills were enhanced.

A collection of adaptable resources that institutions, faculties and individuals could use to support the leadership and management of sessional teaching teams was compiled. A set of video triggers and good-practice exemplars addressing subject coordinators' common dilemmas when working with sessional staff, and suggesting strategies for responding to these from a leadership perspective, were developed. The CLASS website was developed to disseminate these resources and the findings of this project to <www.classleadership.com>.

Finally, an external evaluation report on the project outcomes was developed; it is included as an addendum to this report. This report concludes that the CLASS project was successful in fully achieving five of the intended outcomes (with one in progress towards achievement). People were identified as key to this success, together with action-research and action-learning approaches, which provided continuous project reflexivity and adaptability in response to participant and contextual needs. The cascading model of the workshop in initiating action-learning projects was specifically noted as highly successful and productive.



Part One: Project Overview

Introduction

The Coordinators Leading and Advancing Sessional Staff (CLASS) project, as it became known, explored a leadership capacity development framework that included targeted professional development as a means of improving academic leadership and management of sessional teaching teams. There were four partner universities: the University of Wollongong (lead), the University of Technology, Sydney, the University of Western Sydney and the Australian Catholic University.

This report presents the details and findings from a two-year ALTC leadership project to enhance the quality of teaching through the development of subject coordinators' leadership capacity in four institutions. It also demonstrates a strategy for embedded dissemination practice. The project was initiated through discussions at a Council of Australian Directors of Academic Development meeting to build on the outcomes of the RED Report (Percy et al. 2008) and had the imprimatur of the CADAD executive and the strong support of the membership.

Rationale

Role of the subject coordinator

Building on the RED Report, this project had a particular focus on an identified gap relating to the leadership and management of sessional teaching teams. Whilst some institutions conduct valuable generic or discipline-specific induction, we argue that the development of teaching expertise is best done by the subject coordinator at the subject level in the context of facilitating the development of a collegial and supportive network. By acknowledging that the “academic workgroup is generally the most effective setting for developing the complex knowledge, attitudes and skills involved in teaching” (Prebble et al. 2005, p. 91), we support the notion that the facilitation of collective reflection on shared tasks and common problems is an effective way to do this. Academic development units, through the facilitation of a distributed leadership approach, are well placed to support this style of cross-discipline implementation.

Leadership and management of sessional teaching staff is a component of the role of subject coordinators, who frequently have little support to develop their understanding of this component (Prebble et al. 2005, p.11). Yet the subject coordinator and the sessional teaching staff are critical in ensuring quality teaching practices. The aim of this grant was to establish a leadership capacity building framework for cross-disciplinary networks to support subject coordinators in their role of leading the teaching team. Through focused activity, the subject coordinators engaged in a community-of-practice model with their teaching teams, based on a distributed-leadership approach. It is this approach that underpins the professional development of the sessional staff through engagement in team meetings and facilitated discussion within the team, in a process that both values and recognises their contribution to the subject.

Subject coordinators are shown to play a crucial leadership role in teaching and learning in higher education that directly affects the quality of student learning (Ramsden et al. 2007; Southwell & Morgan 2009). The absence of professional training and induction for subject coordinators, combined with the lack of recognition and value afforded this aspect of academic work, means that staff tend to learn the process “on the job”. Expertise gained through practice is tacit, situated in a specific context and learned through trial and error and observation of others. The literature



suggests targeted leadership development should be work-based, include collective reflective practices and be situated in everyday work contexts. The literature supports an action-learning approach involving targeted development activities that are created based on the needs and context of the participants.

In their ALTC project Roberts et al. (2011) summarised the role of the subject coordinator:

As a minimum standard, the Unit Coordinator is responsible for managing and coordinating a unit of study, the students who enroll in the unit and... the guest and sessional staff. As the person in charge of a unit, the Unit Coordinator is also responsible for collaboratively building networks with key stakeholders, setting the example in disciplinary practice, adopting scholarly teaching practices, developing and continually refining units, maintaining unit quality and disciplinary integrity, and looking after the interests of their students.... On the other hand Unit Coordinators who are regarded as leaders of learning proactively and professionally deliver and model scholarly teaching approaches to students and staff that reflect contemporary disciplinary content and practice. They are also successful in inspiring and motivating students, and providing them with an excellent learning experience (Roberts et al. 2011, p. 5).

The intricacy of the role creates tensions associated with its different demands, and at times conflicts with other academic duties. The literature repeatedly reports that subject coordinators often feel frustrated and inadequate in effectively performing the full range of duties required of them. The specific challenges confronting subject coordinators in providing learning leadership include:

- Recruiting, inducting and developing sessional teaching staff to form a cohesive teaching team, with limited resourcing (Chang et al. 2010; McDonald et al. 2010).
- Starting out and the problems of inadequate handover.
- Establishing and maintaining teaching and assessment standards across large teaching teams. This is compounded by geographically distributed, multi-locational and transnational environments (Goos & Hughes 2010; McDonald et al. 2010).
- Designing and operating communication and working within technology-enabled, flexible learning and teaching environments (Roberts et al. 2011; MacDonald et al. 2010).
- Integrating support services into the subject (MacDonald et al. 2001; Roberts et al. 2011)
- Maintaining subject quality and collaborative and collegiate relationships in a context where team members, including the subject coordinator, often feel undervalued, isolated and unrecognised (Blackmore et al. 2007; Roberts et al. 2011; Vilkinas 2009).
- Working collaboratively to deliver coherent programs of study (Chang et al. 2010).
- Managing the "unbundled" character of academic work, including the research-versus-teaching agenda, which limits prospects for promotion (Vilkinas 2009; Yelder & Codling 2004).
- Time pressures and inequitable workloads (Jones et al. 2009)
- Feeling unprepared and untrained for the variety and volume of student issues that arise, including the emotional labour involved (Roberts et al. 2011; Blackmore et al. 2007).
- Understanding and managing infrastructure and complex administrative systems to achieve desired student learning outcomes, especially when these administrative systems are experienced as unsupportive and overly bureaucratic (Blackmore 2007; Mercer 2009).
- Feeling frustrated and incapable of performing the role effectively and feeling uncertain about the scope of the role (Vilkinas 2009).



Building on other ALTC grants

This project sought to advance the findings of the RED report (Percy et al. 2008). The RED report acknowledged the significant contribution that sessional staff make to university teaching and learning, estimating that they undertake up to 50 per cent of teaching in Australian universities. The RED report also recognised that coordinators, through their leadership and management of sessional staff, can have a considerable influence on the quality of teaching and learning processes. The RED report identified five focus areas for the enhancement of sessional teaching. One of these areas – academic management – was an underpinning focus of the CLASS project.

The 2006 ALTC "Distributive Leadership for learning and teaching: The faculty scholar's model (Distributive Leadership Project)" grant identified that distributive leadership was a sound conceptual framework for discussing and analysing leadership capacity development in academia. The CLASS project also recognised the importance of distributive leadership and its potential to guide and support the leadership development of those in non-formal leadership positions. The Distributive Leadership Project identified that leadership capacity could be effectively developed through engagement in an action-learning project that was conducted within the authentic context of the individual's work practice and supported by formal leadership-capacity development and reflective practices.

The Integrated Competing Values Framework (iCVF) developed by Tricia Vilkinas and her colleagues (Vilkinas, Ladyshevsky & Saebel 2009) was a central component in the CLASS workshops. The iCVF focuses on the behaviour of leaders using "two key dimensions of effective management – a people-task dimension and an external-internal focus dimension", as well as "five operational roles [identified] for the Academic Coordinators, namely Innovator, Broker, Deliverer, Monitor and Developer" (Vilkinas 2009, p. 13). The workshops used the iCVF as a basis for coordinators to examine their roles and responsibilities as leaders of teaching teams, and, in doing so, identify the aspects of their leadership and management that required enhancement. The use of the iCVF in the professional-development workshops was explicitly assessed in the workshop evaluations. Additionally, the project team developed role and responsibility statements for subject coordinators as a resource. The workshop discussions and presentation of practices illustrating the iCVF roles contributed to the generation of these statements.

Project aims

This multi-institutional project aimed to:

- Develop a leadership capacity development framework that included targeted professional development for subject coordinators to enable them to create contexts for sessional staff to learn about teaching practice.
- Adapt the Integrated Competing Values Framework (iCVF) for subject coordinators to use in developing their own leadership skills (Vilkinas, Ladyshevsky & Saebel 2009).
- Improve communication and teamwork to improve subject quality.
- Enhance recognition of all team members, enabling them to teach more effectively.
- Develop good-practice examples, video triggers and other resources from across the participating institutions, collate them and make them available through a website to support subject coordinators in their leadership and management of teaching teams.



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

Project outcomes

Outcomes included:

- The development of a leadership capacity development framework that can be adapted for use in other institutions.
- Increased capacity of subject coordinators to manage their role as leaders and managers of sessional teaching teams through identification of relevant practices related to the iCVF.
- Improved communication and teamwork within the teaching teams involved, through the focus on action-learning projects.
- Development of resources specifically to promote good practices in communication and teamwork within sessional teaching teams.
- Large-scale practice sharing and some informal benchmarking of institutional practices and needs through the national workshop program and the classleadership.com website.
- Raised awareness of strategies for influencing policy and procedural developments to acknowledge contributions of subject coordinators and sessional staff.
- A sample collection of institutional policies, guidelines and practices (such as role statements) for leading and managing sessional teaching teams.
- A current review of the literature.

Structure of the report

Part One of this report has provided a rationale for the project, locating it within the literature and key related ALTC grants, and summarised the project aims and achievements. Part Two provides an overview of the approach and methodology, including the embedded evaluation and dissemination strategies. Part Three examines the implementation of the project and the evaluation results of its key activities. Part Four examines critical success factors and challenges. Finally, Part Five reports on project outcomes, details lessons learnt and provides an overview of resources developed and shared through the website.



Part Two: Approach and Methodology

Project approach

There were two key phases in the project development:

Phase 1 – implementing and evaluating a pilot professional-development workshop program to introduce participants from collaborating institutions to an action-learning process of engaging the teaching team in collaborative activity.

Phase 2 – cascading the improved program to interested institutions through a national roadshow initiative as an embedded dissemination strategy.

The CLASS project aimed to address two aspects of academic management that were identified in the RED Report (Percy et al. 2008):

1. establish and formalise quality practices in relation to the supervision of sessional teachers and
2. develop standards of practice and professional development for subject coordinators in carrying out their team leadership and management roles (Percy et al. 2008, p. 13).

The approach adopted to achieve these goals involved leadership-capacity development that was facilitated through targeted professional development for subject coordinators. Professional-development workshops were designed to explore quality practices in the leadership and management of sessional staff. These workshops also examined the roles and responsibilities of subject coordinators and strategies for enhancing and supplementing the existing practices of those attending the workshop.

The CLASS project adopted an action-learning approach to leadership capacity development included:

- Formal professional-development workshops;
- Authentic action-learning projects;
- Reflective practice;
- Communities of practice; and
- Networking.

The CLASS workshops were designed to address and enhance participants' skill set in leading and managing teaching teams.

Participants evaluated the professional-development workshops, and the feedback from these evaluations informed modifications to the Phase 2 professional-development workshop program. Facilitator workshops were also developed and implemented for institutional leaders to enhance the opportunity for the CLASS initiative to be further cascaded within the participating institutions. The engagement of the institutional leaders in both the subject-coordinator and facilitator workshops was a purposeful strategy for promoting standards of practice and professional development for subject coordinators in carrying out their leadership and management roles.

In the context of this project, we drew on the distributed model of leadership, which recognises the ability of those in non-formal leadership positions to develop their leadership capacity through an active approach. This mixed-methods, action-learning approach was achieved through:

- Formal leadership training and professional-development activities;
- Authentic learning activities that were situated in real contexts;
- Engagement in reflective practice;
- Opportunities for dialogue about leadership practice and experiences; and



- Activities that expand current professional networks (Parrish & Lefoe 2008a; Parrish & Lefoe 2008b).

In our approach we were guided by social-constructivist thinking: we believe that the development of leadership capacity is an active process of building knowledge and skills within a supportive group or community (Vygotsky & Cole 1978). This approach includes the ideas of the development of a community of practice (Wenger, McDermott & Snyder 2002) and the role of reflection in learning (Schön 1983). We define communities of practice as collectives where people share and co-construct knowledge and experiences in the workplace (Lave & Wenger 1991).

Methodology

We used an action-learning methodology to meet the concerns and needs of individuals: this has been demonstrated to be an effective professional-development approach in the tertiary sector (Revans 1982; Zuber-Skerritt 1993). Data was collected through project documentation, published literature, anonymous questionnaires/surveys, overt observation, email communication, reflective comment and field notes.

Within this framework the project developed and used a systematic four-tier model:

1. At the **subject coordinator level**, the project brought together small networks in each institution to engage with a formal workshop program to build their skill set for leading the teaching team. The distributed-leadership concept supported the professional development of the sessional staff. This entailed meeting three times over the session with the teaching team, along with facilitated discussion between meetings, in a process that both valued and recognised the sessional teachers' contribution to the subject.
2. At the **faculty and school levels**, there was opportunity to expand the program by influencing the practice of others through sharing knowledge and resources, and mentoring and supporting those involved in the next phase of implementation. Good-practice examples were identified from the national implementation.
3. At the **institutional level**, the bottom-up approach influences policy and procedure, providing good-practice examples for the wider university through developing and sharing policies and guidelines on role expectations, workload allowances and expected standards of professional/leadership development for subject coordinators.
4. At the **national level**, the program, with significant support from the Council of Australian Directors of Academic Development (CADAD), was offered to institutions to adapt for their local context. Five workshop programs were offered (in Sydney, Melbourne, Brisbane, Adelaide and Perth), and all Australian universities were invited to participate. Each workshop was facilitated by two institutional leaders. The support of CADAD was invaluable and highlighted the role of such national professional associations for communication and collaboration to ensure such initiatives are taken up.

Embedded within the methodology were two key strategies: the inclusion of an external evaluator and the embedded dissemination strategy to support information sharing and opportunity for take-up by other institutions. The negotiated approach is described by the external evaluator:

“To support the summative function of the external evaluation an integrated



monitoring with impact approach (Owen 2006) was identified to be the most efficacious. The evaluation foci supported the choice of this summative framework.

An approach that closely aligned with the project's design, conceptual framework and methodology was that of *interactive* or *participatory* evaluation (Owen 2006). This approach supported the evaluation's formative role. Factors that argue for the adoption of this approach include:

- The project methodology incorporates action learning and engagement in reflective practice. Reflective practice is also key to participatory evaluation: reflection by project team members, participants and 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 leader for a small one-institution project on sessional staff, and as a team member of a distributed leadership project." (Harvey 2010, Evaluation Strategy Proposal)

Gannaway, Hinton, Berry and Moore (2011) define dissemination as "the planned process of understanding potential adopters and engaging with them throughout the life of the project, to facilitate commitment to sustained change" (p. 1). They further identified that it is most likely to occur where the following three elements are in place:

- A climate of readiness for change;
- Engagement of potential adopters throughout the project; and
- A context that enables the transfer of project outcomes.

