

WHAT'S HAPPENING IN LEADERSHIP?

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PREFACE

The Leadership For Excellence In Learning And Teaching Program is an initiative of the Australian Learning and Teaching Council's Board. The program aims to strengthen leadership and build the capacity to lead change for the future enhancement of learning and teaching in Australian higher education. In keeping with the Board's recognition that it is essential that the work undertaken through funding from the Australian Learning and Teaching Council should achieve long lasting value, the program also provides for sector-wide implementation of leadership innovations.



1. OVERVIEW

History

The Leadership for Excellence in Learning and Teaching Program began with two pilot projects funded during 2005, the planning year of the Australian Learning and Teaching Council (ALTC). The Board identified the building of leadership capacity as a key factor in strengthening the place of university learning and teaching and in bringing about strategic change within institutions and the sector.

Late in 2006, the ALTC sponsored a colloquium to explore and enhance the understanding of 'leadership for learning and teaching in higher education'. In the report on the colloquium, Emeritus Professor Lesley Parker wrote:

There is a need to move beyond the literature to empirical evidence to develop an understanding of 'effective leadership for learning and teaching in higher education'. The various definitions and broad use of the term leadership make the concept and expectations difficult to define and to evaluate. Definitions range from the structural/positional to the view that everyone is a leader. There needs to be an approach that finds a middle ground and takes into consideration the context, the transitory nature of many roles in higher education and the various contributions that academics and other professional staff make to learning and teaching. The distributed nature of much of the leadership in higher education needs recognition in the understanding and assessment of the success of leadership.

(Synthesis of Leadership Colloquium discussion, 29 November 2006).

<http://www.altc.edu.au/resource-leadership-colloquium-altc-2006>

During the first half of 2008, Professor Parker undertook a review of the Leadership Program, interviewing all project teams and others to assess the early issues arising from the project work and the impact of the program. She identified some progress toward a better understanding of 'effective leadership for learning and teaching' as she says in the report:

This review has revealed that, at the outset of the program, "leadership for excellence in learning and teaching" was a tantalisingly elusive goal for Australian higher education. The first round of applications demonstrated that the program was not understood well. This situation prevailed despite the acknowledgement that the program's guidelines¹, although demanding, were clear and easy to follow and despite the on-going support provided by the ALTC (also acknowledged with enthusiasm). By February 2008, however, by which time three projects had been completed and several others were in their final stages, conceptual clarity in relation to leadership in learning and teaching had emerged, at least amongst those involved in projects and to some extent also more broadly across the sector. Given the relative recency of sector-wide attention specifically to leadership in learning and teaching this slow evolution of understandings is not surprising, especially in the context of what has emerged as a deeply entrenched association of leadership with hierarchy and authority. What is remarkable is that the investment to date is producing, in just under two years, a new understanding of leadership in universities which is inclusive and distributed — an understanding which is linked to a willingness by this new cohort of leaders to initiate and take action aimed at enhancing learning and teaching.²

¹ *Leadership for Excellence in Learning and Teaching Program: guidelines and supporting Information.*

<http://www.altc.edu.au/system/files/Leadership%20Guidelines%202010%20updated%200909.pdf>

² Parker, L., July 2008

<http://www.altc.edu.au/resource-altc-leadership-program-review-altc-2008>



As of the end of January 2010, more progress has been made with the completion of 21 projects out of a total of 52 funded. At the same time last year, 12 were completed out of a total of 39. A new priority – consolidated leadership outcomes – was introduced in the 2008 Program Guidelines, in recognition that the program was entering a new phase as the early projects were reaching completion. This new priority is designed to build on the outcomes of previously funded projects and, as a consequence, strengthen the potential of the earlier work to be implemented more widely. Six projects have been funded under this priority area.

Program priorities

The Leadership for Excellence in Learning and Teaching Program has several different strands, focusing on the institutional, discipline-based and specific project levels. In some cases, leadership is defined formally and is encapsulated in academic or general staff position titles and descriptions. At the same time, many people have roles which are critical to quality learning and teaching, which are strongly dependent on context and which may not be formally defined. The ALTC sees a need to recognise that, within this multi-level concept of leadership, there must be cross-level teamwork and integration of the levels in order to get the best out of all.

Despite some confusion among applicants when deciding which program priority area their proposal is addressing, projects do fit within the framework defined by the three priorities: institutional leadership, disciplinary/cross-disciplinary, and consolidated outcomes. As with all attempts at classification, there are projects that are not as clearly identified with the priority area as others. Projects addressing the third priority area – consolidated leadership outcomes – build on outcomes from other projects funded under priorities one and two. Because of this relation, they are therefore listed below under these first two priorities.

Priority one: institutional leadership

The projects listed in this report in the institutional leadership category can be broadly defined as contributing to an institution's capacity to effect change in learning and teaching either through specific roles and structural arrangements, or through the support of staff with expertise and passion who engage with colleagues to strengthen learning and teaching as part of their general duties.

In this report, the institutional leadership projects have been divided into two groups:

- Institutional – structural/positional (supporting these positions)
- Institutional – distributed.

Institutional leadership – structural/positional

A number of projects are examining and developing leadership skills for specific groups charged with particular responsibilities for learning and teaching, or supporting the development of systems that assist leaders to effect change in learning and teaching. In the first category, one project recommended a radical reconceptualisation of the current approaches to leadership development in higher education, to ensure their relevance (LE6-1).



The institutional leadership projects address a variety of groups:

- associate deans (teaching and learning) (*LE5-19*)
- course coordinators (*LE5-19, LE6-4 & LE8-816*)
- convenors of majors and program directors (*LE6-5*)
- school-based curriculum improvement leaders (*LE6-10*)
- academic coordinators (*LE6-11*)
- heads of school (*LE8-802*)
- subject coordinators (*LE8-814 & LE9-1212*)
- unit coordinators (*LE8-824*).

A number of projects focus on systems and frameworks, their association with leadership capacity; and their capability for supporting learning and teaching. These projects developed or aim to develop the following:

- a framework for effective curriculum leadership in teaching and learning (*LE6-1*) which forms the basis of an Online Leadership Learning System (*LE8-811*)
- a values-based institutional leadership paradigm, in order to strengthen the capacity for improvement of Indigenous education (*LE6-2*)
- an Integrated Competing Values Framework which aims to develop key leadership skills and abilities required for effective coordination of undergraduate and postgraduate programs in business (*LE6-11*). The web-based 360° feedback process emanating from this project, along with the framework and process for an academic leadership development program (*LE5-19*), form the basis of two projects funded in 2008, one focusing on heads of school leadership (*LE8-802*) and the other aiming to facilitate the dissemination of the web-based 360° feedback tool and professional development (*LE8-805*)
- a leadership framework designed to facilitate change and improvement, the Engaging Leadership Framework (ELF) (*LE6-13*). A recently-funded project applies the ELF to four new sites and contexts (*LE9-1215*)
- a teaching and learning strategic leadership framework for professional development purposes for capacity building of leadership groups of institutional centres for teaching and learning (*LE7-355*)
- frameworks for decision-making about the use of rich-media technologies in learning, teaching, administration and research (*LE7-377*)
- a resource to assist academic staff holding senior leadership positions to manage curriculum renewal, redesign and evaluation (*LE8-1164*) – this project is now discontinued
- a one-year intensive leadership program for early career academics (*LE9-1210*)
- internationalisation of the curriculum and improvement of cross-cultural learning, focusing on leadership roles amongst academics in on and off-shore Australian campuses (*LE9-1228*).

