Facilitation of advocacy and leadership in enhancing learning and teaching in the higher education community by HERDSA

Final Report 2014

The University of Notre Dame

Dr Iris Vardi Project Manager
Dr Shelda Debowski Project Leader

Network summary

The aim of this dissemination project was to use the existing Higher Education Research and Development Society of Australasia (HERDSA) network and infrastructure to advance higher education learning and teaching through the provision of networking and advocacy opportunities for all Australian higher education academics.

This resulted in outstanding outcomes for the Australian tertiary academic community as well as enduring outcomes for HERDSA as an existing networking and advocacy group.

Outputs and outcomes through the term of the project

Through the term of the project, the following were achieved:

Publication of Australian tertiary learning and teaching scholarship and research 2007 and 2012

The Review identified areas of research interest, strengths and gaps over the past 5 years.

Dissemination of the educational literature and good practice
Dissemination occurred across seven states and territories in Australia, as well as New Zealand, through the HERDSA branch network in matters of educational interest identified by the local academic communities. From April 2013 through to March 2014, these events attracted a total of over 1190 participants: an outstanding outcome.

The development and first issue release of an online journal
The infrastructure and processes underlying the HERDSA Review of Higher Education were developed and a first issue was released in March 2014.

The seeding of 7 research projects
This initiative brought together new researchers in tertiary teaching and learning with experienced researchers in a mentoring model of delivery. These projects were in areas identified as gaps in higher education research and scholarship.

The seeding of 2 mentoring network initiatives
This seeding allowed for processes and infrastructure to be developed for the provision of on-going mentorship of new scholars in teaching and learning.

A Senior Leader's Forum
This event on Leading Educational Change and Innovation attracted over 40 senior leaders from across Australia and the Tasman.

Enduring outcomes for HERDSA and the academic community

A HERDSA/OLT Fellows alliance
An alliance has been established between the HERDSA branches and the OLT Fellows Network for OLT Fellows to make use of the HERDSA branch infrastructure on an ongoing basis.

A new online journal: The HERDSA Review of Higher Education
This online journal will provide yearly commentary linking current issues in Australian Higher Education with theories, practices and implications for future research.

The invigoration of the HERDSA branches
This project raised the profile of HERDSA across the academic community, and engendered stronger links between the branches. It increased interest in joining the HERDSA community.

A HERDSA Senior Leaders Interest Group
This group will provide a forum for senior leaders to discuss leading the improvement of higher education.

Information about the project and these outcomes can be accessed through the HERDSA website at www.herdsa.org.au .

Contribution to learning and teaching

Through this grant, the Higher Education Research and Development Society of Australasia (HERDSA) has undertaken a program of activities agreed with the Office of Teaching and Learning *"to ensure:*

- *A national advocacy role in relation to learning and teaching enhancements continues;*
- *The leadership and practitioner communities established by the ALTC continue;*
- *Networking opportunities are available for the sector to discuss and work on enhancements to learning and teaching*
- *Opportunities are provided for groups to discuss and workshop ALTC resources and output so that they better meet individual institutional needs."*

This program has resulted in significant contribution to learning and teaching nationally across the Australian academic community. Development of these activities was done in consultation with the project reference group and followed a two stage process as shown in Diagram 1.