The CLASS dissemination strategy provided a wide-ranging opportunity for embedding, upscaling and sustaining the initiative (Gannaway et al. 2011).

Implementation

This section provides an overview of the two-phase CLASS project implementation at the collaborating institutions. In Phase 1, groups of coordinators from the participating institutions – the University of Wollongong, the University of Technology, Sydney, the University of Western Sydney and the Australian Catholic University – were brought together to engage in a subject-coordinator workshop.

This pilot workshop was designed to address and enhance participants' skill set in leading and managing teaching teams. The Integrated Competing Values Framework (iCVF) (Vilkinas, Ladyshevsky & Saebel 2009) was used as a basis from which coordinators could examine their roles and responsibilities as leaders of teaching teams. From this focused examination, the workshop participants identified an aspect of their leadership and management, in a subject they were coordinating, that they wanted to develop. This identified aspect became the focus of an action-learning project that each participant facilitated with their sessional teaching team over the next teaching semester. The workshop participants provided feedback on the workshop, which was used to refine and develop the workshop program for implementation in Phase 2.

Prior to the facilitation of the pilot workshop, three video triggers were developed addressing common situations faced by subject coordinators. These video triggers were shared with the pilot-workshop participants, who provided feedback on ways to enhance the triggers. The video triggers were also showcased in a session at the HERDSA 2010 conference in Melbourne. Feedback from delegates attending this session was used in finalising the resources and informed the development of materials to support the use of the video triggers.



After the pilot workshop, participants implemented their action-learning projects with their sessional teaching teams (Appendix 1 contains a synopsis of the projects). Throughout this implementation of the action-learning projects, participants engaged in communities of practice and networking activities that were facilitated by their respective institutional leaders. These activities were intended to support coordinators in leading teaching teams and developing their own leadership capacity. At the conclusion of the action-learning project implementation, the subject coordinators completed a report providing details of their project and the successes and lessons learnt from the implementation of the project, as well as the key challenges faced in the implementation of the project.

In Phase 2, the cascade stage of the project (2011), a half-day facilitators' workshop, designed to provide guidance and support for institutional facilitators to implement the CLASS project in their own institutions, was developed. Participation in the cascade subject coordinator and facilitator workshops was advertised to the pilot institutions, as well as to a further 33 institutions across Australia, through the CADAD network. Five workshop programs were conducted: one each in Sydney, Melbourne, Brisbane, Adelaide and Perth. Each workshop was facilitated by two project team members. Workshop participants evaluated the professional-development workshops, and ongoing modifications were made to the workshop program in light of these evaluations.

During the subject-coordinator workshops, participants identified practices they adopted in leading and managing their sessional teaching teams. These practices were shared in small groups, then a selection of practices that were considered to be innovative and effective were identified and shared with the larger group. From the larger-group presentations, the facilitators identified examples of good practice that were then developed and presented in the document *Exemplars of Good Practice in Leading and Managing Sessional Teaching Teams*, which was made available through the CLASS website.

Initiatives to further cascade the leadership capacity development framework in the pilot institutions were led by the respective project team members. These initiatives were evaluated by the participants and the leaders of the participating institutions. The following case studies identify the variations among the institutions in the implementation of the project; they were strongly influenced by the culture of the institution in terms of readiness for change.



Part Three: Results

The results section provides an overview of three key areas. The first is the evaluation of the pilot workshop in Phase 1, along with changes that informed the design of the cascade workshops in Phase 2. The second is the evaluation of the Phase 2 national workshops and following activity in the cascade institutions. The third section is case studies of project implementation in the collaborating institutions.

Phase 1: Pilot CLASS professional-development workshops

The CLASS professional-development subject-coordinator workshop was piloted on June 18, 2010. This workshop was evaluated, and the feedback from the evaluation informed the refinement of the professional-development workshops facilitated in 2011.

Thirty-nine subject coordinators attended the CLASS pilot workshop held at the University of Technology, Sydney on June 18, 2010. Of these, 33 (85per cent) completed evaluation forms (see Appendix 6 for the full evaluation survey). Analysis of the quantitative data (summarised in Appendix 2) found that:

- 91per cent¹ agreed that the workshop met their expectations.
- 94per cent agreed that the workshop met their professional-development needs.
- 88per cent agreed that the workshop content was appropriate for their leadership context.
- 85per cent agreed that the Integrated Competing Values Framework (iCVF) was a useful resource for identifying leadership strengths and areas for development.
- 82per cent agreed that the workshop extended their ideas on ways of leading and managing their teaching team.
- 85per cent agreed that the workshop provided adequate opportunities for them to discuss issues related to managing and leading teaching teams.
- 94per cent agreed that the workshop provided adequate opportunities for them to contribute.
- 91per cent agreed that the contributions of participants were facilitated effectively.
- 81per cent agreed that the timing throughout the workshop was managed effectively.
- 91per cent agreed that the workshop was well organised and administered.

General comments

Five themes emerged from an analysis of the qualitative data provided by workshop participants in response to the questions inviting additional comments:

1. Affirmations for the CLASS workshop program
2. Recognition of follow-up activities and focus
3. Suggestions for improving the CLASS workshop program
4. Use and relevance of the iCVF
5. The value of participant discussions and the opportunities to share.

¹ These percentages are the combined "strongly agree" and "agree" responses from evaluation survey respondents. Only those considered a strength (80% or above combined "strongly agree" and "agree" responses) are reported here.



Most commonly, participants noted their appreciation for the workshop through affirming comments for the workshop activities, the overarching CLASS project and the anticipated workshop outcomes.

Phase 1: Outcomes from action-learning projects

Participants from four institutions completed final reports on the completion of their projects; the reports indicated a number of major achievements from the action-learning projects. Most commonly, subject coordinators noted that such major achievements were related to the professional and practice development of sessional staff. This was largely in relation to sessional-staff skill and capacity development, as articulated in the comments:

“Demonstrators felt their skills were enhanced by participation in the project. They relished the opportunity to guide the students through the group work project and to see the strengths of students outside of the normal laboratory classes. Demonstrators are normally only involved in the practical aspects of the subject but their involvement in the project allowed the demonstrators to gain an insight into the theory being taught in the subject. This made for a more rounded experience for the sessional staff. The staff also noted that the resources provided adequately prepared them to assess the student posters and seminars.” (UOW Phase 1 Participant).

“Enhance the ability of the sessional lecturer to support students undertaking the Transition module. The sessional lecturer was successfully mentored and supported to increase her awareness of the 'Transition module' and its place in the first year programme, and was able to support students who undertook it. The increased familiarity with the “Transition module” through the review of its content, delivery techniques and by attending a session enabled the sessional lecturer to be more confident in supporting students in all areas of their study in this unit.” (ACU Phase 1 Participant).

“Developed capacity of sessional to teach the unit from week to week. Enhanced the sessional’s confidence in providing feedback to students, team members and coordinator for the improvement of current and future offerings of the unit.” (ACU Phase 1 Participant).

“Observation of the studio sessions confirmed that sessional staff were facilitated in enabling student-led learning, including many staff who had previously had a more teacher-led style. Students appeared more engaged throughout the studio sessions than they had been in previous years”. (UTS Phase 1 Participant)

The other major achievements of the action-learning projects identified by the subject coordinators included:

- Better communication across the teaching team;
- Enhanced student experience and engagement;
- Improvements to the delivery of subjects;
- Greater team cohesion;
- Refinement or development of systems and processes;
- Resource development; and
- Subject coordinators’ practice development.

These achievements were evident in a number of comments:

“Tutors report active engagement by students in activities and in discussion and debriefing following activities.” (UOW Phase 1 Participant).



“To create a culture of collaboration and team communication among tutors and coordinator. All queries and doubts are shared in meetings and by email.” (UOW Phase 1 Participant).

“Great organisation. Love the emails at the beginning of the week...Fantastic to have a coordinator that understands as a casual we cannot leave things to the last minute” (Sessional in UTS Phase 1 Participant’s team).

“Develop the collaborative partnership further by providing opportunities for casual staff to jointly develop, with the Professional Experience Coordinator, strategies to overcome the identified issues.” (UWS Phase 1 Participant).

“To be able to put my experience, skills and knowledge into practice in another context.” (ACU Phase 1 Participant).

Successes and challenges faced by subject coordinators

All of the subject coordinators identified successes that were a consequence of the implemented action-learning projects. Many of the project plans incorporated the collection of data and feedback to enable a more formal assessment of the successes to be generated. The identified successes included:

- Positive student performance and experience;
- Development of the subject and resources;
- Professional and practice development outcomes for subject coordinators and sessional staff; and
- Enhancement of factors related to subject delivery.

Several of the action-learning projects focused on trialing new student-learning programs. The investment in these projects was largely fruitful, with evidence suggesting their worth and highlighting a noticeable improvement in student grades and assessment performance, as reflected in the comment:

“This is the first time that the internship teaching program in human anatomy has been reflected upon in a way that is documented and recorded. It is obvious that the program is working well, valued by all involved and will continue to grow.” (UOW Phase 1 Participant).

A number of the action-learning project reports identified the successes of the implemented projects to be the development of the subject and supporting resources. Several of the projects employed new strategies to deliver subject content, with positive outcomes. The implementation of these new strategies often provided the opportunity for subject coordinators and sessional staff to develop professionally, as noted in the comment:

“They (tutors) are also enthusiastic to progress further in preparing classes different from their conventional class and they expressed that preparing for different types of classes provided them with a great learning experience.” (ACU Phase 1 Participant).

Additionally, there was acknowledgement of specific resources that were developed to complement the focus of implemented action-learning projects, as evidenced in the comment:

“... a checklist has been developed focusing on the administration of practicums for early identification of gaps.” (UWS Phase 1 Participant).



A significant success of the implemented action-learning projects that was recognised by the majority of subject coordinators related to the professional and practice development of both subject coordinators and sessional staff. Primarily, those subject coordinators who identified their practice development as a success factor of the implemented action-learning projects highlighted that the catalyst for this was discussions with others. Mentoring was a particularly prevalent mechanism for these discussions:

“The mentoring experience was able to revitalise my career and commitment. It was an empowering experience; it developed personal autonomy and promoted knowledge and awareness. [My mentor] inspired me with enthusiasm and optimism, demonstrating self-awareness and empathy in formal and informal meetings. Throughout there were opportunities to collaborate and this strengthened my own personal and professional skills.” (ACU Phase 1 Participant).

“My own participation has allowed me to see shortcomings in our development of sessional staff as educators. It gave me insights and a more structured method to develop my mentoring and leadership skills, particularly in relation to sessional staff.” (UTS Phase 1 Participant)

Some of the facilitated strategies that were conducive to the professional and practice development of sessional staff were identified. Mentoring, demonstrations, meetings, reflection, teaching evaluation and focused professional-development activities were all strategies employed to enable sessional staff to enhance their professional practice. Many of the comments described these strategies and their positive effects:

“Observing other lecturer’s techniques, reflecting on these and implementing some of these into the sessional’s own lectures.” (ACU Phase 1 Participant).

“The outcomes of the project included visits and updates by the Unit Coordinator with each sessional staff member by the end of the third teaching week to debrief with staff at end of an observed teaching session. Sessional staff felt comfortable they were appropriately guided and were confident they could prepare for their classes.” (UWS CLASS Project, Phase 1 Participant).

“Valuable lessons learnt at weekly meetings with sessional - great place for sharing information on how obstacles were overcome, and what could be done better to improve next lecture.” (ACU Phase 1 Participant).

“The strategy for shifting these theory studios to student-led activities by designing tools, prompts and worksheets, helped to coordinate student experience across different tutor groups, and enabled greater engagement by students within the classes. Both students and sessional staff expressed approval of the tools and prompts developed for these classes. Sessional staff who had taught in the subject previously generally improved their performance in student feedback, in some cases significantly. New staff members said the provided materials helped them enormously”. (UTS Phase 1 Participant).

These initiatives were recognised as being instrumental in building the confidence, knowledge and skills of sessional staff to effectively deliver their subject.

There was considerable acknowledgement of enhancements to the strategies employed to deliver and administer subjects. The enhancements focused on improving student performance, promoting quality assurance or substantiating the standard of marking and assessment, as illustrated in the comments:



“After collective evaluation, the Coordinator and casual academic team explored scenarios for students at-risk during practicum. They used the meetings as a space to share insights, notes and advice on how to resolve issues for at-risk students. They ran mediation sessions on how to handle volatile students and reach appropriate resolution. By the end, casual staff felt very comfortable and were well-equipped with strategies on how to deal with situations to achieve positive outcomes for all parties (pre-service students, practicum sites and the university).” (UWS Phase 1 Participant).

“Lecturers wanted to also use the knowledge that tutors have to create better support for students and also to encourage them to take on a greater leadership responsibility in the unit. There has been a shift in the way marking is done which has reduced the time paid for marking. As a result, 50per cent of marking is down due to assessment items online. The other advantage is that students receive immediate feedback online.” (UWS Phase 1 Participant).

“Including the sessional staff in all aspects of the project was invaluable. Staff were involved in the design of the project and the marking scheme for the posters and seminars. This also ensured uniformity in marking and a sense of ownership of the success of the project. Having the subject coordinator involved in the hands-on teaching with the sessional staff ensured conveyance of all necessary information to the sessional staff. This was important for equity of the project experience for all students and skill development of the sessional staff by learning from an experienced staff member. This also ensured a team teaching approach and alleviated any apprehension by the sessional staff.” (UOW Phase 1 Participant).

“Marking has become a more pleasant experience for all teaching staff involved and the quality of marking is ensured. The marking criteria for each question provided by the Subject Coordinator have been refined thanks to the meetings with tutors who provided very valuable additional information. Students’ learning problems identified from marking their exam papers are noticed and discussed in the first place in an efficient way which will help all teaching staff to take corresponding actions in the future.” (UTS Phase 1 Participant).

There was no real consistency in subject coordinators’ explanations of the lessons they had learnt from implementing the action-learning projects. The general themes that emerged from a synthesis of the anecdotes of subject coordinators included:

- having clear goals and communicating these clearly to key stakeholders;
- the need to ensure project tasks are appropriately scheduled in the workflow and timetables of key personnel; and
- early identification of the resources that will be needed, including human resources, so that they are organised and ready for use at the required time.

Comments articulating these emerging themes included:

“Key lessons learned were that organisation is essential and time management critical so that adequate lead in time with tutors and ongoing support can be readily given. Another key lesson I learned was that creativity is another tool that can draw out learning in students and so should not be shied away from.” (UOW Phase 1 Participant).

“If time is to be available for conducting such a project, it must be scheduled into the timetables of both Lecturer in Charge and sessional lecturer, long before the beginning of the semester.” (ACU Phase 1 Participant).

Key challenges faced in the implementation of the project

The predominant challenges experienced by subject coordinators in the implementation of their action-learning projects were in relation to time



management. Most commonly, time-management challenges were influenced by the limited availability of sessional staff to attend formal events such as meetings and training, and the difficulties that subject coordinators encountered in accomplishing all of the tasks that the action-learning projects created. Comments of this nature included:

“Time constraints and the sessional staff member’s PhD demands affected the length of meeting times in implementing the project. Ideally, the three cognitive coaching sessions would have been conducted over a 40-60 minutes timeframe rather than the available 20-30 minutes. Although the project was successfully implemented, a greater amount of engaged meeting time would have increased the opportunity for more self-directed learning by the sessional staff member.” (ACU Phase 1 Participant).