Institutional leadership – distributed

Projects included in this category deal with institutional change through the use of experts and enthusiasts; and build networks and communities of practice. These approaches are less formally defined, if at all, within organisational structures. The capacity for engaging staff in the development of learning and teaching through these mechanisms is being tested in a number of projects which provide opportunities for meetings, reflection, expert input and leadership development. These projects developed or aim to develop the following:

- leadership capacities of individuals within existing communities to support the new model of academic staff performance at ANU (*LE5-18*)



- multi-level leadership in the use of student feedback to enhance learning and teaching (*LE6-7*)
 - leadership capacity for online learning and teaching (*LE6-8*)
 - a faculty scholar model (*LE6-9 & LE8-691*)
 - assessment and feedback through a community of practice (*LE6-12*)
 - Indigenous women's capacity for leadership (*LE6-17*);
 - an Indigenous research methodologies master class module (*LE8-780*)
 - leadership in multi-campus institutions through development of program leaders networks and resources (*LE8-810*); and through development of a quality management framework and establishment of communities of practice (*LE8-817*)
 - distributed leadership through cross-disciplinary networks (*LE9-1183*)
 - leadership in the context of peer review (*LE9-1206*)
 - Indigenous curriculum development through cultural partnership (*LE9-1219*)
 - student engagement by building capacity in emerging technologies through cascade and viral leadership (*LE9-1231*)
 - leadership capacity for work-integrated learning (*LE9-1234*).
- Also, a recently-funded project aims to identify the synergies in distributed leadership projects (*LE9-1222*).

Priority two: disciplinary and cross-disciplinary projects

Projects which consider a national, professional, or disciplinary perspective often explore models of leadership that enhance community partnering (including with professional communities), and that contribute effectively to institutional and community recognition of the fundamental importance of teaching in higher education.

- One project established a national postgraduate network, in the discipline of law (*LE6-3*)
- Another integrated a competency-based assessment tool in speech pathology (COMPASS™) (*LE6-6*)
- In nursing, one project developed an effective partnering model between the university and health care sector through a multi-level leadership model (*LE6-14*); another aims to develop the leadership capabilities of clinical supervisors (*LE8-809*); and one project aims to develop team leadership capacity for clinical health care teams using team management systems (*LE7-356*)
- One project aims to build leadership capacity for enhancing multidisciplinary mental health workers (*LE8-777*)
- A recently-funded project aims to build leadership capacity in teaching implant dentistry (*LE9-1177*)
- One project's purpose is to develop and sustain pedagogical leadership in early childhood education and care professionals (*LE8-823*)
- In the mathematical sciences, one project developed leadership capacity and sustainable systems in mathematics and statistics support to enhance student learning and confidence (*LE6-15*); another aims to strengthen the capacity to develop and share learning resources across disciplines and institutions (*LE8-783*); and a recently-funded project focuses on developing a national discipline-specific professional development program for lecturers and tutors (*LE9-1248*)
- In engineering and ICT, one project aims to facilitate research professors to be teaching and learning leaders (*LE8-785*)
- Two projects seek to improve science teaching: one by changing the culture through increasing scientists' capabilities for leadership (*LE6-16*); and the other by focusing on teaching in large chemistry classes (*LE8-818*)



- In the field of creative arts, one project aims to strengthen leadership capability through a strategic knowledge network (Create•Ed) (LE9-1246).

The diverse work being undertaken in these projects is testing a number of approaches to the development of the capacity and capability for leadership to effect ongoing improvement in outcomes for both undergraduate and postgraduate students in Australian institutions.

This report provides a brief background or abstract of each project, its outcomes or progress to date, the institutions involved and the project leader. The 52 projects are ordered according to their status: the first listed are the completed projects, which include all the projects funded in 2005 and 2006, as well as two recently-completed projects funded in 2007 and 2008; then come the continuing and newly-funded projects.



2. INSTITUTIONAL LEADERSHIP

2.1 Positional/Structural Leadership

2.1.1 Curriculum leadership for associate deans and course coordinators

“Caught between a rock and several hard places”: cultivating the roles of the associate dean (teaching and learning) and the course coordinator (LE5-19)

Lead Institution: Queensland University of Technology

Partner Institutions: The University of New South Wales, Charles Darwin University

Project Leader: Ms Deborah Southwell

Background

The project addressed the importance of effective multi-level leadership for the promotion and advancement of learning and teaching in higher education, and the need for professional programs that support the development of leadership skills of academic staff. Focusing on the roles of the associate deans (teaching and learning) and course and unit coordinators, this study aimed to identify a set of strategies that would build leadership capacity for excellence in teaching and learning at these levels.

Outcomes

The authors of the study have developed a framework that acknowledges and builds upon three enabling conditions for effective curriculum leadership in teaching and learning:

- Strongly supportive organisational culture and conditions
- Comprehensive induction to, and mentoring in, the role of curriculum leader in teaching and learning
- Planned curriculum leadership in teaching and learning development.

The framework was designed building on rich qualitative and contextual data generated through the project. It is composed of three sequential and coordinated modules which include a number of resources and activities:

- Self-directed induction
- Surviving and thriving in your teaching and learning leadership role
- Change management in higher education teaching and learning, including conflict resolution.

Project completed: January 2008

<http://www.altc.edu.au/project-caught-between-rock-several-hard-places-qut-2005>

2.1.2 Academic leadership capabilities

Academic leadership capabilities for Australian higher education (LE6-1)

Lead Institution: University of Western Sydney

Partner Institution: Australian Council for Educational Research (ACER)

Project Leader: Professor Geoff Scott



Background

The aim of the project was to provide a comprehensive evidence-based profile of effective academic leadership in different learning and teaching roles in order to produce findings and resources that will help advance the development of learning and teaching leaders in Australian universities.

Outcomes

An online quantitative and qualitative survey with more than 500 leaders in 20 Australian institutions and a series of sector-wide workshops were undertaken, including a national forum with 490 higher education leaders. In addition, workshops were held with almost 100 leaders in South African and Canadian higher education and results were benchmarked with parallel research being undertaken by the UK Leadership Foundation for Higher Education.

The top five ranking indicators that the 513 leaders report using to judge the effectiveness of their own performance are: achieving high-quality graduate outcomes, successful implementation of new initiatives, producing significant improvements in learning and teaching quality, establishing a collegial working environment, and delivering agreed tasks on time and to specification. Across all roles studied, the ability to implement initiatives successfully and sustainably is seen to be a critical factor for effective leadership.

The project team concluded that current approaches to leadership development in higher education need to be radically reconceptualised. The study has produced a wide range of role-specific analyses to ensure that the leadership development programs are as relevant as possible. It has identified the key aspects of each leadership role that incumbents say are critical and it has generated an extensive set of role-specific case studies which include the practical strategies these leaders have found work best to resolve them.

The project team has recommended that universities build the key findings into a revised set of leadership position descriptions, succession plans, selection procedures, development processes and performance management systems for each of the roles studied.

Project completed: May 2008

<http://www.altc.edu.au/project-academic-leadership-capabilities-uws-2006>

2.1.3 Leadership in Indigenous higher education

An institutional leadership paradigm: transforming practices, structures and conditions in Indigenous higher education (LE6-2)

Lead Institution: Batchelor Institute of Indigenous Tertiary Education

Partner Institution: Australian Catholic University

Project Leader: Associate Professor Lyn Fasoli

Background

The purpose of the project was to strengthen institutional leadership capacity to develop and deliver culturally appropriate and relevant Indigenous teaching and learning



programs within the participant universities. The project networked Australian and international higher education institutions to provide new insights into the ways the sector can support Indigenous students and staff to succeed in tertiary education. Eight institutions, five from Australia and three international, were brought together to pool their collective knowledge and experience to produce an institutional leadership paradigm (ILP) to guide, change and renew institutional structures, practices and conditions.

Outcomes

The key resource emanating from this project is the values-based Institutional Leadership Paradigm (ILP). The project identified and endorsed key Indigenous values that should be present within an institution in order to facilitate transformative institutional leadership for Indigenous outcomes.

The values identified were:

- *openness*, through a demonstrated belief that Indigenous education is everybody's business, not just Indigenous student services
- *enduring leadership*, through a long-term commitment to an Indigenous employment strategy
- *transformation*, by extending the learning of the individual into their respective communities
- *cultural integrity*, through approaches to learning and teaching imbued with Indigenous traditions
- *empowerment*, including and involving the students' families, as well as the students themselves
- *partnerships*, bringing communities into the university
- *inclusion*, providing higher education in communities.