Diagram 1: Overview: The two stage process underlying the project
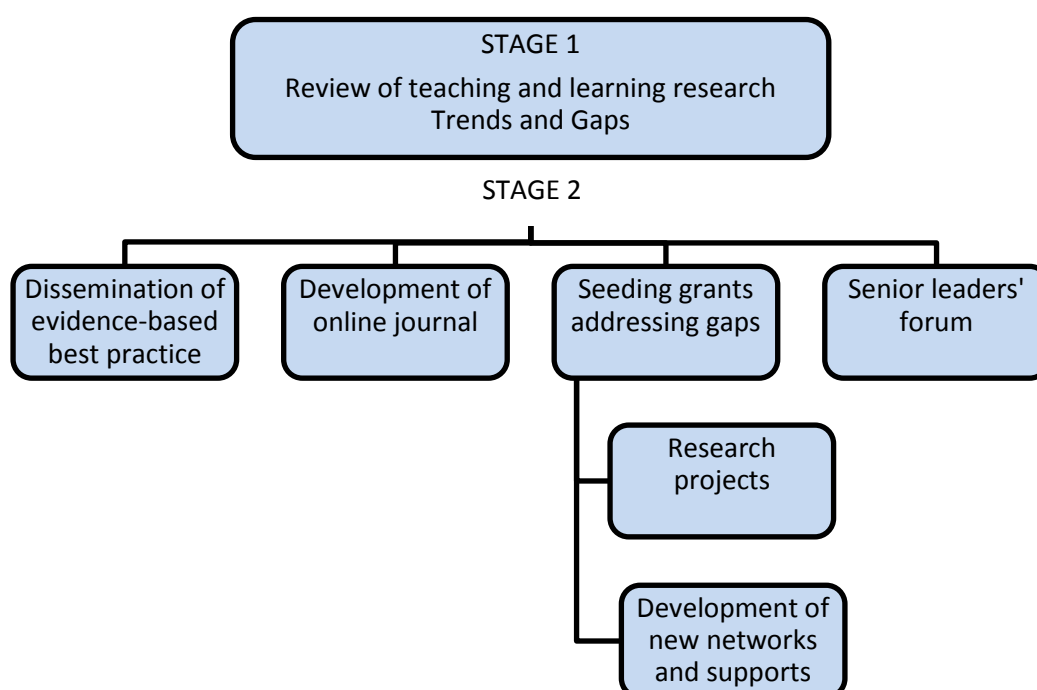
Details of these contributions from stages 1 & 2 are as follows.

1. Identification of Australian strengths and gaps in research

This project and the subsequent activities drew on Stage 1 of the project: a review commissioned and funded though the grant titled *Australian tertiary learning and teaching scholarship and research 2007 and 2012.* The Review was conducted by the Education Research Group Adelaide (ERGA) University of Adelaide. It identified key research themes and gaps in the literature from 2007 through to 2012 from across three Australian higher education journals and Carrick Institute and ALTC grants. This provided a snapshot of areas of research and expertise in Australia.

Stage 2 of the project then proceeded from this point as follows.

2. Dissemination of evidence-based best practice

Using the themes identified by the report, research-based best practice was disseminated by experts in the field in a number of ways.

A. Dissemination through the branches

First was the dissemination via the HERDSA branches through 2013 into early 2014. To support dissemination of research-based practise, expertise was identified through:
   a. The aforementioned review of the Australian research literature from 2007 – 2012
   b. Examination of OLT Fellows and OLT Grant holders in relation to areas of expertise
   c. Examination of HERDSA Guide authors and their areas of expertise
   d. Examination of HERDSA Fellows and their areas of expertise

This identification helped branch chairs and their respective executives in identifying leaders and expertise in themes of interest at the local level.

All branch chairs identified the need for and interest in workshops on using educational technology educatively. This resulted in a HERDSA Roadshow "Learning Analytics: Building evidence based practice" being run across WA, SA, NSW, Vic, QLD, ACT, and New Zealand. Presented by Associate Professor Shane Dawson, a leading expert in the field, the Roadshow attracted 471 academics from across Australia and New Zealand.

The branches further identified expertise for their own areas. Tables 1 & 2 show the topics, the presenters, and the number of attendees by branch disseminated from July 2013 through to March 2014.

Table 1: Dissemination across Australia

Event Title	Presenter/s	Number of participants
VICTORIA BRANCH **Branch Chairs: Assoc Prof Joan Richardson & Dr Elizabeth Levin**		
Learning Analytics: building evidence-based practice	A/Prof Shane Dawson	50
New Generation Learning Spaces	Prof Sandra Jones	87
OLT projects – 'Inside Story' of the Good, the Bad and the Ugly	Dr Elizabeth Santham	30
SOUTH AUSTRALIA BRANCH **Branch Chair: Dr Sharron King (Previously Dr Dale Wache)**		
Learning Analytics: building evidence-based practice	A/Prof Shane Dawson	75
Supporting the Psychological well-being of our first year students and reducing stress for ourselves	A/Prof Rachael Field	65
Balancing teaching, research and professional leadership	Prof Helen MacGillivray	19
Developing statistical thinking capabilities for postgraduates across disciplines	Prof Helen MacGillivray	55
Assessment and feedback	Prof David Boud	111
Networking your networks	Prof Malcolm Tight ; Ms Susi Hewlett; Dr Allan Goody; Ms Judy Kay; A/Prof Deborah West; Prof Daryle Rigby; A/Prof Judy Nagy and Prof Keith Trigwell	55
Bridging the gap between student expectations and	Dr Ann Luzeckyj and	53

Facilitation of advocacy and leadership in enhancing learning and teaching in the higher education community by HERDSA: Final Report.