“Commitments and availability among staff members vary considerably, particularly during the semester break. However, all teaching staff showed great interest in attending the marking meeting. The participants embraced this challenge with interest and participated in this teamwork ‘forum’ with enthusiasm.” (UTS Phase 1 participant)

“Our key challenges involve making time available: making time to get the demonstrators to practise before the lab class began. The demonstrators were given plenty of support material, but timing for practising was always short.” (UOW Phase 1 Participant).

“Scheduling team meetings and providing support, particularly given the demands of cross-campus teaching, and staff on campus only when teaching.” (UTS Phase 1 participant).

Challenges related to the administration and implementation of subjects were also identified. Budget constraints and issues related to the resources were described as challenges, as were concerns about student engagement and administration. Comments illustrating these challenges included:

“Student expectations increased and needed to be managed carefully. For example, students expected feedback to be provided 24/7 or immediately, which was not possible for the teaching staff involved.” (UWS Phase 1 Participant).

“Budget restraints meant paying staff at a demonstrating rate and also meant that [Name provided] and [Name provided] had to prepare everything for the sessional staff.” (UOW Phase 1 Participant).

The challenges experienced by subject coordinators in relation to the teaching team were identified: more specifically, acknowledgement of the difficulties that were encountered with regard to communication between team members, staffing-related issues such as maintaining a consistent team from session to session and fostering in sessional staff the desired skills, values and knowledge for their roles and associated responsibilities. These challenges were evidenced in the comments:

“Training of sessional staff – staff were chosen that had experience with the subject and with leading student groups. They were also chosen based on dedication to the project and student learning. Inevitable turnover of staff will be a factor for the ongoing conduction of the student group work project. However resources developed will help in training future staff.” (UOW Phase 1 Participant).

“Key challenges were to build a team of tutors who held the same values as myself and were not afraid to try something new. The team I chose to be a part of this project and implementation of a new subject was an important element of the success of the project.” (UOW Phase 1 Participant).



“Perhaps we could have consulted more regarding the practical standards that we all set for our students, as the quality of work across the tutorials was not always consistent.” (ACU Phase 1 Participant).

Finally, there was some recognition of the personal challenges some of the subject coordinators encountered in implementing the action-learning projects, and identification of how these might be addressed, as illustrated in the comments:

“Finding my feet and the ‘unknown’ of a new role.” (ACU Phase 1 Participant).

“For me, the key challenge was to be brave and have the courage to try something different.” (UOW Phase 1 Participant).

Additional comments

The subject coordinators who implemented the action-learning projects were invited to add additional comments. About half of the respondents (n=11, 52 per cent) provided additional comments. The majority of these comments affirmed the value of the CLASS project or acknowledged subject coordinators’ capacity development resulting from involvement in an action-learning project. Comments of this nature included:

“This experience has given me ‘the disposition to look at old landscapes with new eyes, an open mind and heart and the capability to think outside the square’ (Cannon 2007 p.33). (UOW Phase 1 Participant).

“I loved the challenge and felt at the start I underestimated my ability - however I found that I could do this and had the background knowledge, skills and experience already. The mentoring experience was most rewarding and affirming.” (ACU Phase 1 Participant).

“The project was very successful. Students were positive about the change. Other academic staff have shown interest in the project and are interested in applying some of the same online support for students.” (UWS Phase 1 Participant).

“It was very pleasing to be able to hear about and support other coordinators in their work with sessional staff. I felt like that we shared a common set of challenges and I learnt some ideas about how to potentially better manage my own subject.” (UTS Phase 1 Participant).

Other comments highlighted factors that were believed to have significantly influenced the success of the action-learning project, as illustrated in this comment:

“This work would not have been possible without the dedication of [Name provided] who works in a job-share arrangement with [Name provided]. [Name provided] helped design and steer all aspects of this project. Thank you also to the technical staff involved in [Subject] for assisting in the preparation of the classes. The success of this project is due to the enthusiasm and dedication shown by all sessional staff involved in the project and also by the enthusiastic first year students in [Subject], 2010.” (UOW Phase 1 Participant).

There were also comments that explained how planning for subsequent implementations of the action-learning project would be influenced by the outcomes and reflections of this project; for example:



“It is conceivable that this type of internship teaching programme can be modelled and adjusted to fit a broad range of large, 100-level subjects in tertiary education. It is important that any implementation of this style of teacher development needs to grow its own identity and by doing so will become an accepted and natural part of the teacher training scheme for casual employees.

It is also worth noting, that when coordinating a subject with keen volunteers, that they are monitored for the amount of time that they are ‘donating’. Sometimes they can get a little too excited about the role and potentially over-commit. It is recommended that a volunteer do no more than 3 hrs maximum in one teaching week (including the meeting).” (UOW Phase 1 Participant).

“As a result, it has been decided that using social media for this kind of communication is not as problem-free as first thought and the Unit Coordinator will explore alternative options for future classes.” (UWS Phase 1 Participant).

Face-to-face discussions are sometimes better, especially when electronic mediums are limited in terms of the amount and type of information that can be exchanged in a given period of time. For example, encouraging one tutor to provide a greater in-depth reflection was only realised when a face-to-face discussion occurred. This also allowed the ability to sift through written feedback materials and physically engage with it together. (UTS Phase 1 Participant).



Phase 1: Evaluation feedback from sessional staff engaging in the CLASS action-learning projects

We faced a major challenge gaining feedback from tutors. Data collection was attempted after the session had finished, and unfortunately, lack of access to email accounts as well as the ending of paid work meant a very small response rate of 11 tutors. Following is a summary of the feedback from an evaluation survey (Appendix 8) that was conducted from November 2010 to March 2011 with sessional staff participating in the Phase 1 projects. The very small response rate means the data cannot be generalised. The analysis of the collected data found that all respondents agreed or strongly agreed with all statements. The qualitative data provided a little more insight and is discussed in the following section.

Responses to the question "*Please list examples of how your teaching team communicated effectively*" included face-to-face discussions and meetings and written communication by email or hard copy. The predominant means of communication among the teaching teams were face-to-face meetings and email. The context of the face-to-face meetings was described as discussions about how tutoring could be facilitated, the teaching process and marking strategies and guidelines. Sharing information and opportunities for providing feedback were also identified as aspects of the face-to-face meetings. The communication that transpired was described as regular (e.g. weekly, before each lab), both formal and informal, and effective.

Responses to the question "*Please list examples of how your teaching team worked cooperatively and/or collaboratively*" included meetings and the implementation of innovative projects. Face-to-face meetings were identified as teaching teams' most common strategy to enhance cooperation and/or collaboration, while the focus of the innovative projects was related to teaching teams' core business. These projects were described as critiquing a new subject initiative and standardising the marking of assessment, as evidenced in the comments:

"We were all involved in feedback to improve the new initiative and discuss the pros and cons of what we were doing. Also a 'wash up' meeting at the end of the session allowed us to review the initiative whilst it was still fresh in our minds." (Sessional Staff Evaluation Survey Respondent)

"We spent more time on the standardisation of our marking of assessments to ensure that we were all applying the same criteria to marking. We did this by meeting and all marking the same three exams independently and then comparing our marks to ensure that there were little or no differences in the results. This was extremely useful and we all felt we were starting our marking from a similar point. During the marking process we kept in contact and discussed additional queries as they arose." (Sessional Staff Evaluation Survey Respondent).

The face-to-face meetings were timed to mostly occur before a scheduled subject activity such as a lab or tutorial. These are logical times to have these meetings, as it is more likely that these times will align to the commitments and availability of sessional staff.

Survey respondents were asked to "*list examples of how your involvement in the CLASS initiative enhanced your ability to be a more effective tutor/demonstrator*". Responses to this question suggest that skills related to managing groups and marking were enhanced. Additionally, the CLASS initiative



provided the opportunity for practising conflict resolution skills, and ensured that tutors were adequately prepared for their labs. Comments included:

“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.” (Sessional Staff Evaluation Survey Respondent).

“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.” (Sessional Staff Evaluation Survey Respondent).

Responses to the question *“Please list the kinds of resources or professional development activities you would like to have access to that might assist you in your teaching role”* highlighted the desire for conflict resolution and lab resources, particularly a video that provides an account of the procedures and key points for each lab. One respondent also noted a perceived need for more time and opportunity to meet formally with subject coordinators.

Phase 2: State-based professional-development workshops

In 2011 five state-based professional-development workshops were conducted (one each in Sydney, Melbourne, Adelaide, Perth and Brisbane). Table 1 provides an overview of institutional representation in terms of subject coordinators and facilitators.

Table 1 Overview of attendance at the Phase 2 state-based workshops

Workshop location	Number of subject coordinators	Number of facilitators	Number of institutions
Sydney (UTS)	23	13	7
Adelaide (University of Adelaide)	25	5	4
Perth (UWA)	26	9	4
Brisbane (QUT)	27	8	4
Melbourne (VU)	28	8	7
TOTAL	129	43	26

The feedback from the evaluation process informed the ongoing development and refinement of the workshop program. The combined evaluation report from these state-based subject coordinator workshops follows. The feedback has been gleaned from 16 evaluations that were received from Adelaide participants, 21 from Sydney participants, 21 from Brisbane participants, 15 from Perth participants and 22 from Melbourne participants.

Analysis of the quantitative data received from participants across the five state-based workshops found a very positive response to the majority of statements:

- 86per cent² indicated the workshop met their professional development needs.
- 83per cent indicated the content was appropriate for their leadership context.

² These percentages are the combined "strongly agree" and "agree" responses from evaluation survey respondents. Only those considered a strength (80% or above combined "strongly agree" and "agree" responses) have been reported.



- 82per cent agreed that the workshop extended their ideas on ways of leading and managing their teaching team.
- 87per cent agreed that the workshop extended their ideas on ways they can develop members of their teaching team.
- 87per cent agreed that the workshop provided adequate opportunities for them to discuss issues related to managing and leading teaching teams.
- 96per cent agreed that the workshop provided adequate opportunities for them to contribute.
- 87per cent agreed that the contributions of participants were facilitated effectively.
- 89per cent of the evaluation survey respondents agreed that the timing throughout the workshop was managed effectively.
- 94per cent agreed that the workshop was well organised and administered.

General comments

Seven themes emerged from an analysis of the qualitative data provided by workshop participants in response to the evaluation survey questions inviting additional comments. These were:

1. Affirmation for the CLASS workshop program
2. Challenges and issues for cascading CLASS back in institutions
3. Use and relevance of the iCVF
4. Leadership role and responsibilities of subject coordinators
5. Suggestions for improving the CLASS workshop program
6. The need for clear and timely information
7. The value of time to reflect, interact and share.

Most commonly, participants noted their appreciation for the workshop through affirming, congratulatory comments for the facilitators and the project.

Phase 2: State-based facilitator workshops

Also in 2011, in conjunction with the professional development subject coordinator workshops, a facilitator workshop was conducted. These half-day workshops were designed to assist and support institutional leaders to cascading and implementing the CLASS project within their institutions. These workshops were evaluated; the feedback from these evaluations informed the ongoing development of the facilitator workshop. The combined evaluation report from these state-based facilitator workshops follows.

Evaluation of CLASS facilitator workshops

This section has been developed based on the evaluation survey (Appendix 7) given to workshop participants at the five workshops. Thirty-eight evaluations were received from 43 participants across the five workshops. The feedback has been gleaned from five evaluations from Adelaide participants, 11 from Sydney participants, eight from Brisbane participants, seven from Perth participants and seven from Melbourne participants.



Analysis of the quantitative data received from workshop participants across the five state-based workshops found that:

- 81 per cent³ agreed that the workshop met their expectations.
- 87 per cent agreed that the workshop was relevant to their needs in regard to implementing the CLASS program at their institution.
- 89 per cent agreed that the workshop content was appropriate for clarifying what can be done at their institution to promote the CLASS project.
- 86 per cent agreed that the workshop extended their ideas on ways of leading and promoting the CLASS initiative at their institution.
- 95 per cent agreed that the workshop provided adequate opportunities for them to discuss issues and questions they had in regard to their institution's involvement in the CLASS project.
- 92 per cent agreed that the workshop provided adequate opportunities for them to contribute.
- 97 per cent agreed that the contributions of participants were facilitated effectively.
- 97 per cent agreed that the timing throughout the workshop was managed effectively.
- 92 per cent agreed that the workshop was well organised and administered.

General comments

Six themes emerged from an analysis of the qualitative data provided by workshop participants in response to the evaluation survey question inviting additional comments. Seven key themes emerged:

1. Workshop follow-up
2. iCVF and resources
3. Requests for more information about the workshops and project
4. Positive affirmations for the workshop and project
5. Recognition of the value of opportunities for sharing and discussions
6. Suggestions for enhancing the facilitated sessions.

Most commonly, participants acknowledged the valuable opportunities the workshop afforded for them to share ideas and experiences with colleagues and learn through their discussions with others.

³ These percentages are the combined "strongly agree" and "agree" responses from evaluation survey respondents. Only those considered a strength (80% or above combined "strongly agree" and "agree" responses) have been reported.



Case Studies

Case Study 1 – University of Wollongong

Introduction

As the University of Wollongong (UOW) became a multi-campus institution in the late nineties, it began to engage in more formal professional development for sessional staff to address their needs and to address perceived risks in meeting Occupational Health and Safety requirements (Lefoe, 2003). Prior to this time a number of faculties had engaged in good practice, and cross-institutional activities were harnessed to share this practice and embed it in institutional practice. Initially training was provided for sessional staff across the institution, with paid attendance for induction programs; some faculties also provided paid attendance for some teaching-development opportunities. By 2008, UOW had developed a framework for the quality enhancement of sessional teaching (Figure 1).

Over the last five years a number of groups have worked strategically within the university to formalise some of the good practice across the institution (see, for example, Keevers et al. 2010; Percy et al. 2008; Percy & Beaumont 2006). The Quality Assurance Sub-committee (QAS) of the University Education Committee had undertaken an internal review of sessional teaching practices at UOW in 2010; the resultant report provides a number of recommendations for further implementation of the framework.

At the institutional level, two important documents have been produced:

- Code of Practice – Casual Academic Teaching Employees (2008)
- Good practice guidelines – leading teaching teams (2009).

However, raising awareness and implementing such documents can be quite challenging. The CLASS project proved to be a useful avenue for moving this forward.

The AUQA report (2011) commended UOW for “continuing to assure and improve the quality of its support for sessional academic staff (AUQA 2011, p. 27)” and affirmed the commitment to “act on the findings ... [of the QAS report] acknowledging the initiatives that the university has already taken.” It also identified evidence that nearly all sessional staff receive faculty-based induction and that most attend the university-wide paid induction.

In terms of institutional readiness, strong leadership for change through the DVC (Academic) and institutional committees are now well established. At the grass-roots level, support for implementation is required in a number of areas. This project addressed the need for one specific area, to support subject coordinators in their role of leading the teaching team.