These guiding values were used by participating institutions to plan specific activities with the aim of transforming policies, practices and conditions within their institutions.

Project completed: December 2008

<http://www.altc.edu.au/project-institutional-leadership-paradigm-bachelor-2006>

2.1.4 Leadership capability of course coordinators

Building academic leadership capability at the course level: developing course coordinators into academic leaders (LE6-4)

Lead Institution: Curtin University of Technology

Partner Institutions: Australian Technology Network Universities: Curtin University of Technology, Queensland University of Technology, University of South Australia, RMIT University, University of Technology, Sydney

Project Leaders: Ms Sue Jones, Professor Bruce Shortland-Jones

Background

The aim of the project was to develop and trial an experiential academic leadership program designed to enhance the leadership skills of course coordinators – academic staff responsible for a course or program of study leading to a degree award – to enable them to ultimately improve students' experience of learning. The rationale behind the project was that course coordinators would be better able to manage the quality of the



courses for which they are responsible if they had increased awareness of academic leadership and improved leadership capabilities.

Outcomes

There are a number of key findings from the project in relation to academic leadership within higher education. The project team found that higher education reform impacts on leadership development, both as a driver and a potential constraint for developing leadership capacity. Workload and work practice changes which are not conducive to leadership development have a considerable impact. Time release for leadership development for this particular cohort is therefore crucial. The project team noted that the specific work practices of academia influence leadership and its development. For example, the 'revolving door' aspect of the course coordinator's role emphasises the need for a collegial approach to academic leadership as distinct from other leadership approaches.

The project successfully developed and trialled the academic leadership for course coordinators program (ALCCP), an extensive flexible resource designed to enable the course coordinators to lead and manage course quality and their course team. The program's modular structure is designed for delivery in face-to-face mode, fully online and/or as a blended model. A guide has been produced to complement the program.

Project completed: March 2009

<http://www.altc.edu.au/project-building-academic-leadership-capability-cut-2006>

2.1.5 Leadership in curriculum and program development

Closing the gap in curriculum development leadership (LE6-5)

Lead Institution: The University of Queensland

Project Leader: Dr Frederick D'Agostino

Background

Analysis suggests that there is a strategic gap in teaching-related staff development programs in Australian institutions. Often, there is no support available to promote leadership capacities for staff. This project aimed to design systems, including staff development programs, to enhance leadership skills for convenors of majors and program directors, especially in relation to curriculum development, evaluation, and assessment, and in supporting students, organising fellow staff, and aligning learning and teaching in the majors with institutional strategies.

This project arises from two observations and the gap between them which together reveal:

- The sequence of study is significant, both in students' experience of their course of study and from the point of view of curriculum design
- There is little institutional or intellectual support for academic staff in charge of sequences of study.

The main outcome for this project is enhanced capacity for academic leadership and, especially, leadership in curriculum and program development and management, among the strategically crucial but structurally neglected cohort of middle-level academic leaders.



Outcomes

An integrated staff development program for middle-level curriculum leaders was produced, targeting their leadership capacities for curriculum development and management. Inclusion of this program in the university's mainstream professional development program for academic staff was planned for late 2009, with the participation of the project leaders and under the sponsorship of the Director of the Teaching and Educational Development Institute (TEDI), Professor Marilyn Goos. Changes to university staff policies and procedures were fostered to ensure appropriate recognition, remuneration, and resourcing of middle-level academic leaders.

A set of incentives was provided for members of the targeted cohort to participate in this program. These are:

- policy changes, workload and career progression recognition achieved for the role of curriculum leader
- the development of a teaching and learning strategic grants program from which this project has leveraged substantial financial support for emerging curriculum leaders participating in the project.

The project results have been disseminated through various mentoring and support programs, participation with the Higher Education and Research Development Society (HERDSA) and other public symposia and, especially, through involvement in off-site projects at La Trobe University, The University of Melbourne, Curtin University of Technology, and the University of the Sunshine Coast. The project was presented through a workshop for staff intending to apply for Teaching and Learning (T&L) grants; two meetings of conveners of majors for the BSc degree; at the annual meeting of the Australian and New Zealand college of occupational therapy educators; and to two cohorts of local Strategic T&L grant winners on project management. The team has mentored and sponsored five successful applications for T&L strategic grants both locally and internationally and continues to help them implement their projects. A lengthy academic paper has been submitted for publication describing phase 1 in the journal of further and higher education.

Project completed: December 2009

The report will shortly be available on <http://www.altc.edu.au/resources>

2.1.6 Curriculum improvement leaders

Enhancing the student educational experience through school-based curriculum improvement leaders (LE6-10)

Lead Institution: Murdoch University

Project Leader: Professor Jan Thomas

Background

The project aimed to facilitate sustainable, long-term change in learning and teaching at Murdoch University through capacity development of a group of 'exemplary' academic staff who would initially lead curriculum improvement within their schools. These academic staff would eventually disseminate their knowledge across the university to create a high quality educational environment that caters more appropriately to the diverse needs of today's students. These self-selected, 'non-positional' academic leaders undertook targeted professional development with the aim of applying this knowledge to



curriculum improvement projects developed by them to align with their respective school and university goals, strategic directions and priorities. The project also aimed for these curriculum leaders to enact school-based projects that build on existing initiatives with a view to developing scalable models that account for the disciplinary context. A further aim was to enhance students' educational experiences supported by a strong focus on the dissemination of best practice in a cascading model of professional development.

Outcomes

The project made some progress in identifying how the capacity of informal leaders might be developed across different schools within a university. The program of professional development provided to curriculum improvement leaders (CILs) was successful in establishing the community of practice which provided a supportive environment in which the CILs could develop their leadership and curriculum improvement skills. Many of the CILs implemented school-based curriculum projects and there was qualitative evidence that they had gained knowledge, skills and confidence to lead curriculum change in their school.

The degree to which the work and achievements of the project can be considered scalable and sustainable is yet to be seen. There are indications that the continuing engagement of the community of practice will ensure that the work of the project will live on beyond the time of ALTC support.

Project Completed: August 2008

<http://www.altc.edu.au/project-enhancing-student-educational-murdoch-2006>

2.1.7 Leadership capability of academic coordinators

Improving the leadership capability of academic coordinators in postgraduate and undergraduate programs in business (LE6-11)

Lead Institution: University of South Australia

Project Leader: Professor Tricia Vilkinas

Background

Higher education has undergone tremendous change as a result of pressures from institutional and governmental policies, employers' expectations and an increasingly diverse student population. Consequently, academics in leadership roles must be flexible, adaptable and innovative. This project aimed to identify the key leadership skills and abilities required for effective coordination of undergraduate and postgraduate programs in business and develop two professional development frameworks that will provide principles, models, themes and resources necessary to develop these skills in staff. Guidelines on how to apply the framework to other institutions were developed as part of the project.

Outcomes

The study assessed the leadership capability of the academics that provide leadership using the Integrated Competing Values Framework (ICVF) as its theoretical foundation. The study noted the complexity of academic coordinators' roles and responsibilities and recommended periodic review of these at both a personal and institutional level. The project also highlighted the need for ongoing identification, induction and development of academic leaders.



The project team concluded that: academic coordinators are capable of developing and displaying their academic leadership capability further without formal power; some policy issues need to be resolved if academic coordinators are to be more effective; and the use of the 360° ICVF feedback tool, workshops and supporting documents have made a positive contribution to academic coordinators' development.

Resources produced for the sector are a resource book, professional development workshops and a website with links to a range of related readings and norms against which academic coordinators can benchmark their own academic leadership capability.