5

	colleagues	
experience		
WEST AUSTRALIAN BRANCH **Branch Chair: Dr Melissa Davis**		
Learning Analytics: building evidence-based practice	A/Prof Shane Dawson	60
Feedback: why have we got it so wrong? Ensuring feedback processes lead to learning	Prof David Boud	55
How can we avoid assessment destroying the very learning we are trying to promote?	Prof David Boud	55
Scholarship of Learning and Teaching Writing Workshop	Dr Sally Knowles	17
QUEENSLAND BRANCH: **Branch Chair Dr Rebecca Sealey (Previously Dr Jason Lodge & Dr Steve Drew)**		
Learning Analytics: building evidence-based practice	A/Prof Shane Dawson	93
Teaching- Research Nexus	Dr Mitch Parsell	30
TASMANIAN BRANCH **Branch Chair: Dr Tracy Douglas**		
Learning Analytics: building evidence-based practice	A/Prof Shane Dawson	24
Assessing critical writing in the disciplinary context	Dr Iris Vardi	16
Providing effective feedback for student learning	Dr Iris Vardi	27
ACT BRANCH **Branch Chair: Assoc Prof Catherine McLoughlin (Previously Dr Jean Rath)**		
Learning Analytics: building evidence-based practice	A/Prof Shane Dawson	33
Teaching problem solving in engineering	Prof Ian Cameron	39
Threshold learning objectives	Prof Ian Cameron	39
Mobile learning in higher education: pedagogy & practice	Matthew Kearney	
Principles for designing personal learning spaces for learners and teachers	Mike Keppell	
Lecture pedagogies and possibilities	Helen Georgiou	
NEW SOUTH WALES **Organiser: Assoc Prof Shirley Scott**		
Learning Analytics: building evidence-based practice	A/Prof Shane Dawson	42
	TOTAL:	1094

As shown in Table 1, there were a total of at least 1094 attendances across Australia at dissemination events covering dissemination on educational technology; assessment and feedback; critical thinking and problem solving; the student experience, transition and retention; health and well-being; academic language and learning; scholarship of teaching and learning; work-integrated learning; online learning; and learning spaces. This is more attendances than noted by the evaluator due to additional dissemination events being held at the very end of the project time frame when it was realised that we had enough remaining grant money to hold more events.

Further, another 100 attendances were recorded in New Zealand, as shown in Table 2, extending the reach and influence of Australian research on teaching and learning.

Table 2: Dissemination in New Zealand

Event Title	Presenter/s	Number of participants
NEW ZEALAND BRANCH **Branch Chair: Dr Clinton Golding**		
Learning Analytics: building evidence-based practice	A/Prof Shane Dawson	100

The evaluator noted that:
> The participant responses indicate overwhelming support for the value of activities, indicating that that the activities provided:

- useful information about current literature, directions for future research and implications for practice - 97.5%
- the opportunity to engage with and discuss key issues and trends in tertiary education - 92.5%
- support for development of professional relationships and networks - 97.5%.

There was a strong indication from 88% of Branch respondents of their intention to adopt or adapt an idea in an area identified in *The Report* in their own work/institution. Branch chairs were all very positive about the initiative, indicating that the events supported participants in being aware of the latest developments in, and opportunities for, further research and development in higher education, for example:

- *A number of attendees are keen to pursue further engagement in this area with the support of TILT (Tasmanian Institute of Learning and Teaching) at UTAS. I think that the collegial discussions created at the workshops did enable attendees to further develop networks and professional relationships. (Tasmania)*

- *We were able to attract some really key people to provide excellent seminars and workshops that were very well received ... we have been able to promote the recent HERDSA OLT report and the HERD journal. (South Australia)*

- *[The activities] were definitely worthwhile to raise awareness of current issues, profile HERDSA's role, publicise the OLT and generate interest from people who would not ordinarily attend HERDSA. (ACT)*

- *People who were unfamiliar with tertiary education as a research area were able to broaden their practice-based knowledge with the addition of international and national resources. ... The existence of the OLT website resources was news to a significant number of participants. (ACT)*