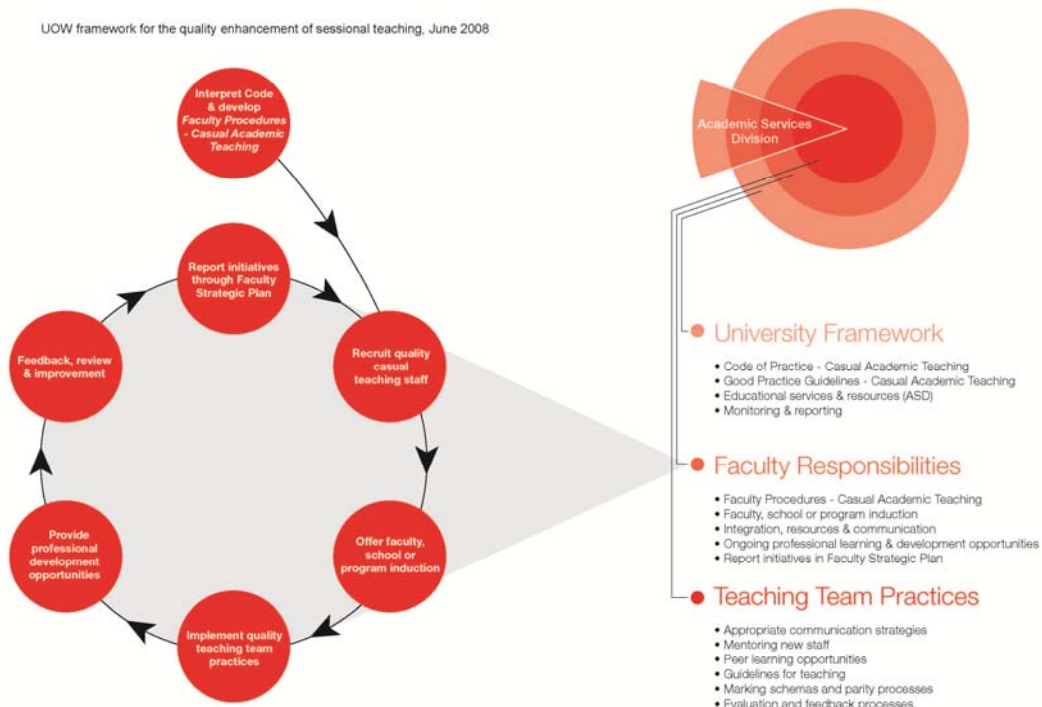


Figure 1 UOW framework for the quality enhancement of sessional teaching (Wills & Percy 2008).

What was done

With a view to implementing further professional development within the faculties, more experienced subject coordinators were chosen in the first instance for the pilot program, in collaboration with the Deans and others involved in implementing the new policy and guidelines. Whilst 10 subject coordinators initially agreed to participate, only eight were able to attend the first full-day workshop, conducted in Sydney in 2010. The group met again after the workshop, and each participant developed an action plan for a change process they intended to facilitate in one subject the following semester to enhance the professional development of the casual employees in their teaching teams. This was negotiated through either email or individual meetings. The UOW group met mid-semester to discuss their successes and the challenges they were facing, and again at the end of the semester to discuss their outcomes before completing their final reports.

The group was provided with additional support by a newly appointed lecturer in the university's Centre for Education, Development, Innovation and Recognition (CEDiR), whose role was to focus on professional development for casual teaching staff. Following attendance at the pilot workshop in Sydney, Dr Lynne Keevers assisted the subject coordinators with resources related to their projects, and collaborated with some to provide workshops for their sessional staff. She also facilitated a flexible foundation teaching course (Flexi-ULT) for sessional staff, as well as leading a number of "Tips for Tutors" workshops within faculties.

Critical success factors

A number of critical success factors were identified. Institutional readiness, including support from the senior executive and the faculty deans, was identified as an important component for success. The institutional policy and guidelines documents legitimised the project and provided impetus for change practice.



The broad experience of the subject coordinators meant they were able to take a leadership role and implement a change process within their subjects. Their willingness to make it a priority in their already-overfull workload indicated strong support for the initiative.

An initial challenge was ensuring that sessional staff were paid for any additional time. Thus, either meetings were restricted to fit within the current allocated hours or additional funding was sought.

Challenges

Time-poor academics could see the burden of involvement in another initiative as asking too much. However those involved could see the longer-term benefits of engaging with their teaching team. Engaging in the project implementation meant helping to embed new practices within the institution that could align top-down through policies and bottom-up from sessional staff who had indicated a need to feel part of the institution and to have a voice in curriculum.

A consistent challenge for the project has been communication with sessional staff, particularly in relation to the loss of email access between sessions, which has meant difficulty in surveying and following up with casuals. In 2011, UOW implemented an institution-wide sessional staff mailing list, but still faces an ongoing problem when sessional staff who are students do not register for their staff email. This also means that sessional staff cannot receive information about professional-development opportunities.

Review and improvement

In 2011 a UOW CLASS program began adapting the materials from the project to the institution's specific context. The first workshop rapidly reached its maximum 20 participants, and a further workshop was negotiated for another 11 participants. Over the semester participants implemented their action-learning plans, and will share their final reports after the completion of session. This implementation, which has already been recognised for the completion of one assessment task within the formal University Learning and Teaching course, has targeted participants who are very new subject coordinators, and who can through their participation in CLASS contribute to a change in culture. It is also an indication that the program has begun to be embedded within the institution.

Links and resources

Australian Universities Quality Agency (2011) Report of an Audit of University of Wollongong. Report Number 116. Melbourne: AUQA
<http://www.uow.edu.au/content/groups/public/@web/@spq/documents/doc/uow109131.pdf>

University of Wollongong Code of Practice: Casual Academic Teaching
<http://www.uow.edu.au/about/policy/UOW058668.html>

University of Wollongong Good Practice Guidelines: Leading Teaching Teams
<http://www.uow.edu.au/about/policy/UOW069338.html>

Sessional staff website:
<http://focusonteaching.uow.edu.au/sessionalteachers/index.html>



Case Study 2 – University of Technology, Sydney

Introduction

The University of Technology, Sydney (UTS) is a metropolitan university with one city and one suburban campus, seven faculties and approximately 30,000 students. As a university with a focus on practice-oriented education, UTS has always employed a large number of sessional academics (known as casual academics), including industry practitioners.

The university has implemented a number of projects focused on sessional staff, beginning in the early 1990s. Activities have included several surveys and improvements to administrative systems and processes for managing and supporting sessional academics. Since 2008, there has been an annual casual-academics' conference, as well as centralised teaching and learning workshops, run by the Institute for Interactive Media and Learning (IML, the central academic development unit) and attended by up to 500 sessional staff each year. However, the level of systematic induction and support for sessional academics has varied across faculty and local contexts.

In 2009, the year before Phase 1 of this project, a leadership program for course coordinators had been piloted as part of another ALTC project (LE8-816). However, there had been no specific activities focused on the leadership skills of subject coordinators.

What was done

The project was promoted through the Associate Deans (Teaching and Learning) Network as a leadership program for coordinators of subjects with large enrolments and a team that included sessional (casual) academic staff. The program was offered through IML and supported by the DVC (Teaching, Learning and Equity). Ten subject coordinators were selected on the basis that they were known as good teachers and coordinators who would be effective role models for others.

All ten coordinators participated in the initial project workshop. Eight met with the institutional project leader three weeks after the workshop, before the start of the teaching semester, to discuss their action-learning plans. There was useful sharing of ideas for managing practicalities and engaging teams. As a joint decision of the participants and team leader, the team leader set up a site in the university's online learning management system for ongoing communication and sharing project plans and resources.

A second group meeting of almost all participants was held in the mid-semester break. By this stage, most participants had commenced an aspect of their projects, although at least two had experienced challenges in implementing their initial plans (see below) and had revised their intended projects.

A proposed third group meeting at the end of semester did not go ahead because it was difficult to find a common time. Instead, the project team leader had various email and phone conversations with participants. The third meeting was actually held at the end of the first semester of 2011, and was attended by seven of the original participants. This meeting was useful for coordinators to review what had happened with their projects over two semesters, and again share ideas and practices. This session also acted as a forum for feedback on the program.

Major achievements

At the participant level, eight participants successfully completed projects, as



described in Appendix 1 of this report. Five participants continued or adapted their projects in the following semester. Two had changed teaching responsibilities and one was on sabbatical leave. Participants reported that they valued the sharing of practices with other members of the group. Their sessional academics were generally very positive about the project activities.

The project drew attention to some aspects of the role of subject coordinators that could be made more explicit in teaching and learning policies. Some changes have also been made to the academic promotion directive, with "development and leadership of members of teaching teams, including casual academic staff" included as part of academic management.

In addition, course coordinators and subject coordinators have been included in one of the specified levels of leadership in the institutional Leadership Capability Framework, which was developed in 2010 as part of an overarching leadership development strategic initiative.

Critical success factors

The project had sponsorship and support from the senior leadership of the university and from the learning and teaching leadership in the relevant faculties. It was aligned with two university strategic initiatives: leadership capability building that recognised distributed leadership at all levels; and building casual academics' capability. Both of these initiatives involved effective collaboration between staff from the academic development unit (IML), human-resources unit and faculties. In addition, the university promotions criteria defined leadership in ways that recognised distributed leadership. The university's Teaching and Learning Committee and the Associate Deans (Teaching and Learning) network were engaged from the beginning of the project and received regular progress reports.

At the participant group level, involvement with others was important, reinforcing the value of community- or 'network-building even in a very limited way. Subject coordinators valued the opportunity to engage in discussion with others about subject-coordination issues, including the nitty-gritty issues of managing large subjects and leading teams that include both sessional and continuing members of academic staff. It was noted that subject coordination in itself is not often a focus of formal professional-development activities, with most learning being through experience.

The action-learning activities were generally experienced as valuable despite taking additional time. Being part of an ALTC project was seen as very useful, as it provided external acknowledgement of the action-learning activities and the value of leadership development. The iCVF was seen as useful for identifying aspects of leadership and further reflection, although there were differences in the extent to which participants appeared to use it on an ongoing basis. One participant has it on his wall and reported using it to plan his coordination of a new program.

Participants reported a variety of incentives that were important in engaging sessional academics. For some participants, it was necessary to use the small amount of additional funding to pay sessionals to come to subject-specific professional-development and/or evaluation activities. For others, payment did not act as an incentive for sessionals; it was more important to draw on sessionals' goodwill and intrinsic motivation, such as their desire to feel included in the team, improve their own teaching, have opportunities for discussion with others, learn more about students' performance across the subject and share ideas for improvement. For the participants in general, funding was important as a signifier that the activity was valued at the university level or externally, but only a few activities depended on funding.



Challenges

The major challenges were typical of those faced in academic contexts, both generally and in other ALTC projects. Making time for the project at critical times in the semester, an injury during the project and lack of administrative support for coordination were challenges for project coordinators. An original plan to use the university learning management system to support project coordination and communication, including between participants, was not successful. The site was set up, but most participants did not use it for sharing or seeking feedback on their project plans. It was mainly used to send group emails and as a resource repository. Time and competing demands were also challenges for most participating coordinators.

Some participants experienced challenges in attempting to implement their initial project ideas. One participant found that sessional staff were unwilling to make paid contributions to a tutor guide, as the rate of pay (the usual rate for marking) was not deemed worthwhile. Others found it impossible to have meetings that were attended by all sessional staff in a large team, so used email and online communications and sub-group meetings.

Embedding the initiatives developed through the action-learning projects was a challenge for some participants. While a number of project activities have continued, or have influenced ongoing changes in the coordinator's practice, some did not continue due to factors such as the participant taking study leave or having a change in teaching commitments. Some worthwhile initiatives were also noted to require ongoing funding, either to provide new resources each time a subject was run or to pay new sessional staff for participation. Some participants noted the need to further develop their brokering skills in an attempt to secure funding commitments within their faculties or to engage colleagues.

Review and improvement

Although participants were largely satisfied with their projects, future improvements were identified. These included a need for more consistent communication through the semester and clearer guidance for financial transfers and spending.

Links and resources

Casual academics' website: includes links to HR and teaching and learning information, practical advice and faculty contacts along with news items and events of relevance to casual (sessional) academics
<http://www.casualacademics.uts.edu.au/>

Human-resources information for casual academics
<http://www.hru.uts.edu.au/for/academics/casuals.html>

IML website for casual academics: links to information on orientation, teaching and learning resources and workshops and the conference for casual academics
<http://www.iml.uts.edu.au/for/casuals.html>

Guide for supervisors of casual academics: covers administrative responsibilities
http://www.hru.uts.edu.au/docs/for/guide_cas_aca_super.doc



Case Study 3 – University of Western Sydney

Abstract

The University of Western Sydney is a major urban university spread over six campuses in Greater Western Sydney. It has a student population of around 40,000 and relies quite heavily on sessional staff, particularly in areas such as nursing, science and education. The university has focused in recent years on improving the quality of learning and teaching, with good results. Whilst there have been good initiatives for sessional staff in some discipline areas, the institution as a whole has had other priorities, and there is a need for further work specifically in the area of subject coordinators managing large classes with teams of sessional staff.

Context

In 2007, the university provided a comprehensive and mandatory Foundations of University Learning and Teaching program for all new academic staff at levels A, B and C. However, sessional staff were not included in this initiative. It was decided to fund all new sessional staff to attend a three-hour School-based induction session. The focus of the session is assessment, teaching large/small classes and student academic misconduct (including minimising plagiarism). The induction session is conducted by teaching staff within the School, who bring their teaching experience and knowledge of the university to the session. The Teaching Development Unit's (TDU) role is to provide resources: booklets, guidelines on what to include in the session and an evaluation form. All Schools report back to TDU with a list of all participants. TDU provides a combined report from all Schools to the PVC (L&T) each year. It is recognised that offering a three-hour paid induction session for all new sessional staff is a good start, but that there needs to be further support both for subject coordinators and sessional staff.

TDU also provides additional sessions on teaching/assessment, or a customised topic, for groups of sessional staff. Occasionally a School will offer paid support for attendance at a customised workshop, but this depends entirely on the particular School.

What was done

Ten UWS subject coordinators participated in stage 1 of the ALTC project, which commenced with a group workshop at UTS on 18 June. This workshop looked at subject coordinators' leadership capabilities and initiatives that could support their leadership and management of sessional staff. Each participant developed an individual action plan, which they implemented over Spring session, 2010.

The UWS group met after the UTS workshop to discuss ideas and draw up an action plan. Mid-way through the semester, participants were contacted by email to check progress. At the end of semester, the group met again, and nearly all participants turned up with positive stories about the impact of their action plans. Whilst some action plans were fairly simple and one didn't work terribly well, the actual process of engaging with their sessional staff through the projects meant that a very positive teaching and learning environment was created and all participants reported good outcomes.

All action plans were framed around particular disciplinary teaching contexts. Projects included developing more supportive induction processes for sessional staff, using social media to connect teaching and sessional staff, training sessional staff to help set up multiple-choice online quizzes to provide formative assessment on work in large classes, improving liaison processes with external professional



sessional staff and developing strategies to improve moderation of assessment.