Project completed: March 2009

<http://www.altc.edu.au/project-improving-leadership-capability-2006>

2.1.8 Engaging leadership framework (ELF)

Leadership for implementing improvements in the learning and teaching quality cycle (LE6-13)

Lead Institution: Monash University

Project Leader: Dr Lorraine Bennett

Background

While most universities identify leadership of the education agenda as a key priority, the challenge for many has become how best to drive and coordinate leadership of excellence in education and how to translate theory and rhetoric into practice. The project addressed this challenge by proposing, investigating, testing, reflecting upon and refining a leadership framework designed to facilitate change and improvement. The framework, referred to as the Engaging Leadership Framework (ELF), adopts a strategic, high-level perspective of leadership which at the same time provides a practical tool for analysis of evidence and implementation of improvement.

Outcomes

The development of the ELF was informed by case study trials; the wider leadership literature; expert and user consultations and workshops; and graphic representation. The ELF brings together, in simple graphic form, a vision – the 'trilogy of excellence' (excellence in scholarship, engagement and management) – a process and participants. Implicit within the framework is an inclusive interpretation of leadership as an activity or behaviour, which may involve individuals or teams at any level of an organisation, depending on the leadership task.

The ELF provides a framework for leading and navigating change and promotes a culture within higher education where improvements in learning and teaching are systematically accepted and practised across the organisation. During the project, activities were undertaken to embed the ELF at Monash University. The project team believes that there is potential for the ELF to be used elsewhere within the higher education sector as a strategic and practical leadership tool for improvement, particularly in learning and teaching. The application of the ELF to student feedback enhances the quality of the student learning experience by demonstrating a way to listen to and act upon the student voice.

Project completed: September 2008



<http://www.altc.edu.au/project-leadership-implementing-monash-2006>

2.1.9 Strategic leadership model

Strategic leadership for institutional teaching and learning centres: developing a model for the 21st century (LE7-355)

Lead Institution: Deakin University

Partner Institutions: Macquarie University, Monash University, RMIT University, University of New England, The University of Newcastle

Project Leader: Dr Dale Holt

Background

The project set out to identify common factors to be considered in the effective strategic leadership of central organisational structures to enhance long-term learning and teaching performance and to highlight how these factors are being dealt with contextually in a selection of contemporary university settings in Australian higher education. The project aimed to investigate the ways in which institutional structures and distinctive organisational cultures are being shaped by strategic leadership stakeholders to enhance teaching and learning quality, and to develop a teaching and learning strategic leadership framework for professional development purposes for capacity building of leadership groups of institutional centres for teaching and learning.

Outcomes

In the initial stage, the project team undertook a literature review that informed the direction and approach taken for the remainder of the project. The second phase involved interviews with 37 key stakeholders in learning and teaching from six Australian institutions in the first quarter of 2008. In 2008, an online survey of centre directors was administered to 38 institutions and this was followed by 10 focus group discussions.

The project confirmed that in the last three years teaching and learning (T&L) centres across the sector have undergone significant reviewing, restructuring and repositioning in relation to their search for structural leadership, one of their major expectations, while also responding to institutional requirements and external forces. This 'volatility of the sector' first became apparent during the interviews, which revealed that the resulting change and uncertainty remained significant and challenging issue for centres..

Key areas of centre's performance in demonstrating strategic leadership in teaching and learning enhancement were examined. The survey revealed that while most centres consider their work in the areas of 'recognition and reward' and 'professional development of staff' as their highest impact functions, and are pleased with their efforts in the former area, they wish to perform better in the latter. Centres believe that the greatest areas in need of improvement are professional development for casual teaching staff, for ongoing teaching staff and for faculty (or equivalent) T&L leadership. The principal constraint identified by centres was a perceived 'lack of staff time', both in faculties and in the centre, to engage in T&L improvement activities, as well as incorrect or outdated general perceptions of the role and function of the centre.

The project's findings were informed by a workshop on how teaching and learning centres can effectively contribute to enhancing the student learning experience and



outcomes, conducted by eight members of the project team at the Higher Education and Research Development Society (HERDSA) conference in 2009.

Project completed: December 2009

The report will shortly be available on <http://www.altc.edu.au/resources>

2.1.10 Online leadership learning system

Production of a prototype online leadership learning tool and system for Australia's universities (LE8-811)

Lead Institution: University of Western Sydney

Partner Institution: Australian Council for Educational Research (ACER)

Project Leader: Professor Geoff Scott

Background

This project actioned the outcomes and key recommendations from the 1100 university leaders who either generated or reviewed the findings of the ALTC-funded 'Learning leaders in time of change' study (*LE6-1*). In particular it addressed the recommendations regarding ways academic leaders learn and the need for role-specific leadership learning tools to be embedded in a broader flexible learning system.

It provides Australian higher education with a distinctive, user-developed, university-specific and comprehensive option for systematically and proactively addressing the leadership succession crisis currently faced by institutions worldwide.

Progress

An online leadership learning system (OLLS) was delivered for Australian higher education through literature review, identification and review of similar tools, and development of case studies with experienced leaders on the challenges encountered in their role, both nationally and internationally. A prototype online survey and a reporting system for its results were developed and tested. Feedback from workshops held in Australia, New Zealand, Canada and South Africa was used to enhance the system and IT operability was also tested internationally. In total, 600 practicing higher education leaders from 30 institutions in Australia, six in New Zealand, six in Canada, two in South Africa, and one in Saudi Arabia have actively tested and/or reviewed the system.

The project developed a user-validated online learning tool for learning and teaching leaders in Australian institutions in each of the following roles or their equivalent: Deputy Vice-chancellor, Pro Vice-chancellor, Dean, Associate Dean, Head of School or Department, Head of Program and Director of Learning and Teaching. Furthermore, the project produced an indicative framework for leadership succession, selection, development and performance management within which the use of the OLLS tool has been located. A set of self-instructional guides on how to use the system and the OLLS tool was also developed.

The project has been presented at the Australian Quality Forum (AuQF) (Alice Springs, July 2009); the UNESCO-Microsoft higher education leaders conference (Paris, July 2009); the Universities Australia DVCs (Corporate Services) conference (Adelaide, July 2009); the tertiary education managers conference (Darwin, September 2009); and an



international video-conference with leaders from Mexican institutions hosted by Monterrey Institute for Technology (November 2009). A range of invited whole-of-institution workshops with leaders at University of New England, University of Western Sydney, La Trobe University, the University of Auckland, Waikato University and Western Sydney Institute of TAFE were also conducted throughout 2009. Reference to the project was also made in the book *Turnaround Leadership for Higher Education* (Scott & Fullan, Wiley/Jossey Bass, San Francisco, 2009).

Project Completed: January 2010

The report will shortly be available on <http://www.altc.edu.au/resources>

2.1.11 Rich media technologies

Leading rich media implementation collaboratively: mobilising international, national and business expertise (LE7-377)

Lead Institution: The University of New England

Partner Institutions: University of Wollongong, The University of Queensland

Project Leader: Dr Robyn Smyth

Background

This project aims to improve teaching and learning outcomes and increase institutional efficiency and effectiveness by providing frameworks for decision-making about the use of rich-media technologies in learning, teaching, administration and research.

This project is founded in educational change theory and practice and uses the concept of the 'professional community' as a support structure. The mediating variables which are critical to mobilising the sector for change are the shared knowledge and expertise of: the existing stakeholders and others in universities; partner institutions; and the corporate sector, nationally and internationally.

A longitudinal approach for quantitative and grey data will extend extensive pre-work in rich media technologies while a comparative case study approach will frame the methods used to highlight the issues identified in project and, therefore, to maximise the output of the project and the expansion of rich media technologies across the sector.

Progress

The Australian Community of Rich Media Expertise (ACRME) has been established, with working parties formed. The literature review has been completed. A database of contact at 22 institutions has been developed and 40 participants have completed the first survey of use of rich media technologies in universities. Data collection and consultants' reports have been completed and data has been analysed. Case studies are being collated from each institution; and the development of pedagogy frameworks has commenced. Professional development modules have been created. The Australian Academic and Research Network (AARNet) wiki has been successfully used for project management and a domain name (richmedia.edu.au) has been purchased to host the professional development site.