- *The support to bring presenters from outside of WA was excellent and much appreciated. It was ... a wonderful opportunity to get colleagues together to learn from these scholars with national and international profiles. (WA)*

Branch chairs gave strong support for further similar activities keynoting OLT Fellows, for example:

- *We would be very keen to continue to provide a high quality seminar program into the future. Iris Vardi's suggestion of asking OLT fellows to provide seminars to the local branches if they happen to be visiting the state is a great idea and we have already made a start on booking our first fellows seminar for 2014. (South Australia)*

In summary the HERDSA Branch activities generated unprecedented interest in key research areas by large numbers of members and non-members. The activities met the stated aims by informing participants about directions for future research and implications for practice, providing support for networking and development of professional relationships nationally and beyond the HERDSA membership.

As the evaluator noted, the range of branch activities was vastly enriched by the grant, and allowed HERDSA to re-establish its presence in Queensland and Victoria. These activities will be continued with the support of HERDSA as we recognize the value of building scholarly communities that can readily share their knowledge and expertise.   At this stage, it is difficult to determine if these activities will generate more interest in HERDSA, or will remain a forum for broader interaction.   Of particular note is the benefit of interacting more extensively with OLT Fellows. As noted, HERDSA plans to continue this close relationship and to draw on the expertise of these experts to enrich branch and national

activities. The interaction across Australia and New Zealand was also a major benefit that greatly encouraged broader dissemination of expertise.

We recognized the particular benefits in collaborating across the regions to bring key speakers to explore emerging national issues. However, this would require additional funding from an external source. The level of take-up in the regions indicates that this sponsorship might be worthy of being included in OLT future strategies, perhaps encouraging partnerships with other networks to bring key figures to speak on teaching and learning issues.

B. Dissemination through a nation-wide forum

In addition to dissemination via the branches, a nation-wide forum was held specifically for senior leaders in Melbourne on the 7th of February 2014. With over 40 attendees, the one day forum addressed "Leading Educational Change and Innovation". Presenters and panelists included: Dr Shelda Debowski, Professor Beverley Oliver, Professor Denise Kirkpatrick, Professor Patrick Crookes, and Professor Suzi Vaughan. This brings the total number of attendees to all events run by the network across Australia and New Zealand to more than 1230.

The evaluator noted the following:

> 74% of participants reported that the forum provided useful information about current tertiary education literature, directions for future research, and implications for practice. Almost all (96%) agreed that the Forum provided the opportunity to engage with and discuss key issues and trends in tertiary education and supported the development of professional relationships and networks. One of the outcomes of the seminar is the formation by HERDSA of a Special Interest Group on Leadership. 14 of the 23 participants indicated their intention to attend the future HERDSA Leadership in Teaching and Learning Special Interest Group and 20 of the 23 indicated their intention to adapt or adopt an idea that was discussed.

The forum showed the potential for future events of this nature outside of the HERDSA annual conference.   At the 2014 HERDSA Conference the Academic Learning and Leaders SIG was formed and will be developed to continue these discussions and debates. This community of practice will guide the development of future activities.

The SIG will be featured on the HERDSA Website after it has developed its terms of reference and membership base.

C. Dissemination though a new online journal

Funding from the OLT grant also allowed for the development and release of the first issue of an online HERDSA journal: The HERDSA Review of Higher Education. The directions of the journal's first issue were informed by a survey of DVC's and PVC's teaching and learning in Australasian universities. This identified key priority issues for the sector. The first issue, which addresses some of these priority issues through research evidence, is aiming to be released in March 2014. Table 3 lists the articles contained in this issue.

Table 3: Articles in Issue 1 HERDSA Review of Higher Education

Article	Author/s
Editorial	Peter Kandlbinder
Constructive alignment in university teaching	John Biggs
First Year Experience: Looking back to inform the future	Karen Nelson & John Clarke
Crossing the interaction divide between international and	Sophia Arkoudis & Chi Baik

domestic students in higher education	
English language growth of international students	Judith Rochecouste & Rhonda Oliver
Reducing the digital literacy divide through disruptive innovation	Simon McIntyre

The journal will continue under the sponsorship of HERDSA.

3. Facilitation of new research into tertiary learning and teaching

Using the findings of the Review of Australian teaching and learning literature, new research endeavours were facilitated in areas identified as gaps in the literature. Facilitation occurred through the granting of small seeding grants which allowed for preliminary trialling or establishment of a research program in higher education teaching and learning. 7 small seeding grants were awarded which addressed these gaps. These are listed in Table 4.