All participants felt that the project process was effective and should be rolled out across the university. There was real appreciation from participants that a project had acknowledged the complex and stressful coordination role of subject coordinators. The outcomes have been very impressive so far, and UWS is keen to build on this work next year.

Major achievements

There was a strong identification of need within the UWS project group for a greater focus on developing subject coordinators' skills in managing teams, and for better resources to support the teaching development of sessional staff. Participants in the project reported interest from colleagues in the success of their initiatives. In several cases, participants were asked to showcase their work to peers, and in one School the initiative was adopted by other lecturers. As well as the flow-on effect within Schools, three strategic outcomes have developed as a result of this ALTC project.

1. Discussions have begun with relevant UWS Senior Staff about an institutional working party to review the status and professional development of sessional staff.
2. A project is being developed with the School of Nursing to focus on the professional-development needs of those sessional staff who are new to university teaching. As well, the project will look at support and leadership development for unit coordinators, based on the ALTC project model.
3. Resources to support both sessional staff and subject coordinators are being collated and will be added to a dedicated website on the UWS Teaching Development Unit site. These will draw on the CLASS website, but have additional resources developed for the specific contexts at UWS.

Review and improvement

The UWS multi-campus environment made it more difficult to get everyone together for project meetings. The sharing of ideas, challenges and solutions was an important part of the success of the project, so any further projects will need to ensure that staff can meet either face-to-face or electronically. Competing demands on academics meant that some staff found they ran out of time to implement their ideas.

Case Study 4 – Australian Catholic University

In terms of an initiative such as the CLASS project, context and institutional readiness are imperative for successfully cascading the project within and across an institution. Participants from the Australian Catholic University (ACU), with personnel changes during Phase 2 of the CLASS project, could not implement the planned Phase 2 roll-out. For this reason a case study for this partner institution has not been included in this report. However, Phase 1 participants' projects were productive both at the local School level and for subject coordinators themselves. Appendix 1 contains descriptions of Phase 1 projects.



Part Four: Critical Success Factors and Challenges

Factors critical to the success of the project

The CLASS project was implemented within a national climate of readiness (Gannaway et al. 2011) for a focus on improving and supporting the need for leadership at all levels for subject coordinators and sessional staff. This has coincided with an increasing use of sessional staff across institutions (Coates & Goedegebuure 2010), with predictions for even greater increases related to the changing workforce (Bexley, James & Arkoudis 2011).

Within the project there were four key areas of engagement that influenced a number of factors in its the successful completion: project-team engagement, sector-wide engagement, institutional engagement and participant engagement. **Project-team engagement** included an effective project-management structure, continuity of membership of the project team and project-management support. A collegial approach to planning and implementation was strongly influenced by the distributed-leadership model. A critical factor in the success of the adopted approach was the ability of the project team to regularly meet and plan the activities that were facilitated throughout the project.

The project team engaged in regular face-to-face and phone meetings. These meetings were easily organised due to the geographical closeness of the team members, and because members perceived attendance at the meetings to be a high priority. The meetings themselves provided the opportunity for the project-team members not only to strategise about how the project initiatives might best be accomplished, but also to share ideas about the facilitation of the project in their own institutional contexts and communicate knowledge of related activities that were happening across the sector. The face-to-face project-team meetings became a collaborative team-building process, while the teleconference meetings provided the opportunity for the team members to update each other on what was happening in their institutional and project initiatives. The skills of the project manager provided great support through the project process, managing all aspects of the project and keeping the project plan on track.

Sector engagement was facilitated by the pre-existing collaborations within CADAD. The active support of CADAD included sponsorship of the project, ability to report on the project at six-month intervals at CADAD meetings and use of CADAD lists for institutional resources and participants in the project. The CADAD president's participation on the reference group provided an avenue for communication and permission to use CADAD networks for gathering data from institutions.

Institutional engagement related to the overall climate of readiness in the sector. The project enabled each institution to be engaged in a way related to its own climate of readiness. Within the collaborating partner institutions there was support from senior managers and the project was seen as strategically important. This was also identified at many (but not all) of the cascade institutions. The involvement of institutional facilitators in the workshops encouraged ongoing participation after the workshop was finished. Activities pursued by cascade institutions are illustrated in the section on dissemination in Part Five of this report. The design of the workshop enabled the facilitators to share effective practices and identify gaps within their own institutions.

Another significant group of factors that were critical to the project's success were related to impact: the extent to which coordinators were able to change their



practices or the extent to which universities engaging in Phase 2 workshops were able to adopt practices or initiate follow-up activities. The most significant factors critical to success at this level related to the notion of a "climate of readiness" to accept change (Southwell et al. 2005). Gannaway et al. (2011) identified a number of factors in the existence of a climate of readiness. Some of these factors were critical to the success of the CLASS project, including addressing an evident need, understanding the culture and structure of institutions, identifying potential adopters and change enablers and ensuring the project was grounded in existing knowledge.

The project team, in conceptualising the CLASS project, consciously designed a workshop structure that relied on participants' considering and referred to their own institutional knowledge and values. The workshop program deliberately avoided assumptions that institutions would be aligned to a particular framework or possess a certain culture or structure. Instead, the facilitated workshop encouraged participants to appreciate their climate of readiness in their own institution, then to adopt and adapt whatever course of action was appropriate to this. McKenzie and Alexander (2006) noted that one of the critical requirements for adoption of an innovation is that the adopters understand the nature of the innovation and appreciate its applicability in their particular context. The CLASS workshop program was designed to enable an understanding of the innovation and its relevance in the contexts of the individual and the institution.

The involvement of institutional facilitators, in both the professional-development workshops and the institutional implementation of the CLASS project, was also a critical success factor. These institutional facilitators acted as "CLASS project champions", promoting the project in their institution and supporting subject coordinators in the activities and initiatives they undertook following their participation in the CLASS professional-development workshops.

Finally, **participant engagement**, specifically from the subject coordinators but also from their teaching teams, underpinned the success of the project.

These success factors were primarily associated with the targeting of participants to engage in the project. In both the pilot and cascade phases the recruitment of participants was specifically focused toward subject coordinators who were working with sessional staff. In the pilot workshop, coordinators who were known to be effective were targeted to contribute to the development of the case studies; it was envisaged that they'd be effective role models within their own institutions and give effective feedback on the pilot workshop so it could be adapted for others. Another factor was the subject coordinators' enormous passion, enthusiasm and commitment coupled with their delight that the role was being acknowledged and valued.

The range of institutional and discipline perspectives that these participants brought, not only to the workshops but to their communities of practice, broadened the perceptions and leadership practices that informed participants' leadership-capacity development.

Another critical success factor was the design of the professional-development workshops, which centred on the exploration of authentic practice, and thus encouraged a strong sense of sharing among the participants. In the pilot phase of the project, subject coordinators all chose a focus for their action-learning project that was meaningful and relevant to their work context. This purposeful selection was a critical factor in the success of the action-learning projects. This was due to the fact that it was embedded in the subject coordinators' everyday work, and did not require a significant amount of additional time or effort to implement.



Factors that impeded the success of the project

Challenges for implementation came at the institutional, participant and project level.

Institutional readiness is a critical factor that can contribute to or impede the success of the project. If the institution is not ready to adopt or adapt the innovation, there is little likelihood it will be successfully engaged or implemented. Across the participating institutions there were differing levels of institutional readiness. Some institutions supported staff attendance at the workshops, as they were keen to learn about the CLASS initiative even when not ready to implement, while others attended because they were embarking on specific initiatives aligned to the CLASS project. The importance of institutional readiness was highlighted when one facilitator indicated they could not implement the initiative within their institution as ongoing restructuring meant that it was not clear how leadership of the project could be facilitated.

The timing of the project's implementation was a factor that had the potential to impede its success. Finding the right time to run workshops is quite challenging in any institution among the increasing number of other projects and competing events on the institutional calendar. The facilitation of the Phase 2 workshops occurred in January and February of 2011, before the start of teaching. While all five state-based workshops were scheduled to be implemented within this timeframe, the Melbourne workshop was postponed because of the difficulty of attracting staff during the summer break, until April, just before the Easter mid-session break. Interestingly, it was the Melbourne workshops in which the participants were the most amenable to adopting and adapting the changes and innovations that were promoted. The fact that the participants from the Melbourne workshops were seemingly significantly more ready than the participants from the other workshops raises the question of whether the scheduled timing was a factor. It is highly feasible that with the other stresses that workshop participants had to contend with in January and February, their readiness may not have been as favourable as that of the Melbourne participants.

Some factors impeded communication with cascade partners. One was the ongoing change in institutional contact points in many universities. In some cases people who had indicated an interest in the project from the beginning had moved or changed roles by the time the workshops were implemented. Sometimes project knowledge filtered through a number of people, which meant that some participants came without a clear understanding of project expectations – specifically, in terms of action-learning project implementation – within their institutions.

A particular example of the impact of this involved the role of the facilitators. The workshop program was designed in two parts. Coordinators and facilitators were expected to attend Day 1, with facilitators then attending Day 2 to discuss how they would lead the project in their own institutions. However, in some instances the institutional facilitator did not attend one or both of the workshops, and thus was not well enough informed or equipped to effectively lead, support or instigate CLASS follow-up activities in their institution.

In addition, unanticipated local disasters, such as the flooding in Queensland and the heatwave in Perth, greatly affected workshop attendance.

At the **individual or participant level**, the factors that impeded success included competing priorities and individual readiness. For example, last-minute changes to teaching allocations meant some participants were unable to continue with the project. Moreover, while individuals were expected to write up project reports, not all found time to complete this task.

In Phase 2 some participants attended the workshops without a realisation of the



expectation that they would continue to participate through an action-learning project within their institution.

At the **project level**, an unexpected change in institutional project leaders can derail implementation. In early 2011, the ACU Project Leader experienced a changed role within the institution, and was unable to lead Phase 2 in that institution. Fortunately, she was able to continue to contribute to the overall project.

In addition, the project manager was awarded her PhD and moved to a full-time position within an institution, which required her to reduce the hours she spent on the project; this led to the need to employ some short-term people to provide additional support for the final stages of the project.

In conclusion, the considerable engagement across the sector throughout the project indicated the timeliness and effectiveness of the initiative. Of critical importance to implementation was the climate of readiness within the institutions and individuals involved.

Part Five: Project impact and resources

Resources developed

A number of resources were developed across the duration of the CLASS project. These resources were primarily intended to assist institutions, faculties, and subject coordinators in the leadership and management of sessional staff.

CLASS website

A web-based repository to house CLASS resources was established, and workshop participants were given access. The resources were widely used by a number of the workshop participants to cascade the CLASS project outcomes within their own institutions. Following is a synopsis of each of the developed resources.

Video triggers and support materials

A set of three video triggers was developed in Phase 1 of the CLASS project. These video triggers each focused on situations that coordinators could face, and presented a possible leadership response. The video triggers were intended for subject coordinators to use when helping members of their teaching team with their professional development.

The video triggers include a scenario about “Starting the Semester” that focused on a subject-coordinator meeting with tutors and demonstrators at the beginning of a semester, to introduce them to each other and the subject, and to outline their roles and responsibilities. The discussion in the video addressed tutors' and demonstrators' concerns and subject coordinators' expectations. The scenario illustrated how a subject coordinator might prepare and orient their sessional teaching team to the subject at the beginning of a session.

The second scenario, “Dealing with Pressure”, centred on a subject coordinator's meeting with a tutor, who has concerns about a decision she has made to re-mark an assignment after feeling pressured by a student. The discussion in the video presented strategies to deal with student pressure and reinforced the importance of assessment criteria in marking assignments. It illustrated some of the things that



subject coordinators can do to support sessional staff with less confidence and experience in tutoring.

The final scenario, “Developing Reliability in Marking Assessment Tasks”, focused on a subject coordinator's meeting with a teaching team prior to marking a poster assignment. The discussion in the video deliberated assessment criteria, moderation of marking, marking reliability, making judgments and common standards. The scenario illustrated the need for leaders to build equitable assessment practices within their teaching teams.

This suite of video triggers was developed through the collaborative efforts of a number of people, including the project team, a producer and staff from the University of Wollongong, including a production crew. A rough cut of the video triggers was showcased at the pilot workshop and the 2010 HERDSA conference. Feedback to inform the finalisation of the video triggers was collected from those attending both presentations. Subject coordinators attending the Phase 2 cascade workshops agreed that the video triggers would be useful in professionally developing sessional staff and initiating discussions with sessional staff about their role and responsibilities in delivering subjects. The video triggers can be downloaded from the CLASS leadership website (www.classleadership.com).

Support materials were also developed to provide some suggestions for subject coordinators in using the full potential of the video triggers. In particular, the support materials were designed to promote reflective practice and subject coordinators' identification of their own strengths and areas for development in regard to leading and managing sessional staff. The materials were designed for use by subject coordinators for self-study or as the basis of a series of collegial meetings or workshops with sessional teaching teams. They could also be used by academic developers and course coordinators for professional development in faculties or central units. Development of the support materials was led by a member of the CLASS project team in conjunction with the other project-team members and the producer of the video triggers. The support materials are also available from the CLASS leadership website (www.classleadership.com).

Institutional resources to support subject coordinators in their leadership and management of teaching teams involving sessional staff

Across the duration of the CLASS project, ongoing mining of institutional websites was conducted to identify resources that might support subject coordinators in their leadership and management of sessional teaching teams. Resources were reviewed, and a précis detailing information for subject coordinators was developed. This précis and the URLs for the resources were placed in a directory under one of several categories: recruitment, employment, induction, management and professional development.

Some of the resources were identified through the CADAD network. Two requests was emailed to CADAD representatives, asking for links to institutional resources that representatives perceived might be useful in regard to leading and managing sessional teaching teams. The resource suggestions from the CADAD representatives or their delegates were reviewed and, if appropriate, included in the compiled directory. The directory of resources is available from the CLASS leadership website (www.classleadership.com).



Guidelines and templates for the leadership and management of sessional teaching teams

Guidelines and templates developed by universities for the leadership and management of sessional teaching teams were also assembled into a comprehensive directory. This collective suite of guidelines and templates has been organised into the main categories identified throughout the CLASS project.

Each of the listed resources includes a synopsis, the resource's URL and the relevant attribution information. Like the institutional resources to support subject coordinators, these guidelines and templates have been identified primarily through a mining investigation conducted using every Australian university website. This investigation used the term "sessional staff" and related synonyms to locate potential resources. An assessment of the identified resources, judging the relevance and applicability of the resource to the target audience, was made before any resources was included in the compiled directory.

Good-practice exemplars

A collection of good-practice exemplars was compiled from strategies for leading and managing sessional teaching teams that were shared during the subject-coordinator workshops. One of the workshop activities focused on participants identifying practices they used in leading and managing their sessional teaching teams. These practices were shared in small groups and a selection of practices considered to be innovative and useful was shared with the larger group. In the larger group presentations, the workshop facilitators targeted examples of good practice that they believed should be more broadly disseminated.