Dissemination activities include book chapters and conference papers including a presentation at the 2008 International Association for the Development of the Information Society (IADIS) conference in Amsterdam, Netherlands. A poster has been used in



institutional forums, including 2008 Higher Education and Research Development Society (HERDSA) conference in Rotorua, New Zealand. Presentations were also conducted at AARNet's roadshows in September 2009.

Project Commencement: June 2007

Project Completion: March 2010

2.1.12 Heads of school leadership

Heads of school leadership – effective relationships as the cornerstone for teaching and learning improvement (LE8-802)

Lead Institution: Charles Darwin University

Partner Institution: University of South Australia

Project Leaders: Associate Professor Deborah West, Professor Tricia Vilkinas

Background

The project aims to improve teaching and learning through application of a leadership program at the head of school level. Through the leadership program, the project aims to improve the relationship between the head of school and associate deans (T&L) and discipline leaders as well as to develop and disseminate clear frameworks for incorporating teaching and learning improvements at the school level.

The project will further develop previous leadership projects – the framework and process for an academic leadership development program (*LE5-19*) forms the basis while the Integrated Competing Values Framework (ICVF) and the previously developed 360° feedback tool (*LE6-11*) will be incorporated to provide an evidence base for the critical area of development the project is investigating.

Progress

A research assistant and project manager have been employed and ethics approval has been granted. The mapping of teaching and learning projects has also been conducted across the institutions to identify linkages to the project.

The team developed the interview tools for stage 1, which aim to understand what form academic leadership takes for heads of school, in particular, how heads of schools manage their relationships with their key players within the teaching and learning agenda and what emphasis they place on teaching and learning. These interviews have been conducted with 10 Heads of School across the participating institutions to inform the modification of the 360° feedback tool and help shape the content of the academic leadership workshops. Data from the interviews was analysed using NVivo qualitative research software in light of the ICVF and will be used to modify the 360° feedback tool. The trial of this tool is currently underway and the collected data will be analysed and reported back into the sector.

Project Commencement: July 2008

Project Completion: October 2010

2.1.13 Dissemination of the web-based 360° feedback process



Academic leadership development within the university sector by dissemination of a web-based 360° feedback process and related professional development workshops (LE8-805)

Lead Institution: University of South Australia

Partner Institution: Curtin University of Technology

Project Leaders: Professor Tricia Vilkinas, Associate Professor Rick Ladyshevsky

Background

This project will disseminate the previously developed web-based 360° academic leadership tool and the linked professional development workshops to the whole of the higher education sector to increase the academic leadership capacity and effectiveness of academic coordinators, increase the quality of teaching and develop communities of practice that will result in a sustainable model of leadership to be established.

Progress

A database was developed around the academic leadership capability of project participants to allow the ALTC to determine the academic leadership capacity of academic coordinators across the sector.

Workshops entitled 'Academic leadership: build capacity' were conducted in South Australia and Western Australia, with participation from staff from University of South Australia, The University of Adelaide, University of Tasmania, Curtin University of Technology, The University of Western Australia, Murdoch University, The University of Notre Dame, and Edith Cowan University. A similar workshop is planned for Charles Darwin University. A facilitators' guide was developed and a resource book, 'Academic leadership: fundamental building blocks,' was distributed to each participant at the workshops. Modifications to the 360° survey for the middle management group were made, as well as the feedback manual and database. Seventy participants including deans, directors, coordinators, lecturers, academic developers, staff development officers and managers, successfully completed the 360° feedback process across 28 institutions. Communities of practice have been established in some institutions.

A conference paper titled 'Leadership capability of academic frontline managers in Australian universities' has been submitted to the Australian and New Zealand academy of management (ANZAM) conference (Melbourne 2009). Reference material and resources can be accessed at

http://academicleadership.curtin.edu.au/course_coordinator

Project Commencement: July 2008

Project Completion: October 2010

2.1.14 Subject coordinators' leadership

Coalface subject coordinators – the missing link to building leadership capacities in the academic supply chain (LE8-814)

Lead Institution: Deakin University

Partner Institutions: Edith Cowan University, Victoria University, University of Southern Queensland



Project Leader: Dr Judy Nagy

Background

The project will examine and document the complexities of the subject coordinator leadership role; develop a desired profile for the role; design and evaluate a selection of multi-faceted, integrated professional development program interventions and disseminate results by aggregating the programs into a resource kit.

A multi-institutional, mixed methods action learning approach will be adopted. The research design incorporates triangulation of qualitative and quantitative methods to confirm information and thus increase credibility of the obtained information. It is also used to obtain a more complete understanding of the broad area of unit coordination by revealing different aspects of the participant's responses as well as providing an in depth explanation of the different aspects of the unit coordination.

The research consists of seven stages, each level providing more detail and specificity moving from the macro to the micro level of inquiry.

Progress

A literature review building on the information provided by Anderson et al. (2002) and Marshall (2006) has been developed, emphasising the vital link in the academic leadership supply chain. It has received endorsement from all partner institutions and continues to inform subsequent stages of the project. Semi-structured interviews with formal teaching and learning leaders commenced once ethical clearance was obtained at all partner institutions. Transcription of the now completed interviews has been arranged by ECU. Final analysis of the interviews has been completed and a draft report is under development for review by the reference group. An online survey instrument, which aim is to identify the complexities of the subject coordinator role, has been developed. Its completion, scheduled for the end of 2009, will contribute to refine a draft position statement, reviewed by the reference group in October 2009. An analysis of institutional policy environments and documents has been undertaken and will continue to inform the project throughout the remaining stages, focusing on the development, trial and evaluation of professional development intervention(s).

Dissemination activities include the presentation of the initial findings from the semi-structured interviews at the Higher Education and Research Development Society conference (Darwin, July 2009), and a comment article about the project in *Campus Review* (August 2009). The development of a project website is underway.

Project Commencement: July 2008

Project Completion: January 2011

2.1.15 Course coordinators leadership development

Embedding and sustaining leadership development for course coordinators through tailored support during curriculum review (LE8-816)

Lead Institution: University of Tasmania

Partner Institutions: University of Ballarat, University of Technology, Sydney

Project Leaders: Associate Professor Neil Trivett, Professor Robyn Lines



Background

The project aims to improve the capacity of participating course coordinators and other middle level managers to lead discipline-based curriculum review and to offer peer review of curriculum. The project will also improve the capacity of participating academic development staff to support leadership development for curriculum review and relate to the cultural and conceptual context of discipline-based unit coordinators.

The purpose is to create greater awareness amongst learning and teaching leadership (deputy vice-chancellors, pro vice-chancellors, deans, and sub-deans) of the institutional commitments and mechanisms needed to support effective leadership development.

Progress

Two literature reviews have been undertaken. One on the role of leadership development for academic developers and the other on the varying contexts of course review and curriculum renewal processes found across the Australian tertiary sector. Results of UTAS survey, designed to evince course coordinator perceptions on their roles in relation to course review and leadership development, contributed to the development of an induction workshop for course coordinators and an online course review. Using resources from other ALTC projects, each institution produced leadership development programs for academic developers (UTAS & UB) and course coordinators (UTAS & UTS) with responsibilities for course review, curriculum renewal and/or curriculum reaccreditation. Different approaches to 'just-in-time' leadership development were trialled and evaluated at the three institutions. These approaches were customised to meet the leadership development needs and opportunities of each institution, identified utilising a variety of needs analysis approaches including surveys, workshop activities and online blogs. A thorough analysis and evaluation was undertaken of the current systematic procedures surrounding cyclic course review, and recommendations were made to the pro-vice chancellor (students & education) for improvements to the current policy and reporting template for cyclic review.

Project participants were identified at each institution, through introductory workshops. Negotiations regarding their participation set up mentor relationships, an action learning process for each review or renewal activity, and an agreed communication and data collection strategy. The first round of trial reviews and renewal activities at UTAS and UTS are reaching completion. UB will commence their trials in 2010.