Table 4: Seeding grants awarded to address gaps in literature

Title of Project	Project Leader/s	Gap addressed in the literature
Benchmarking student perceptions of the use and effectiveness of mobile devices in practical activities.	Dr Sherrie Caarels (Monash)	Online learning communities
Surfing or Diving? An exploration of student's practices and attitudes towards technology for learning	Dr Angela R. Dobele (RMIT) Dr Stuart Thomas (RMIT)	Online learning communities
Researching the pedagogies and practices of interdisciplinary curriculum in authentic learning contexts	Ms Judith Smith (QUT) Prof Ryan Daniel (JCU) Ms Mandy Shircore (JCU)	Authentic Learning
Internationalisation of the Curriculum in Management Programs to Develop Global Citizens	Dr Diana Rajendran (Swinburne)	Internationalisation
Academic literacy practices in diverse tertiary settings	Dr Jacquiline Widin (UTS)	Disadvantage and Equity
Gamifying Undergraduate Statistics	Dr Lyndon Walker (Swinburne)	Role playing and gaming
Feedback on feedback	A/Prof Elizabeth Molloy (Monash)	Graduate attributes

As a condition of the seeding grant, all recipients will report in 2014 on the outcomes and their future research directions through the HERDSA publication: HERDSA News. Recipients noted that they had been provided an important stimulus through these grants to commence some valuable projects that they planned to continue.

Given its limited budget capacity, HERDSA may not be able to continue providing micro grants. However, the practice has been notably successful, and is worthy of consideration as part of future network projects.

4. Increasing capacity for scholarship in teaching and learning

An exciting dimension of this project has been the contribution to increasing the capacity for scholarship in teaching and learning. This has occurred in 2 main ways.

The first has been through the mentoring dimension that was built into the aforementioned seeding grants. In order to be successful, applicants needed to ensure that a new scholar in teaching and learning was paired with a more experienced researcher and mentor in

teaching and learning. Each of the awarded projects contains this element.

The second has been through the allocation of 2 special seeding grants aimed at developing schemes that would continue to support new scholars. These are listed in Table 5.

Table 5: Seeding grants to support new scholars

Project	Project Leaders
Formation of "International Society for Cost and Value in Medical Education".	Dr. Stephen Maloney
Supporting New Scholars in the Scholarship of Learning & Teaching	Dr Deborah Clarke

Both these seeding grants are setting up and trialling the necessary infrastructure. The intent is for them to become self-sustaining. As a condition of their seeding grants, these recipients will also report in 2014 on the outcomes and the resulting schemes through the HERDSA publication HERDSA News.

The New Scholars network has now been established as a SIG at the HERDSA 2014 conference and will continue to be developed under the guidance of Dr Clarke and HERDSA. It will be announced on the HERDSA website as it is more fully developed.

Factors contributing to productive networking

Key achievements

Extensive dissemination and participation
Participation occurred at all levels across the sector, the country and even across the Tasman at dissemination events on research-based practice.

The development of an online journal
This new online journal, the HERDSA Review of Higher Education, addresses issues of current concern to the sector using findings of research from leaders in the area to inform policy and overall directions.

The cultivation of further research and scholarship in under-researched areas
New research was seeded in the areas of online learning communities, authentic learning, internationalisation, disadvantage and equity, role playing and gaming, and graduate attributes.

The engagement of senior leaders
Senior leaders in teaching and learning were engaged across all aspects of the project, receiving a hard copy of the stage 1 Review, attending the Senior Leaders' Forum and providing direction for the online journal.

Methods that achieved these outcomes

1. Sound organisational infrastructure of a scholarly society

Networking was strongly enabled by the use of HERDSA, a scholarly society focussed on learning and teaching in higher education, which has an extensive network across Australia and New Zealand. HERDSA's structure of a national executive, national office, a devoted branch/networking portfolio at the national level, a devoted publications portfolio at the national level, and active branches across the region, provided the means for broad dissemination as well as the development of a new publication.

The use of a scholarly professional society provided for many advantages in dissemination. First, is the link to a scholarly approach engendered by the Society. HERDSA's A grade peer-reviewed journal, its Guides for practitioners written by leaders in the field, and an annual

conference that showcases evidence-based practice, provides a powerful backdrop to reputable dissemination.