These targeted practices were further developed by the participant and presented in a framework that had been designed to communicate a broad picture of the exemplar. The developed exemplars were made available through the CLASS website (www.classleadership.com).

Overview of the professional-development model

The professional-development model used in the project was informed by distributed-leadership principles and the Integrated Competing Values Framework (iCVF) (Vikinas & Cartan 2006; Vilkinas, Ladyshevsky & Saebel 2009). The distributed-leadership approach has been discussed earlier in the report. The iCVF model incorporates two levels. The first level focuses on an action-learning approach to leadership development undertaken by project participants within their own contexts. The second, overarching level focuses on the project's approach to leadership development at the institutional and sector level. The iCVF underpins both levels, highlighting the range of people- and task-focused roles required of subject coordinators leading sessional teams, and the equivalent range of roles required for the project to be implemented within an institution.

Figure 2 illustrates the participant action-learning project level. The action-learning approach enables participants to develop:

- The innovator role, through introducing a new practice in leading their teaching team. This might involve innovation in the subject, in team leadership or both.
- The broker role, through developing networks with others, negotiating resources for their project activities or seeking to influence departmental (or



institutional) practices. This might involve negotiating payment for sessionals to participate in meetings.

- The deliverer role, through undertaking the necessary activities to plan and carry out the project, including organising meetings and modes of communication with the teaching team.
- The monitor role, through evaluating project outcomes. Development of this role might also involve monitoring team performance and developing new ways of monitoring the quality of teaching and learning.
- The developer role, through focusing on the teaching and other professional development of sessional staff and of the team as a whole.
- The integrator role, through reflection on the project and on personal leadership development.

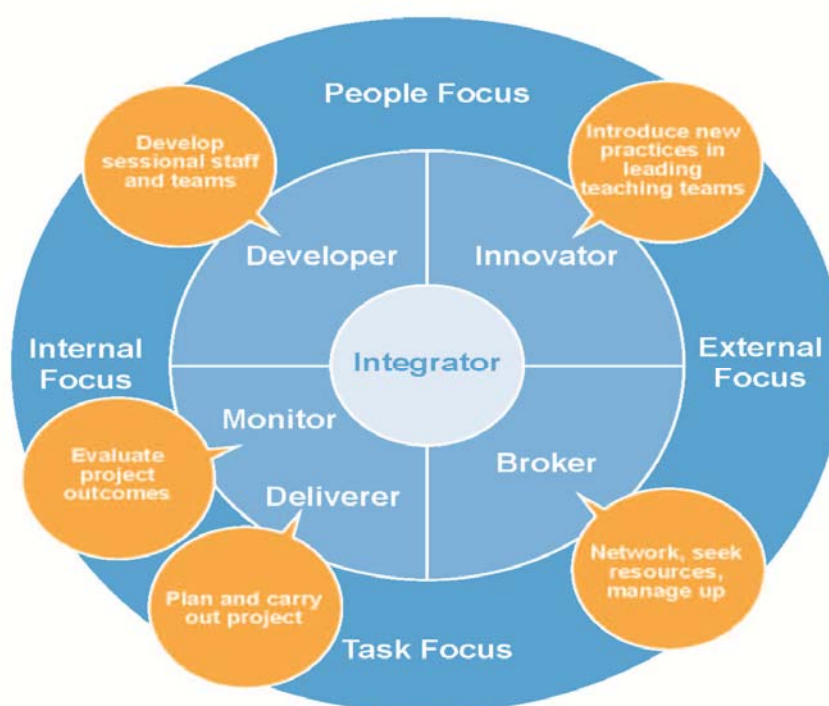


Figure 2 Adapted iCVF Level 2 model: Participant level

The institutional leadership development level of the model is illustrated in Figure 3, which shows the participant level in the background. At the institutional level:

- Development of the innovator role is supported by the use of good-practice cases and the sharing of innovative practice between participants.
- Development of the broker role is supported by coordinator communities of practice to foster networking. Institutional facilitators also play a broker role by helping coordinators identify institutional sources of support and any need for changes to institutional policy or practice.
- Development of the deliverer and monitor roles is supported by the CLASS resources, including workshop materials that can be adapted to institutional contexts.



- Development of the developer role is supported by formal professional development in the workshops for coordinators, and by the authentic learning opportunities provided by the action-learning projects.
- Development of the integrator role is supported by reflection by participants and facilitators and opportunities for dialogue on leadership development.

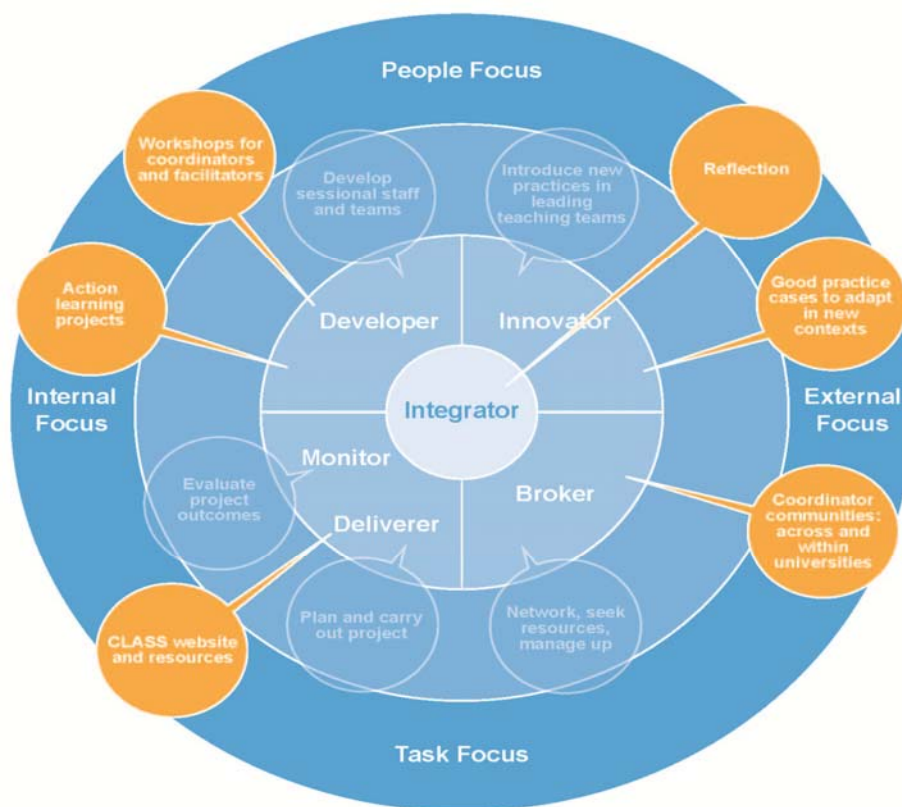


Figure 3 Adapted iCVF Level 2 model: Institutional level

The people-task and internal-external dimensions of the model act to highlight the diversity and complexity of leadership roles at both levels. Different emphases may be given to each role both by individual participants and by institutions, depending on their contexts.



Dissemination

Dissemination included both engaged and information-provision strategies. Engaged dissemination focused on a layered cascade approach. Within the four initial partner institutions, strategies used to engage participants and embed the project varied according to the context, and are described in the case studies.

Outside the four partners, engaged dissemination involved cascading the project through the national roadshow and forming a virtual community of practice to engage and mentor facilitators from the new institutions. The workshop mode of dissemination, including project leaders' mentoring of facilitators and facilitators' mentoring of subject coordinators from their own institutions, provided a realistic approach to take-up by other institutions.

The two-part approach to the national roadshow, involving workshops for coordinators and facilitators followed by workshop for facilitators on their own, was the most significant strategy for engaging others and ensuring transfer of project outcomes. When participating institutions were surveyed in July 2011, a number of institutions indicated they had implemented some form of the program within their institutions or that the project was informing future developments in the area. Table 2 provides an overview of take-up activities reported in July 2011 by some of the institutions.

Table 2 Overview of the dissemination activities that transpired in institutions

Institution	Dissemination details
Charles Sturt University (CSU)	<p>A pilot is being conducted (March 2011-July 2012) in which a small group of Murray School of Education (MSE) sessional staff will be supported to complete the CSU <i>Foundations of University Learning and Teaching (FULT)</i> program (see http://www.csu.edu.au/division/landt/foundations/index.htm).</p> <p>An action research methodology is being adopted to explore the following questions with participating sessional staff:</p> <ul style="list-style-type: none"> • How would we describe the institutional/educational context in which we seek to better understand the induction needs of CSU sessional staff? • Could our descriptions include our perceptions of the CSU Degree Initiative and our very grounded actual experience of the job? • Could we represent our perceptions and experiences creatively and collectively? How, when and where? • Would we be doing it just for ourselves or in the hope of contributing to institutional renewal? • How would we individually describe the course team we are most closely associated with? • How are we relating to our course teams and vice versa? • Are these questions important? • How would we describe the influence of FULT and of school- or course team-based induction on our teaching practice and on our capacity to contribute to curriculum renewal in our courses? <p>Findings from this inquiry will inform ongoing institutional policy development and practice. It is anticipated that participants in the project and members of their course teams will develop a better appreciation of the needs of CSU sessional staff and the respective roles of the central and local agencies – LTS and schools/course teams – in assuring quality student-learning outcomes.</p>
University of Canberra (UC)	<p>The video triggers are being used in a sessional staff development program and a Graduate Certificate in Tertiary Teaching course in the first unit (Tertiary Teaching and Learning), and also in teaching within the Graduate</p>



Institution	Dissemination details
	<p>Certificate in the first unit, Introduction to Tertiary Teaching. These resources are being used to promote discussion around leading unit teams. The courses are being implemented in Semester 1 and Semester 2. A brief summary of the event is available at http://www.canberra.edu.au/tlc/programs/development_program</p>
The University Of Sydney (USyd)	<p>Initiatives at USyd have focused on introducing improvements to the management of sessional staff. In line with efforts to further enhance the overall student experience, improvements have transpired in regard to Unit of Study coordination and the management of sessional staff.</p> <p>The following projects were undertaken in the first semester of 2011 in the Discipline of International Business:</p> <ol style="list-style-type: none"> 1. Design and delivery of a training session on the case method of teaching. The objective of the session was to equip sessional staff with the knowledge and skills required for teaching in tutorials, where the typical teaching approach is the case method. Following the positive feedback received at this session, a second session was organised in coordination with the University of Sydney Business School's Office of Learning and Teaching. This second session was aimed at reaching a wider group of tutors from the other Disciplines within the School. 2. A sessional staff management system has been designed. This management system has the following components: <ol style="list-style-type: none"> a. Recruitment – aimed at maintaining a pool of highly qualified sessional staff b. Training and Development – aimed at equipping sessional staff with appropriate knowledge and skills c. Performance Assessment – aimed at gathering data on specific teaching performance dimensions to serve as input for both recruitment and training efforts.
Macquarie University (Macquarie University)	<p>Action-learning projects have been implemented by those who attended the CLASS workshop in Sydney on 27 January 2011. Details of these projects are:</p> <ol style="list-style-type: none"> 1. <i>MQ customised resources to support the CLASS videos.</i> This project aimed to develop a set of customised resource sheets to accompany and support the three CLASS videos, by providing a specific MQ contextualisation. 2. <i>Supporting tutors engaging with hybrid problem-based teaching approaches to an academic communication unit.</i> This project aimed to develop a set of teaching resources and procedures to introduce a new cohort of tutors in a large academic communication unit to the hybrid problem-based learning approach adopted in the unit. 3. <i>Professional mentoring through inclusivity and promotion.</i> -This project was aimed at creating an employment model through which sessional staff would be directly included in teaching and learning processes, as well as promoted in their future endeavours. 4. <i>Improved Coordination, Monitoring & Evaluation of Teaching Staff in Law 204 Contracts.</i> This project aimed to identify problems and improve coordination between the unit convenor and sessional staff, and improve monitoring and evaluation of work performed by sessional staff. It also aimed to overcome a recruitment problem with casual tutors. 5. <i>Sessional Staff Peer Evaluation Scheme.</i> This project aimed to support sessional staff in developing peer evaluation teams by offering training and payment for peer sessions.



Institution	Dissemination details
Queensland University of Technology (QUT)	The QUT facilitators are regularly meeting and communicating with unit coordinators who attended the CLASS workshop on 10 February. Resources on the CLASS website are being accessed and circulated more widely to QUT Unit Coordinators. A review document <i>Review of the Professional Development of Sessional Staff at QUT</i> is currently being considered for further action. This review was completed late 2010 and it is expected that the outcomes from the report will address the issue of "gaps in the provision of support and training for Unit Coordinators at QUT".
Griffith University	A review of the processes and policies in relation to sessional staff is being undertaken.
Victoria University (VU)	After the CLASS Project a participant at the workshop was appointed to a role with the HR team to work on processes and opportunities to develop sessional staff via their course coordinators. The CLASS Project leader engaged in further discussions with coordinators at VU and a showcase presentation was presented at a meeting in August 2011.
Charles Darwin University (CDU)	A 1.5-hour professional development session with academic developers and educational designers was facilitated to disseminate the project resources and website and to discuss the implementation of the CLASS outcomes at CDU.
Flinders University	The iCVF framework and some of the action-planning resources have been included into a new program, "Leading Teaching & Learning for Course & Topic Coordinators" (https://www.flinders.edu.au/staffdev/index.php/course/ACG), that is being facilitated at Flinders. The semester one cohort had their first three workshops on 23/5/2011, 30/5/2011 and 6/6/2011; the final session will be held on 9/9/2011. This program was deliberately designed as an introduction to leadership so the self-directed nature of the iCVF framework was useful. One of the CLASS workshop attendees instigated weekly meetings with his sessional tutors and included an academic developer in these meetings to address on-demand development issues and to facilitate a training session at one meeting. Finally, the online video "Developing Reliability in Marking" has been used in several academic-development workshops
University of Western Australia (UWA)	Following the CLASS workshops, a follow-up activity with tutors in a first-year accounting unit was implemented. This unit has over 1000 students and a team of about 15 tutors who all teach several classes each week. Group size is about 18 for tutorials. The session with tutors was held the week before tutorials started (Tuesday 1 March). In previous semesters this group of tutors had met with the unit coordinator and senior tutor to collect their package of materials (copy of unit outline, tutorial topics, readings, solutions etc). Nothing was really said to them about their approach to teaching, role, etc. beyond the formalities of maintaining weekly attendance and other routine matters. In 2011, a new component, which consisted of a bit of a skit on teaching style and classroom management, was added. The point being emphasised was the importance of being organised for each class, speaking clearly, having good overheads/slides, making eye contact etc.
Edith Cowan University (ECU)	Workshop participants are investigating what is offered to sessional staff and where ECU needs to improve.

Information provision within the higher-education community has so far occurred through presentations at local teaching and learning symposia, ALTC leadership events and relevant conferences such as HERDSA 2010 and 2011. A project newsletter was created, and has been distributed within the partner institutions and to other interested parties twice each year. Further written information, particularly



on the project's leadership-development processes and outcomes, will be made available through journal articles. Project materials, including policy templates, guidelines and video triggers, have been made available through the CLASS project website, <http://classleadership.com> .