Dissemination activities include sharing of workshop material with members of TAFE T&L in Ballarat and University Western Sydney; presentation of the project at two of the national workshops held as part of project LE8-805; and circulation of two newsletters (May & Oct 2009). Presentations of the project have also conducted held in conferences and a forum held the participating institutions.

Project Commencement: December 2008

Project Completion: November 2010

2.1.16 Unit coordinators' leadership

Clarifying, developing and valuing the roles of unit coordinators as informal leaders of learning in higher education (LE8-824)

Lead Institution: Murdoch University

Partner Institution: Curtin University of Technology



Project Leader: Dr Susan Roberts

Background

The Unit Coordinators as Leaders of Learning (UCaLL) project builds on two previous ALTC-funded projects: 'Enhancing the student educational experience through school-based curriculum improvement leaders' (LE6-10) and 'Building academic leadership capability at the course level: developing course coordinators as academic leaders' (LE6-4). This project aims to identify and more clearly define the role and expectations of unit coordinators (UCs) – also called subject coordinators, unit leaders and unit chairs in various Australian institutions – as leaders of learning in universities. The competencies for good practice will form detailed job descriptions supported by performance criteria guidelines, benchmarks and recognition and reward strategies for consideration by university management and promotions committees. A database of professional development programs will be compiled and modules developed to address the gaps.

Progress

An annotated bibliography has been compiled on leadership in higher education, reflexive approaches to leadership, inclusive leadership, learning leadership, distributed leadership and leadership readiness. A database of the responsibilities and tasks performed by UCs across the sector, as well as the criteria used in performance, promotion and probationary reviews and the professional development offered, has been developed. Outlines of proposed modules for professional development will be written in the area of learning leadership for UCs, instead of developing full modules.

A report on the desktop audit observations and findings has been developed, and four focus groups have been conducted with a total of 24 participants. This data contributed to draft a job description, which will be finalised after the last focus group. Valuable feedback and input has also been received from discussions held with three of the five reference group members: Professor Denise Chalmers (The University of Western Australia), Professor Beverley Oliver (Curtin) and Christine Brown (University of Wollongong). Data on 'what unit coordinators do' has been compiled and interviews have been conducted with nine UCs and one head of school to help further understand the UC 'experience'. The project manager has also created a Gantt chart, a project journal of significant activities and events, a communication and dissemination plan and a risk assessment tool.

The project has been presented at the teaching and learning forum (CUT, January 2009) and at the Higher Education Research and Development Society conference (Darwin, July 2009). A project web site has also been created <http://www.tlc.murdoch.edu.au/project/ucall>.

Project Commencement: August 2008

Project Completion: January 2010

2.1.17 Preparing early leaders

Succession planning at universities: program for preparing early leaders (PROPEL) (LE9-1210)

Lead Institution: University of Wollongong

Project Leader: Professor Sara Dolnicar

Abstract



Australia needs to prepare a new generation of effective leaders to ensure a sustainable future for its tertiary education sector. Pro-active development of such leaders needs to start in the early stages of an academic's career, well before their first leadership roles.

The Program for Preparing Early Leaders (PROPEL) project will develop, implement and evaluate a one-year intensive leadership program for early career academics. This program will train future academic leaders, both locally and nationally, and will result in a model that is transferable to other institutions.

PROPEL's major focus will be on breaking down the borders between disciplines and closing the gap between learning, teaching and research. Collaboration and interdisciplinarity will be taught and demonstrated to program participants, who will work together with peers and academic leaders across all faculties and disciplines as they complete the six elements of the program:

- Mentoring component
- Leadership skill component
- Interdisciplinary component
- Big picture component
- Active component
- Reflection component.

Progress

The framework and components of PROPEL are being developed through consultation with the project team and advisory boards, literature review and research into academic leadership.

The mentoring guidelines have been developed, with the training session scheduled for June 2010 and the facilitator sourced. Training dates for the leadership skills component have been scheduled for September 2010. Through consultations with faculties, the active, interdisciplinary and big picture components are being identified. The participants' selection guidelines are underway to enlist 15 graduates. A PROPEL resource kit, which will enable other institutions to replicate the program, is being developed and to date includes the above guidelines, a brochure and a project bulletin template. The first draft of measurement instruments for assessing academic leadership skills and understanding of the academic environment is in progress. A project website is accessible on (<http://research.uow.edu.au/propel>).

Project Commencement: July 2009

Project Completion: January 2012

2.1.18 Leadership capacity of subject coordinators

Subject coordinators: leading professional development for sessional staff (LE9-1212)

Lead Institution: University of Wollongong

Partner Institutions: University of Technology, Sydney, Australian Catholic University, University of Western Sydney

Project Leader: Dr Geraldine Lefoe

Abstract



This project aims to enhance the quality of teaching through development of the leadership capacity of subject coordinators, thereby improving capacity for academic leadership and management of the teaching team. The project will achieve this through the creation of a leadership capacity development framework that includes targeted professional development for subject coordinators to enable them to create contexts for learning about teaching practice by sessional staff. We will support this by adapting the Integrated Competing Values Framework (ICVF) for use by subject coordinators to develop their own leadership skills (Vilkinas, Ladyshewsky and Saebel, 2009). Good practice examples, video triggers and other identified resources from across the participating institutions will also be developed and collated to make them available through a website to support subject coordinators in their leadership and management of teaching teams. The aim is to influence institutional policies, guidelines and practices in leadership and management of teaching teams involving sessional academics, specifically including role and responsibility statements for subject coordinators.

Progress

The project has only recently commenced, with formal agreements in place since September 2009. The first phase of the project will include literature review and development of an adaptable policy and guidelines framework and templates for institutional, faculty and subject coordinator use, with guidelines and exemplars on key issues. Video clips of common dilemmas faced by subject coordinators in working with sessional staff will also be developed. A professional development workshop program will also be planned.

Project Commencement: September 2009

Project Completion: October 2011

2.1.19 Application of the Engaging Leadership Framework to new sites and contexts

Leading excellence – application of the Engaging Leadership Framework (ELF) to new higher education sites and contexts (LE9-1215)

Lead Institution: Monash University

Partner Institutions: Edith Cowan University, University of Ballarat, University of New England, Monash University South Africa

Project Leader: Dr Lorraine Bennett

Abstract

The engaging leadership framework (ELF) provides a strategic and practical approach to leading change and improvement. The framework is a product of a previous ALTC-funded project, 'Leading excellence leadership for implementing improvements in the learning and teaching quality cycle' (LE6-13).

The ELF provides both a conceptual structure and systematic process to guide actions. Its three dimensions bring together:

- a vision – expressed as the 'trilogy of excellence' (the pursuit of excellence in scholarship, engagement and management)
- a process – the incorporation of a quality cycle
- participants – acknowledging diverse leadership perspectives, inputs and roles.



The purpose of this project is to apply the ELF to four new sites and contexts. Each site has identified an issue for improvement from stakeholder feedback. The intention is to workshop the ELF on the nominated sites, customising resources and strategies that already exist and developing others, in order to address these issues and to build leadership capacity in dealing with them.

Progress

Consultation and planning meetings have been held with all the partners to further clarify issues for improvement, to firm up the participants at each site and to finalise workshop and milestone timelines. Project activities, such as project coordination, participants' identification, meetings and workshops, are underway at each collaborating institution. Promotional posters and project material have been delivered to all sites. Workshop resources have been developed (e.g. 'chatter box activity' as a conversation starter). The production of a flash video for workshops is underway. A project website has been established on the ALTC Exchange. A book chapter on ELF has been submitted and a paper for presentation at the International Society for the Scholarship of Teaching and Learning (ISSOTL) is in preparation. An abstract and a workshop have been accepted for the Teaching and Learning Forum (Perth, January 2010).