Second, in using a Society, rather than an institution, this project brought people together across institutional and state boundaries to hear about a range of approaches and directions, to compare these to the literature and institutional practices, and to discuss these with others and experts in the field.

2. Strong leadership, co-ordination and direction for the project

The outcomes of this project could not have been achieved without strong leadership, planning and co-ordination. Planning a set of discrete subprojects, underpinned by a clear underlying agenda of quality research-based practice within the sector and coupled with the nurturing of new research, provided clear direction for the project. Strong leadership, co-ordination and organisation drove the results ahead.

3. Use of sound research base and expertise to address local issues

Dissemination benefited greatly from a focus on research-based practice through the use of experts on matters of interest on the ground. Matters of interest were determined in a number of ways depending upon the dissemination strategy.

For dissemination at the branch level, matters of interest were determined by branch chairs and their respective branch executives at the local level who are in tune with the needs and desires of local academics, as well as the directions of their local institutions. This resulted in outstanding rates of attendance and engagement in the dissemination process.

Matters of interest for the online journal, which predominantly targets policy makers, were determined by a survey of PVCs and DVCs Education/Teaching and Learning. This approach differs significantly from other review journals. The topic selection was based on engagement with the target audience. This determined the topics that were subsequently commissioned as evidence-based articles. We anticipate that this will generate great interest.

4. Strategies to engage those new to the community

As was mentioned previously, a number of strategies were used to engage academics including use of expertise, adopting an evidence-based approach and using the existing HERDSA infrastructure. However, in addition, specific strategies were put in place to engage people who might not usually involve themselves.

The first strategy was to provide mentoring opportunities through research into teaching and learning. This strategy was used to great effect with the seven seeding grants which paired new researchers in teaching and learning with established researchers. There was keen interest in this type of micro-grant with over 30 mentoring submissions being put forward for consideration.

Funding was also allocated to two seeding grants to set up infrastructures that will provide ongoing support to researchers beyond the life of the grant. The first grant *Formation of "International Society for Cost and Value in Medical Education"* has resulted in the development of a website and an infrastructure to link people with common research interests in medical education for the purposes of collaboration. The final website will be launched mid-year.
Response to the second grant has been very positive. 46 people applied to be supported as new scholars through the *Supporting New Scholars in the Scholarship of Teaching and Learning* project. The methodology was trialled with 15 applicants and this support will continue through HERDSA pre-conference workshops.

The second strategy was a 'by invitation' approach. This was adopted for the Senior Leaders'

Forum. DVCs Education were invited to nominate 2 people from their institution whom they felt would benefit from attending. Further, invitations were sent to Deans' lists and to members of the Council of Australian Directors of Academic Development.

Recommendations for others

1. Ensure a strong infrastructure for dissemination

Having a strong infrastructure or using an existing infrastructure such as HERDSA for dissemination is important to ensure wide coverage and engagement as it taps into an initial network of people who are already interested and who have a broad reach into the local academic community.

2. Ensure strong leadership, direction and co-ordination

The importance of leadership, planning and strong co-ordination cannot be under-estimated. Together these provide a strong and clear direction, and a means by which to ensure that 'things happen' as planned.

3. Meet local needs

We have found that people will come if they perceive that the dissemination will meet their needs. All the dissemination events were aimed at providing useful information and strategies to academics that they could take away and use. The practical side proved a great attraction to staff.

4. Use expertise

Expertise based on sound research made a difference. It allowed for a discourse that could be different to what occurs within specific teaching contexts. Raising the level of input and discussion about teaching and learning was of great interest.

5. Provide a means for bringing in new people

Marketing and promotion of topics of interest delivered by experts is highly important and certainly made a difference to this project, but more may be needed to engage those who might not normally come to such events. In this project, we used a mentoring strategy and a 'by invitation' strategy and these worked well.

Barriers to productive networking

There were a number of challenges with the project. These are listed below with the solutions adopted.

1. Gaps in the infrastructure

Gaps in the HERDSA infrastructure had some effect on the extent of dissemination. There are currently no branches in the NT or in NSW. We did manage however to send the HERDSA Roadshow to NSW through linking with an active HERDSA member, Assoc Professor Shirley Scott, who kindly managed the organisational end in NSW, enabling 42 staff from across 5 NSW institutions to participate.