In addition, dissemination at each phase occurred through discussion and feedback at CADAD meetings. CADAD members were invited to contribute to the initial resource collection, and a report was given on the Phase 1 workshops prior to inviting participation in the state-based workshops.

Evaluation

An external evaluator, Dr Marina Harvey, participated throughout the project in both formative and summative evaluation processes. The evaluation report giving details on the outcomes of the project has been provided to ALTC. This evaluation reports that the CLASS project was successful in fully achieving five of the intended outcomes (with one in progress towards achievement). People were identified as key to this success, together with action-research and action-learning approaches, which provided continuous project reflexivity and, thereby, adaptability in response to participant and contextual needs. The cascading model of the workshop initiating action-learning projects was specifically noted as highly successful and productive.

The Integrated Competing Values Framework proved useful in the workshop context as a stimulus and framework for investigating leadership capacity development. However, over time, this usefulness appeared to diminish.

The CLASS resources were useful and transferable to all Australian university contexts. 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 sessional staff in their learning and teaching roles.

Conclusion

Significant organisational change happens over a longer period than the two years allocated in the funded project timeline. Through targeting small steps for incremental change at the subject level, this project provided opportunity for staff at multiple levels to start thinking differently about the role and contributions of both subject coordinators and sessional staff. The role of the institutional facilitator to support and facilitate the sharing of practice across the faculties is significant.

Whilst this bottom-up strategy can have impact at the subject level, there is a real need for many institutions to engage with it at the policy and planning level for improvements in practice related to recognition and reward for the role of subject coordinators as leaders and managers of teaching teams. In addition, the significant increase in numbers of sessional staff means the contribution of sessional staff to student outcomes needs to be recognised and rewarded in a way that clearly demonstrates their value to the institution. At a time when government and employers are calling for better outcomes for students, we believe this program addresses a gap in current practice: the need to embed quality practices in the leadership and management of the teaching team.



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Appendix 1: Synopsis of CLASS Subject Coordinators' Action-Learning Projects

Following is an overview of the action-learning projects that were implemented by participants from the partner institutions – the University of Wollongong (lead), the University of Western Sydney, the University of Technology, Sydney and the Australian Catholic University – in Phase 1 of the CLASS project.

Project Title	University/School/Faculty	Project Details
Increasing awareness of mental health through interactive lecturing	Australian Catholic University, School of Nursing	<p>Guide and mentor a sessional staff member ("sessional") employed to teach a mental-health specialty to third-year nursing students, using current educational research methods related to interactive learning. Previously, students have not performed well when assessed on their knowledge of mental health. Past lectures on this topic have been evaluated by the students as "boring" and "a waste of time". It was planned that various interactive lecturing styles would be introduced to the sessional, thus empowering her to decide how she felt most comfortable imparting her knowledge to the students, via lectures. The sessional is fortunate in that she can repeat the lecture at a later date to a different cohort of students, thus enabling her to reflect, review and improve on the lecture.</p> <p>There was an issue related to understanding mental health. The sessional and subject coordinator will discuss this issue, challenge views and understanding, perceptions and assumptions and look to the sessional's construction of her own ideas on how to improve the situation. The sessional will implement her new ideas by testing them out in the lectures. After the original lecture, the sessional and subject coordinator will further discuss what worked and what didn't work, draw conclusions and define learning. The sessional will then integrate the new knowledge into the repeated lecture. (need plan, action, observe, reflect)</p>
Establishing an effective team of new staff (lecturer-in-charge and tutors)	Australian Catholic University, School of Arts & Sciences	<p>The lecturer-in-charge is new to the position and the two sessional staff are new to the University. This project aimed to put a number of activities and procedures in place that would assist new sessional staff in working at ACU in the textiles units. These procedures could also be applied to other technology units. This project was developed based on the lecturer's own experiences of being a sessional staff member.</p> <p>The project particularly involved the strengthening of the following Integrated Competing Values Framework (iCVF) capabilities:</p> <p>Developer – Building a team and running effective meetings.</p> <p>Deliverer – Organising and disseminating information in a timely manner.</p> <p>Monitor – Evaluating the effectiveness of tutorial activities, timing and assessment tasks.</p>



Project Title	University/ School/Faculty	Project Details
Cognitive coaching and mediating self-directed learning with sessional staff	Australian Catholic University, Faculty of Education	This project was designed to support a sessional staff member through applying an internal people focus on the iCVF Developer component to planning career and professional goals. A cognitive coaching approach was adopted to explore the sessional staff member's thinking in five states of mind about efficacy, consciousness, flexibility, interdependency and craftsmanship. The project engaged the sessional staff member in planning, reflecting and problem-resolving perspectives in learning and teaching in the complex fields of diversity and inclusive education. The goal was to facilitate the sessional staff member in achieving a deeper understanding of self-as-learner.
Increasing the awareness of the "Transition Module" for sessional lecturers through mentoring by the lecturer-in-charge	Australian Catholic University, School Nursing (NSW & ACT)	This project was developed to guide and mentor a sessional staff member employed to teach a Foundational Nursing theory unit to nursing students through the use of current educational research methods related to successfully transitioning to tertiary learning. The sessional lecturer's ability to deliver content that is integrated into the Foundational Nursing theory unit of study will be developed. This aspect of the project involves the subject coordinator's role as a "Developer" of a sessional lecturer and demonstrates her "people focus" (Vilkinas, Ladyshevsky & Saebel 2009).
Reflective journal – experiences in the mentoring relationship	Australian Catholic University, Education and Exercise Science	This project involved writing a reflective journal about the subject coordinator's learning experiences as a first-time lecturer-in-charge. The challenges, strategies and skills used in this role will be recorded and evaluated to discuss progress, difficulties, suggestions and feedback, and to make the necessary adjustments to become more confident and capable as a lecturer-in-charge.
Mentoring a new sessional to be a well-prepared and reflective teacher of a large third-year nursing unit	Australian Catholic University, School of Nursing (NSW & ACT)	This project aimed at mentoring a sessional academic staff member to prepare, teach, assess and reflect as a competent teaching team member of the unit NRS346 in semester 2, 2010. A final third-year BN subject (NRS346) with a large enrolment (385 students) is a consolidating unit that focuses on further developing competencies and attributes of students expecting to complete the course and be Registered Nurses within six months. The only other subjects taken in the last semester are a Nursing Context unit (Nursing Practice in Specialty Areas) and two clinical placements. As the subject aims to assist in the transition from students to practising clinicians, there are high expectations for the teaching team to create a positive learning environment and enthuse the students to learn.
Sessional staff advancement	Australian Catholic University, School of Arts and Sciences, North Sydney Campus	This project was developed to expand the potential of the sessional staff working in the Applied Science for Practice 4 unit, at the North Sydney Campus of ACU. Sessional staff were introduced to the project initially via an introductory email and invited to an induction meeting in the first week of the semester. After some structured basic discussion about their teaching profile at ACU, further discussion continued related to the teaching roles of a university academic. They were provided with a link to the RED report and copies of the CLASS project workshop materials held in June 2010 at UTS, for reflection on their roles. This first discussion explored their cognitive thinking/awareness and motivation for further development. Sessional staff engaged in planning, reflecting and adopting to become better educators with



Project Title	University/ School/Faculty	Project Details
		appropriate support and resources.
Action assessment marking program	University of Wollongong, Language Centre, Arts	This project aimed to explore ways to minimise the variability in marking practices in two Spanish language-learning subjects. In autumn session the subject coordinator was coordinating a subject taught by six tutors, including herself, in which there were eight written assessments per student. The action plan involved applying different strategies with clear marking criteria to reduce variability in marking and achieve fair and impartial results. These strategies were applied in the spring session as a trial (as there were only three tutors in this session) with the intention of implementing them in autumn 2011 with the complete team.
Empowering tutors to help students develop their academic writing	University of Wollongong, School of Psychology, Faculty of Health & Behavioural Sciences	This project explored how Turnitin (a text-matching on-line application) could be used as a self-learning tool, for tutors to provide support for students to increase their awareness of how to avoid poor academic writing practice (e.g. excessive use of direct quotes, superficial paraphrasing of information from published sources). This project also sought to examine the impact of this approach on tutors' development as university teachers.
Enhancing student experiences in large biology subjects through authentic learning and group work	University of Wollongong, School of Biological Sciences	This project aimed to develop first-year biology (Biol103) demonstrator's skills in (i) fostering group work in large classes and (ii) assessing student posters and oral seminars. The aim was for the demonstrators to help the students develop a sense of community in the subject, achieve deeper learning of the subject content and enhance their skills in effective communication, through group-work projects centred on authentic learning tasks (posters and seminars).
Innovation in tutorials	University of Wollongong, School of Nursing, Midwifery and Indigenous Health (SNMIH)	This project aimed to develop new ways of delivering content in lectures and tutorials that actively engaged students. A new subject was developed for third-year students nearing graduation. The project looked at engaging students in active learning to challenge their creativity and learning. A crucial part of the project was engaging casual tutors in regular meetings to ensure they were clear about what was expected of the students and how they could best facilitate a new model of learning for third-year nursing students ready to graduate.
Developing demonstrators' questioning skills, with specific emphasis on mental models of molecular structure	University of Wollongong, Chemistry, Science	This project was developed to help first-year chemistry demonstrators increase their confidence in engaging students individually in the lab with open-ended questions, specifically to help students enhance their internal models or representations of the molecular scale. This is part of both developing staff training and developing students' writing in lab classes.
Internship teaching in human anatomy – a valuable experience for all?	University of Wollongong, School of Health Sciences Faculty of Health & Behavioural Sciences	This project explored the value and importance of an internship training year for potential casual tutors and demonstrators in human anatomy at the 100 level. The internship teachers are more commonly referred to as "volunteers". Volunteers are invited on a yearly basis, from a pool of high-achieving first-year anatomy students. The successful volunteers are allocated to a laboratory or tutorial class led by a minimum of two experienced casual teachers. To explore the value of the internship teacher in human anatomy, a small questionnaire was given to both current and past



Project Title	University/ School/Faculty	Project Details
		volunteers (a current volunteer and current experienced teacher were interviewed and student responses to laboratory feedback were reviewed to gain insight from the students.
Developing and monitoring assessment practices amongst the teaching team	University of Wollongong, School of Electrical, Computer and Telecommunications Engineering/ Informatics	This project explored marking assessment tasks by sessional staff for the subject ECTE171. It focused on developing guidelines for sessional staff employed as laboratory demonstrators to help with assigning marks.
Developing a marking rubric to improve learning	University of Wollongong, School of Management & Marketing, Faculty of Commerce	This project explored the development of a scoring scheme to guide the analysis of the processes of students' work. The subject coordinator managed a large subject that consisted of many tutors, and the subject required a judgment of quality when evaluating students' activities. The development of a marking rubric helped the students recognise and match markers' expectations and encouraged student autonomy by promoting deep learning.
Building essential skills for effective tutorial teaching	University of Western Sydney, School of Law	Over spring semester 2010, the subject coordinator presented four self-contained fact/information sheets to the casual staff in the Introduction to Business Law unit (200184) that he coordinated. These four self-contained information sheets were based on resources provided in the CLASS session held at University of Technology Sydney (UTS) on June 18, 2010 and from the CLASS website. The self-contained sheets focused on establishing essential skills for conducting tutorials, and included individual sheets with tips and strategies to be used during class such as 'Asking effective questions', 'Getting to know your students', 'Classroom management' and 'Group work strategies' as they related to the teaching of interdisciplinary law units. Each of the identified areas were essential skills for the effective operation of tutorials. Tutors were presented with these sheets at the beginning of weeks 3, 6, 9 and 11, and were asked to implement some of the tips from the sheets in their next tutorial and provide feedback on how successful they were.
"What about me?": reculturing primary practicum supervision by better supporting casual academic staff	University of Western Sydney, School of Education	The aim of this project was to identify, and then remove or reduce, constraints in primary practicum supervision to strengthen the relationship between the Professional Experience Coordinator and casual staff. Additionally, it aimed to maintain, or even increase, the number of casual academic staff.
Use of debriefing techniques in supporting sessional staff in unit <i>Knowing Nursing</i>	University of Western Sydney, School of Nursing & Midwifery	The focus of this project was to use debriefing techniques in supporting and engaging sessional staff in providing high-quality teaching to first-year students enrolled in the unit <i>Knowing Nursing</i> . Outcomes of the project would inform future practice in supporting sessional staff.
Developing tutors for online assessment	University of Western Sydney, School of Engineering	This project aimed to develop tutors' skills in setting up online quizzes using lecture notes. As part of the project tutors were provided with specialist training on how to set up online quizzes using e-learning facilities. This approach was designed to further stimulate discussions in the tutorial class, provide additional tutoring for students and provide online grading of the quizzes for



Project Title	University/ School/Faculty	Project Details
		large classes as a formal assessment.
Social media as a space for collaborative teaching	University of Western Sydney, School of Communication Arts	This project used a social-media platform to facilitate an online meeting space to cultivate a stronger sense of connectivity for teaching-team members, particularly sessional staff, who were off-campus.
Conforming assessment standards	University of Western Sydney, School of Law	This project attempted to formalise the process of moderating assessment standards between staff working in a unit. The proposed method was to blind-double-mark a small selection of student assessment tasks, compare the application of the standards and criteria and discuss discrepancies. Once marking was complete the descriptive statistics of the results of each marker were to be compared and assessed.
Mentoring tutors to reflect on and use student feedback	University of Technology, Sydney, UTS School of Business	This project explored how tutors in a very large enrolment subject may be better mentored to improve their teaching. The project aimed to encourage tutors to reflect on the feedback that they received from student feedback reports using a simple set of email questions completed over several stages. Tutors were invited to consider positive student responses and areas that could be worked on, then share suggestions for taking action in response to the feedback. The project also sought feedback and involvement to improve an existing tutor manual, which was updated accordingly.
Supporting and mentoring sessional academics in nursing simulations	University of Technology, Sydney, Faculty of Nursing, Midwifery and Health	This project aimed to formally provide support to staff who had not experienced simulation before. The simulation focused on handover and providing care. Sessional academics were paid to come to the lecturer's simulation to observe and participate in a debrief. Then the lecturer sat in on their first simulations and gave feedback. Outcomes of the project suggest that it is likely to be necessary to build the activity into the subject to support new sessionals.
Improving marking quality and efficiency in final exams	University of Technology, Sydney, Faculty of Engineering and Information Technology	This project aimed to explore effective ways to minimise discrepancies as well as reduce staff workload in marking the final written exam papers for an Internetworking subject. Six teaching staff were involved in marking the final written examination for 121 students. The project involved applying consolidated strategies aimed at improving marking quality and efficiency, so as to reduce variability in marking and achieve fair and impartial results. These strategies include creating very detailed and clear marking criteria, having one assessor mark at most two questions for all papers, and organising a meeting so that everyone did marking together. This program was initiated in the spring 2010 semester, and it turned out to be a very successful experience. It is being repeated in each semester and provides mentoring for new markers.
Aligning expectations about assessment criteria across a team of academics	University of Technology, Sydney, Faculty of Engineering and Information Technology	The project aimed to align marker expectations of the criteria for assessing reflective workplace-learning reports submitted by 250 students following an internship semester. The project, informed by literature on assessment, the online system SPARK in benchmarking mode, with academics and sessional markers all given three reports to mark according to the criteria. The whole team met for four hours, were presented with the SPARK results and discussed the inconsistencies. The session was very enlightening for all staff, gave markers and the coordinator confidence in responding to students and supported sessionals to