Project Commencement: June 2009

Project Completion: November 2010

2.1.20 Transnational leadership

Learning without borders: linking development of transnational leadership roles to international and cross-cultural teaching excellence (LE9-1228)

Lead Institution: Swinburne University of Technology

Partner Institution: Curtin University of Technology

Project Leader: Professor Margaret Mazzolini

Abstract

The outcomes of this project will identify, support and recognise leadership roles amongst academics at on and off-shore Australian campuses.

Working with subject convenors and program coordinators responsible for interacting with transnational partners for program delivery and quality assurance, the team will identify key issues for leadership and the nature of distributed leadership in these roles. The project team will explore and initiate support and development models for wider implementation. Trials of development and support mechanisms will be evaluated, with a particular concern for effectiveness from the participants' perspective.

The results will be used to develop and disseminate guidelines and good practice examples that provide a framework for the development of academics in these roles. They will also provide the basis for ongoing implementation of programs and structures within the partner institutions. Project outcomes will include sustainable approaches to achieving both 'two-way' internationalisation of the curriculum and improvements in cross-cultural learning.

Progress

The project has only recently commenced, with formal agreements in place since October 2009. In its first phase, the project focuses on gathering data, conducting focus



groups and interviews, and modifying and trialling the Frameworks for Internationalisation (FFI), an online induction and professional development tool recently developed by Curtin University of Technology.

Project Commencement: October 2009

Project Completion: November 2011



2.2 Distributed leadership

2.2.1 Learning and teaching communities

Promoting learning and teaching communities (LE5-18)

Lead Institution: The Australian National University

Project Leader: Dr Linda Hort

Background

This project explored the implications of an initiative for rewarding, enhancing and managing academic staff performance at ANU. A community of practice approach was used within the context of organisational strategic change, to raise awareness and invite discussions to provide answers to questions both at the institutional and national level. The project addresses the need for leadership in learning and teaching as a result of this new initiative. This includes the development of leadership skills and capabilities in individuals within groups, the support of further development of institutional, national and international groups and networks beyond those in the initial groups, and the development of an approach to educational planning, evaluation and reward customised to research intensive universities.

Outcomes

Seven potential communities of practice were identified: the academic leadership & management alumni, the tutors support network, medical school tutors group, Indigenous academic staff, chairs of college education committees, a research led teaching group and ALTC Award nominees. The project's approach was to assist with identifying issues important to these communities of practice, deciding which issues they wish to work on, enhancing how they work together and reflecting on their practices, relationships and goals. A super community of practice has been set up to resource key individuals in existing communities of practice. Moreover, an open series of forums on campus have been conducted to raise awareness about communities of practice and leadership capability for teaching and learning. A national symposium acted as a cross-institutional teaching and learning leadership incubator.

The project has identified a range of conditions or circumstances in place for communities of practice to form and for leadership to emerge. These include a supportive institutional environment, goals that are cross-disciplinary, and organisational change or threat.. The project can be accessed at <http://leadershipcops.edu.au>, where a rich repertoire of resources is available to all users.

Project Completed: December 2007

<http://www.altc.edu.au/project-promoting-learning-teaching-anu-2005>

2.2.2 Student feedback

Developing multi-level leadership in the use of student feedback to enhance student learning and teaching practice (LE6-7)

Lead Institution: RMIT University

Project Leader: Professor Sandra Jones



Background

Giving and receiving student feedback is an essential element of the learning and teaching process. A critical learning and teaching challenge is to develop more effective strategies to ensure that student feedback leads to, and informs approaches to, improving student learning outcomes and experiences. Creating a culture that supports a broad-based and informed approach to the use of student feedback requires well developed leadership at all levels of the institution. This project aimed to design an effective leadership model for innovating, supporting and coaching staff in the use of student feedback to improve assessment, the teaching of large classes, and teaching practice, which in turn will enhance student learning outcomes and experiences. The challenges and opportunities identified are transferable and sustainable in building leadership and the effective use of student feedback in other educational institutions.

Outcomes

The project was successfully implemented over a two-year period using an action research process. The project team developed a distributed leadership model which provides a framework to enhance student learning and teaching practice. The implementation of the model assumes a process of change across the institution. This led to the development of a change-management model which acknowledges the need for a holistic multi-level leadership across the institution. Resources such as templates, tables and figures were developed during this project to build leadership capacity in student teaching and learning practice. These resources are presented in a resource portfolio.

In addition to these models and frameworks, the changes to learning and teaching practice implemented by the school-based action research teams (ART) led to significant improvements in student learning and teaching practice. Improvements in formal feedback include: positive feedback from surveys of students on specific changes; increased active engagement of students in face-to-face feedback sessions and assessment tasks; and positive staff observation of the impact on students in the classroom and student results.

Project Completed: March 2009

<http://www.altc.edu.au/project-developing-multilevel-leadership-rmit-2006>

2.2.3 Online learning and teaching

Development of distributed institutional leadership capacity in online learning and teaching (LE6-8)

Lead Institution: Australian Catholic University

Project Leader: Associate Professor Paul Chesterton

Background

The project was designed to develop distributed institutional leadership capacity in the pedagogical and evaluative dimensions of online learning and teaching in the university. The effective and sustainable use of e-learning technologies involves a complex process of change requiring well-developed leadership and change management expertise. The project sought to develop online leadership capacity among a selected group of permanent academic staff (online advisers) for application not only at a university-wide



level but also in relation to the specific needs and circumstances of the various campus, faculty and discipline contexts.

Outcomes

Set within a multi-campus university, the project findings highlight the importance of communication and relationships in the development of leadership capacity, particularly in terms of 'providing direction' and 'exercising influence' (Leithwood et al., 2004: 20). Leadership is available through multiple sources of expertise, guidance and support, which in turn provide the basis for mutually productive and satisfying professional relationships that enhance teaching and learning. The project contributed to building the knowledge and skills base of staff involved in e-learning, comprising both the on-line advisers themselves and the academic staff whom they in turn guide and support. The multi-campus setting of the project highlighted the importance of communication and relationships in the development of leadership capacity, particularly in regards to 'exercising influence'.

The project was strongly supported at the university's executive level giving the project official recognition, endorsement and legitimacy. Findings and implementation strategies have been incorporated into policy and strategic planning frameworks. Two key developments include the establishment of the 'Strategic Plan for Online Teaching and Learning 2007-2009' and the appointment of a Director of Flexible Teaching and Learning.

Project Completed: January 2008

<http://www.altc.edu.au/project-development-distributed-2006>

2.2.4 Faculty scholar model

Distributive leadership for learning and teaching: developing the faculty scholar model (LE6-9)

Lead Institution: University of Wollongong

Partner Institutions: University of Tasmania, Flinders University, La Trobe University

Project Leader: Dr Geraldine Lefoe

Background

This project investigated the development and trial of a Leadership Capacity Development Framework (LCDF) for teaching and learning in higher education. The primary aim of the project was to assess the relevance and validity of the LCDF in developing leadership capacity. Four Australian institutions were involved in the project. In the first stage, the LCDF was trialled in two institutions similar in size, regional positioning and current mission. In the second stage, two additional institutions trialled a refined LCDF using a 'cascade approach' whereby the facilitators and participants from the first stage institutions mentored and supported the second stage institutions. During the second stage, the LCDF was again evaluated and validated by participants.

Outcomes

Participant evaluations indicated that the factors critical to the success of the LCDF included: formal leadership training and professional development activities; authentic learning activities that are situated in real contexts; engagement in reflective practice and opportunities for dialogue about leadership practice and experiences; and activities that



expand current professional networks. A distributive perspective of leadership underpinned the implementation of the LCDF. In the context of this project, this manifested in the strategic development of potential leaders across multiple levels of the university. Project participants (scholars) were at various stages of their career and assumed a range of leadership roles and responsibilities in their faculty, the institution and the national arena. The project found that distributive leadership is most successful if the leadership roles and responsibilities are negotiated rather than delegated; distributive leadership harnesses individual strengths and abilities appropriate to the leadership required, irrespective of formal position; and a distributive approach provides an opportunity to take a leadership role, ascertain capability, and further develop these aptitudes before acquiring a formal leadership role. The LCDF has been organised into five domains: Growing, Reflecting, Enabling, Engaging, and Networking (GREEN). The project report, 'GREEN Report', and the associated practical activities facilitated throughout the project, 'GREEN Resources', are available on the website <http://www.uow.edu.au/cedir/DistributiveLeadership>.