2. Reliance on volunteers

The HERDSA national executive, its branch chairs and members of the respective branch executives, and journal editors all give their time to the Society on a voluntary basis. The need to disseminate within tight timelines, along with a range of OLT reporting and

evaluation requirements placed a significant load on these volunteers. This was in part off-set by the energising effect of the grant monies, the resulting initiatives and the resulting positive response. Gratitude is expressed to all those who gave freely of their time to this project. Particular thanks are extended to the branch chairs and the online journal editor for their extended involvement and input.

3. Placing grant management of a Society initiative with an institution

A major challenge emerged each time the project director changed positions with new financial and institutional management. These were resolved through negotiation. The project is currently under the auspices of University of Notre Dame which has provided a commitment to the project end.

4. Developing a new online journal

There were a number of challenges with the development of a new online journal. Being a significant endeavour, such challenges are to be expected. While there was some reluctance by DVCs and PVCs to participate in the survey, with reminders, 52% of universities participated.

The timeline imposed by the conditions of the grant resulted in a number of authors being unable to deliver by the deadline. There was, however, sufficient copy for the first volume. Future issues of the journal will not have such external timelines applied.

Finally, the redevelopment of the HERDSA web site where the journal will be housed has taken longer than anticipated. This is being overcome by the online journal being made available on the existing web site until development is completed.

5. Meeting reporting requirements when multiple players are involved

Having multiple projects with distribution of effort spread across the nation made collection of information for the purposes of OLT reporting quite challenging. While people are able to make use of the funds and contribute to the effort, it was an imposition on them to provide the data and information required for evaluation and reporting. This was addressed through multiple reminders and encouragement.

What the network offers

While the dissemination project has ended, HERDSA as a professional organisation is enduring. The OLT grant has helped strengthen HERDSA.

HERDSA as a network offers much to academics in Australia and internationally on teaching and learning including the following.

An international A ranked peer-reviewed academic journal
Higher Education Research and Development (HERD) publishes 6 issues a year through Taylor and Francis.

News Publication
 3 issues of HERDSA News are published per year. These contain informal articles, commentary, reviews of research in progress, and news of HERDSA activities.

A weekly email news bulletin
This weekly email list provides a means for people within the sector to know about events and opportunities in teaching and learning.

An annual national conference
The national conference is held in a different location each year and provides a forum for disseminating research and best practice in higher education teaching and learning.

Guides and other publications
HERDSA publications translate best practice from the literature into easy to read practical information for teaching staff.

Branch activities at the local level
Branches hold local events and provide a means for networking and meeting with others interested in teaching and learning at the local level.

A Fellowship recognition and development scheme
The HERDSA Fellowship Scheme recognises and develops teaching and learning that satisfies a set of quality standards.

A range of awards and grants
HERDSA provides a range of awards and travel grants at its annual conference.

Strengthening of the HERDSA network as a result of the grant

As a result of the funding, HERDSA now also offers:

An online journal: The HERDSA Review of Higher Education
This journal provides expert commentary on the latest developments in higher education research and development for senior leaders and policy makers in higher education. The peer-reviewed articles are written by commissioned authors based on a bi-annual survey of DVCs & PVCs (Teaching & Learning) in Australasian universities. The articles in the journal describe how the key priority issues identified in the survey are conceptualized within the higher education literature and describe how the current theories and practices that are shaping the outcomes of higher education. Each article draws out implications for policy, research and development.

A Senior Leaders Special Interest Group
The infrastructure for special interest groups has been developed and interest for A Senior Leaders Special Interest group has been gauged through the Senior Leaders' Forum. This interest group will be launched at the 2014 HERDSA conference.

An alliance between HERDSA branches and the OLT Fellows
Following on from the success of the Roadshow, an alliance was formed between the OLT Fellows group and the HERDSA branches through three initiatives:
- A yearly Road Show which takes an OLT Fellow around the branches
- Connecting local Fellows with their local HERDSA branch
- Connecting the Fellows' Forum with the local HERDSA branch

On-going support for new scholars
As a result of seed funding of the *Supporting New Scholars in the Scholarship of Learning & Teaching* Project, workshop support for new scholars will be provided by HERDSA on an ongoing basis.

The New Scholars SIG has now been established and is being developed.

These new offerings provide further ongoing benefits to the entire academic community and will be featured on the revamped HERDSA website when it is complete.