Project Title	University/ School/Faculty	Project Details
		feel more part of the team.
Supporting sessional teaching staff in a new second-year mental-health nursing subject	University of Technology, Sydney, Faculty of Nursing, Midwifery and Health	The project was developed to support sessional teaching staff within a mental-health nursing subject in the new Bachelor of Nursing program. The project included the staff's evaluation of the subject's organisation and teaching resources and support provided by the subject coordinator. A number of initiatives were implemented to support the sessional staff, including: development of a teachers' guide, outlining the weekly tutorial content, learning activities and teaching resources; provision of online resources to support the subject; scheduling a pre-semester team meeting to discuss the new subject and its delivery and a markers' meeting for staff prior to essay marking; regular communication via weekly emails from the coordinator; and informal one-to-one meetings with the coordinator. A 10-question online survey was distributed to sessional staff at the end of the semester, and all responded. Feedback was very positive and indicated the importance of providing support for sessional staff.
Facilitating tutors in transitioning to student-led learning approaches	University of Technology, Sydney, Faculty of Design, Architecture and Building, School of Design	This project recognised the challenge faced by many sessional staff in fostering active engagement and student-led learning in theory-oriented subjects in design. It explored innovative strategies to assist tutors in running a student-led learning activity. Playful tools and prompts were developed for a number of different learning activities. Both students and tutors were asked to reflect on the effectiveness of these tools in fostering engagement and active learning. The project is expected to benefit sessional and permanent staff, both through the focus on developing strategies for student-led learning, which may help some to shift their teaching practice away from the more traditional teacher-led approach, and also through the development of specific tools and prompts that may be used in subsequent iterations of the subject. Additionally, the experience in developing tools for this project should assist the ongoing development of other tools for a range of subjects, thus shifting students to more active modes of learning.
Streamlining briefing and marking moderation and mentoring new tutors to integrate learning across subjects	University of Technology, Sydney, Faculty of Design, Architecture and Building, School of Architecture	Students in the architecture course take subjects in an environmental strand in parallel with design subjects, with the aim that they integrate these in their work. A three- to four-fold increase in student numbers over the last eight years has meant that half the face-to-face teaching is done by sessional staff. Concerns include lack of student engagement in the class tutorials and, for about one-third of students, only superficial integration of the environmental subject area with their designed assessment outcomes. The project occurred in a semester when there were five tutors, three of whom were new to the subject. It aimed to streamline the processes that were already adopted for briefing and parity marking sessions. In addition, the project aimed to mentor the new tutorial staff to develop their teaching, and at the same time develop a more consistent set of tutorial resources for future years. It also monitored the level of student engagement in the tutorials in weeks 10-13, when they were developing their final assignments and looked for improved integration in student work. Tutors and students were surveyed about the intended outcomes of the project.
Improving teaching skills for	University of Technology, Sydney, Faculty of	This project aimed to use peer observation of teaching to improve the skills of the pool of sessional teachers of pathophysiology. It



Project Title	University/ School/Faculty	Project Details
inquiry learning through peer observation	Science, Medical and Molecular Sciences	was developed in preparation for a significant change in the way pathophysiology will be taught to nursing and health-science students, from a didactic approach to tutorials to inquiry-based tutorials using clinically relevant case studies. UTS and external teaching colleagues agreed to act as peer observers of teachers in one of our existing pathophysiology subjects. The peer observation used an adaptation of a template for scholarly peer review that was developed as part of an ALTC peer review project. Two rounds of peer observation were completed for most casual academics. After the first round, the peer observer and teacher had a debriefing session, from which the teacher produced a written reflection. Based on feedback from both peer observers and teachers (via an online survey), and communication of the project to academic staff, the principal outcome of the project is to set in place an ongoing program of peer observation and mentoring for sessional staff.



Appendix 2: Evaluation of the Pilot Workshop Results: Quantitative Data

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The workshop met my expectations.	9 (27%)	21(64%)	3 (9%)		
The workshop was relevant to my professional development needs as a subject/unit coordinator.	13 (39%)	18 (55%)	2 (6%)		
The workshop content was appropriate for my subject/unit leadership context.	9 (27%)	20 (61%)	3 (9%)	1 (3%)	
The Integrated Competing Values Framework (iCVF) was a useful resource for identifying leadership strengths and areas for development.	15 (46%)	13 (39%)	4 (12%)	1 (3%)	
The workshop extended my ideas on ways of leading and managing my teaching team. (Note: 1 person did not answer this question.)	11 (33%)	16 (49%)	3 (9%)	2 (6%)	
The workshop extended my ideas on ways that I can develop members of my teaching team.	11 (33%)	15 (46%)	4 (12%)	3 (9%)	
There were adequate opportunities to discuss issues in managing and leading teaching teams with other coordinators.	16 (49%)	12 (36%)	5 (15%)		
There were adequate opportunities for me to contribute.	14 (42%)	17 (52%)	2 (6%)		
The contributions of the participants were facilitated effectively.	12 (36%)	18 (55%)	3 (9%)		
Time was managed effectively.	14 (42%)	13 (39%)	5 (15%)	1 (3%)	
The workshop was well organised and administered.	14 (42%)	16 (49%)	2 (6%)	1 (3%)	
My views of my leadership role have changed as a result of participating in the workshop.	1 (1%)	7 (21%)	15 (46%)	9 (27%)	



Appendix 3: Distribution of Participant Evaluations Received Across the Five State-Based Workshops

Workshop	Total Number of Workshop Attendees	Total Number of Evaluations Received	Proportion of Total Number of Workshop Attendees to Submit an Evaluation
Sydney, 27 January, 2011	23	21	91%
Adelaide, 1 February, 2011	25	16	64%
Perth, 3 February, 2011	26	15	58%
Brisbane, 10 February, 2011	27	21	78%
Melbourne, 14 April, 2011	28	22	79%
Total	129	95	74%



Appendix 4: Day 1 Evaluation Results

This appendix shows the coordinators' and facilitators' aggregated quantitative evaluation results from the five state-based workshops

Note – variations in response rates occurred where some participants did not respond to all questions.

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The workshop met my expectations.	14 (15%)	58 (63%)	18 (20%)	2 (2%)	0 (0%)
The workshop was relevant to my professional development needs as a subject/unit coordinator.	23 (27%)	51 (59%)	10 (12%)	2 (2%)	0 (0%)
The workshop content was appropriate for my subject/unit leadership context.	16 (18%)	57 (65%)	13 (15%)	2 (2%)	0 (0%)
The Integrated Competing Values Framework (iCVF) was a useful resource for identifying leadership strengths and areas for development.	20 (21%)	46 (49%)	22 (23%)	4 (4%)	2 (2%)
The workshop extended my ideas on ways of leading and managing my teaching team.	16 (18%)	57 (64%)	16 (18%)	0 (0%)	0 (0%)
The workshop extended my ideas on ways that I can develop members of my teaching team.	17 (19%)	61 (68%)	10 (11%)	2 (2%)	0 (0%)
There were adequate opportunities to discuss issues in managing and leading teaching teams with other coordinators.	32 (34%)	49 (53%)	10 (11%)	2 (2%)	0 (0%)
There were adequate opportunities for me to contribute.	35 (38%)	54 (58%)	3 (3%)	1 (1%)	0 (0%)
The contributions of the participants were facilitated effectively.	30 (32%)	52 (55%)	10 (11%)	2 (2%)	0 (0%)
Time was managed effectively.	26 (28%)	57 (61%)	8 (9%)	1 (1%)	1 (1%)
The workshop was well organised and administered.	32 (34%)	56 (60%)	5 (5%)	1 (1%)	0 (0%)
My views of my leadership role have changed as a result of participating in the workshop.	6 (7%)	41 (46%)	33 (37%)	9 (10%)	1 (1%)



Appendix 5 Day 2 Evaluation Results

This appendix shows the aggregated quantitative results from the evaluation of the facilitator workshops.

Note – variations in response rates occurred where some participants did not respond to all questions

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The workshop met my expectations.	13 (35%)	17 (46%)	6 (16%)	1 (3%)	0 (0%)
The workshop was relevant to my needs in regard to implementing the CLASS program at my institution.	18 (47%)	15 (39%)	4 (11%)	1 (3%)	0 (0%)
The workshop content was appropriate for clarifying what I can/will do at my institution to promote the CLASS project.	17 (45%)	17 (45%)	3 (8%)	1 (3%)	0 (0%)
The workshop consolidated my understanding of the Integrated Competing Values Framework (iCVF) as a useful resource for assisting coordinators identify their leadership strengths and areas for development.	9 (24%)	17 (46%)	8 (22%)	3 (8%)	0 (0%)
The workshop extended my ideas on ways of leading and promoting the CLASS initiative at my institution.	18 (50%)	13 (36%)	4 (11%)	1 (3%)	0 (0%)
There were adequate opportunities to discuss issues and questions I had in regard to my institution's involvement in the CLASS project.	22 (58%)	14 (37%)	2 (5%)	0 (0%)	0 (0%)
There were adequate opportunities for me to contribute.	24 (63%)	11 (29%)	3 (8%)	0 (0%)	0 (0%)
The contributions of the participants were facilitated effectively.	23 (62%)	13 (35%)	1 (3%)	0 (0%)	0 (0%)
Time was managed effectively.	24 (63%)	13 (34%)	1 (3%)	0 (0%)	0 (0%)
The workshop was well organised and administered.	22 (58%)	13 (34%)	3 (8%)	0 (0%)	0 (0%)



Appendix 6: CLASS Coordinator Workshop Evaluation Survey

Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The workshop met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The workshop was relevant to my professional development needs as a subject/unit coordinator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The workshop content was appropriate for my subject/unit leadership context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Integrated Competing Values Framework (iCVF) was a useful resource for identifying leadership strengths and areas for development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The workshop extended my ideas on ways of leading and managing my teaching team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The workshop extended my ideas on ways that I can develop members of my teaching team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There were adequate opportunities to discuss issues in managing and leading teaching teams with other coordinators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There were adequate opportunities for me to contribute.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The contributions of the participants were facilitated effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time was managed effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The workshop was well organised and administered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

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	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My views of my leadership role have changed as a result of participating in the workshop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

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What aspects of the workshop were you most satisfied with or did you find most useful?

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What aspects of the workshop do you believe could have been improved? How might these aspects have been improved?

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Provide up to 3 examples of how you might apply something from today's workshop to your own work (e.g. as a subject/unit coordinator, as a lecturer).

1.
2.
3.

Any further comments?

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Institution: _____
(optional)

THANK YOU FOR YOUR PARTICIPATION AND FEEDBACK



Appendix 7: CLASS Facilitator Workshop Evaluation Survey

Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The workshop met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The workshop was relevant to my needs in regard to implementing the CLASS program at my institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The workshop content was appropriate for clarifying what I can/will do at my institution to promote the CLASS project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The workshop consolidated my understanding of the Integrated Competing Values Framework (iCVF) as a useful resource for assisting coordinators identify their leadership strengths and areas for development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The workshop extended my ideas on ways of leading and promoting the CLASS initiative at my institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There were adequate opportunities to discuss issues and questions I had in regard to my institution's involvement in the CLASS project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There were adequate opportunities for me to contribute.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The contributions of the participants were facilitated effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time was managed effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The workshop was well organised and administered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

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What aspects of the workshop were you most satisfied with or did you find most useful?

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What aspects of the workshop do you believe could have been improved? How might these aspects have been improved?

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Provide up to 3 examples of how you might apply something from today's workshop to your own work practice.

1.
2.
3.

Any further comments?

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Institution: _____
(optional)

THANK YOU FOR YOUR PARTICIPATION AND FEEDBACK



Appendix 8: CLASS Project Sessional Staff Evaluation Survey

Last semester your subject coordinator was involved in a new initiative to improve professional development for sessional staff within their subject. We would like to invite you to provide feedback on the impact of this initiative. This evaluative survey should take less than 10 minutes to complete. Your anonymous responses will be used to inform the evaluation process and the next phase of the project (throughout 2011).

Please reflect on your participation in the CLASS project and the subject coordinator who led the CLASS initiative (e.g. marking rubric, teamwork strategies, assessment strategies) that you were involved in. Please tick the box that best reflects your response.

1. Communication and Teamwork	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a. There is good communication within my teaching team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The members of my teaching team are cooperative and work well as a team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. My teaching team work collaboratively and we help and support each other when it is appropriate to do so.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I have good working relationships with my subject coordinator and the other members of my teaching team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I was given enough guidance and direction by my subject coordinator to effectively perform my tutor/demonstrator responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Participation in the CLASS program enhanced my communication practices/skills and those of my teaching team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Participation in the CLASS program enhanced my teamwork practices/skills and those of my teaching team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Please list examples of how your teaching team communicated effectively.

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3. Please list examples of how your teaching team worked cooperatively and/or collaboratively.

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4. Teaching Effectiveness	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a. My involvement in the CLASS initiative (that my subject coordinator led) has had a significant impact on my ability to be a more effective tutor/demonstrator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Please list examples of how your involvement in the CLASS initiative enhanced your ability to be a more effective tutor/demonstrator.

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6. Please list the kinds of resources or professional development activities you would like to have access to that might assist you in your teaching role.

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THANK YOU FOR YOUR INTEREST IN THIS STUDY.



Appendix 9: CLASS Project Participant Evaluation Survey

Select a rating that best describes your response to the questions. Ratings are from 1 (lowest rating) to 5 (highest rating).	Rating				
	☹	☺	☺	☺	☺
1. How useful was the CLASS professional development program (workshops) to you?	1	2	3	4	5
1.1 Did participation in this CLASS program influence your practice?	1	2	3	4	5
1.2 Please list examples of how the CLASS program influenced your practice (if there was no influence state "none"; list positive and negative influences)					
1.3 The CLASS professional development program is a short-term program. Rate the usefulness of a one-year program.	1	2	3	4	5
2. How useful was the Integrated Competing Values Framework in supporting your leadership capacity development?	1	2	3	4	5
3.1 List examples of how communication was addressed within your teaching teams.					
3.2 List examples of how teamwork was addressed within your teaching teams.					
4. Rate the impact of your action project on your ability to lead and manage your teaching team	1	2	3	4	5
5. Thinking of your sessional staff who make up your teaching teams – provide a rating for the impact that your action project has had on your sessional staff teaching more effectively.	1	2	3	4	5
6. Provide an overall rating for the CLASS project resources (for example, video triggers).	1	2	3	4	5
7.1 Indicate how likely it is that the CLASS program will continue to be used by your university.	1	2	3	4	5
7.2 Please list resources required to enable the CLASS program to continue in your university.					
8.1 Rate the impact of the CLASS program (on faculty and institutional policies, guidelines and practices for leadership and management of teaching teams).	1	2	3	4	5
8.2 If the CLASS program has made an impact, please provide examples.					
9. Your institution					