Project Completed: October 2008

<http://www.altc.edu.au/project-distributive-leadership-learning-uow-2006>

2.2.5 Leadership and assessment

Leadership and assessment: strengthening the nexus (LE6-12)

Lead Institution: Macquarie University

Project Leader: Dr Marina Harvey

Background

The four main goals of the project were: the development and implementation of a sustainable and systematic leadership and organisational development model for the enhancement of assessment practice across higher education institutions; the development of a transparent and coherent policy framework for assessment and feedback at all levels (unit, program, department and division); the fostering of leaders of effective assessment practice (LEAP) in various disciplines and at all levels within the institution; and the establishment of a community of practice in higher education assessment and feedback across the sector.

Outcomes

The achievement of project outcomes was supported by the use of the LEAP model to combine the synergies of distributed leadership with participatory action research. The project approach provided for systematic development of leadership capacity across the 13 participating departments with a process of regular reflection and supportive collaboration in developing and implementing context specific strategies. When the project commenced, the approach to assessment across the campus was not consistent, and practice tended to follow unchallenged precedent. The project's self-selected participants, or action research enablers (AREs), initiated a new dialogue around engaging assessment and succeeded in changing the culture around assessment (e.g. from a norms-based approach to a standards-based approach). The project's AREs have achieved recognition across the institution for their leadership capacity in assessment and have been invited to lead assessment change in formal and informal, distributed and hierarchical roles. The sustainability of this leadership role is evident in the ongoing role of AREs on an institutional assessment working party where they lead new policy development and review.



Project Completed: March 2009

<http://www.altc.edu.au/project-leadership-assessment-macquarie-2006>

2.2.6 Indigenous women leadership

Tiddas showin' up, talkin' up and puttin' up: Indigenous women and educational leadership (LE6-17)

Lead Institution: Flinders University

Partner Institution: Australian Catholic University

Project Leaders: Associate Professor Tracey Bunda, Associate Professor Nereda White

Background

The project sought to articulate a common and culturally responsive understanding of leadership for Indigenous women employed in the university sector that also takes account of Indigenous women's capacity for leadership in their own Indigenous communities. The project also sought to develop a model for leadership development that can be adopted and adapted by other Indigenous and possibly non-Indigenous communities.

Outcomes

The project conducted four workshops around Australia, focusing on the themes of teaching and learning, scholarship, university administration and management and community engagement. The project workshops provided safe spaces for the Indigenous women participants to discuss, frame and effect Indigenous women's ethical practice of leadership. Approximately 20 Indigenous women attended each workshop with a core group of women attending the majority. Two Indigenous academics from the USA and Canada delivered presentations in two of the workshops.

The project provided a model for the leadership training and capacity building of Indigenous women that can be drawn upon nationally by the higher education sector. The project also supported the establishment of an Indigenous women's academic network which ensures valuable, ongoing support for Indigenous women beyond the life of the project.

Project Completed: February 2009

<http://www.altc.edu.au/project-tiddas-showin-talkin-flinders-2006>

2.2.7 Cascade and perpetual effectiveness of the faculty scholar model

Sustaining distributive leadership in learning and teaching: cascade and perpetual effectiveness of the faculty scholar model (LE8-691)

Lead Institution: Flinders University

Partner Institutions: James Cook University, La Trobe University, University of Canberra

Project Leader: Associate Professor Heather Smigiel and Dr Linda Pannan



Background

The project aims, in phase 1, to refine and further develop the framework that has been developed in the 'Distributive leadership for learning and teaching: developing the faculty scholar model' project (LE6-9) to support capacity building for leadership in higher education. The Leadership Capacity Development Framework (LCDF) will be extended and developed with new partner institutions.

In its second phase, the project will evaluate the outcomes for faculty scholars from 2007-2009 in relation to the development of leadership capacity to ascertain the appropriateness and sustainability of the model. The evaluations will be designed and implemented in consultation with an expert in leadership and its evaluation, and the project reference group.

Progress

The project team collaboratively refined the project scope and approach, clarified the roles and responsibilities of project facilitators and senior executives in each institution, and agreed on the evaluation processes for the project. Each institution identified three to four leadership scholars and established collaborative 2008-2009 networks, including setting up some individual mentoring relationships. Ethics clearance was obtained by Flinders University. Effective communication strategies and plan have been established including utilising an online resource sharing Web 2.0 tool, regular teleconferences and video conferences, regular meetings with project facilitators and fellow scholars within and across the four institutions. A three-day residential leadership training program for the 2009 faculty scholars in the four institutions was organised in February 2009. This resulted in having a two-day workshop in June 2009 for scholars to plan the national assessment roundtable in September 2009. An interim progress report was conducted on action learning projects to assess if individual projects were on schedule, and to encourage scholars to reflect on their own progress and discuss concerns with the project team. The national assessment roundtable was a success, demonstrating the effectiveness of the faculty scholar model.

An external consultant in evaluation and leadership has been engaged, and evaluation instruments have been developed, for the second phase of the project. A national roundtable on leadership and to assess the effectiveness of the faculty scholar model is planned for March 2010. The 2009 scholars have been invited to be part of the reference group planning this event.

Project Commencement: September 2008

Project Completion: May 2010

2.2.8 Indigenous research methodologies master class module (IRMMM)

Leadership in Indigenous research capacity building: implementing and embedding an Indigenous research methodologies masterclass (LE8-780)

Lead Institution: Queensland University of Technology

Partner Institution: University of Tasmania

Project Leaders: Professor Aileen Moreton-Robinson, Dr Maggie Walter

Background

The project aims to deliver a developed, trialled and evaluated masterclass module for teaching Indigenous research methodologies implemented across four institutions. The



module will include a masterclass reader, DVD, structured activities, learning sets and practical exercises focussing on developing a broad range of qualitative and quantitative Indigenous interpretive frameworks. The project will take a collaborative, consultative, developmental and evaluation approach seeking to bring about change at the individual, systematic and structural levels within higher education. This will occur through three levels: increasing the knowledge and skills of individual postgraduate students; working with key stakeholders to inform and change policy within respective participating institutions; and disseminating the masterclass module at international and national policy forums such as the Indigenous Higher Education Council which provides policy advice to Universities Australia and the Minister for Education and Training.

Progress

Evaluation feedback from a pilot project held in September 2008 and a reference group meeting held at QUT in November 2008 were reviewed and mapped into an 'Indigenous research methodologies masterclass module' (IRMMM). An extensive literature review of Indigenous methodologies, focusing on international publications by Indigenous authors, is in progress and will be included in the final report and program as appropriate. Findings from the Indigenous Higher Education Advisory Council's survey on Indigenous postgraduate capacity building programs have been incorporated into the masterclass overview. The course program and policy have been developed for delivery at the IRMMM workshop and stakeholder sessions. Evaluation criteria have also been established for international and domestic evaluators, and course participants. The masterclass module was successfully trialled on cohorts at Curtin University of Technology and The University of Newcastle, with their feedback being used to streamline the program. Heads of Indigenous centres at both institutions have agreed to implement the finalised masterclass as part of postgraduate capacity building. A waiting list has been created for 2010 masterclass, owing to the overwhelming amount of students wishing to attend. Material has been disseminated to 42 institutions in Australia, and requests have been received from institutions for the project to be presented, including in the USA. Presentations of the project have been conducted at the Indigenous Knowledges Conference (Hobart, 2009) and the Native American and Indigenous Studies Association (NAISA) (Minnesota, USA, 2009). A book chapter on Indigenous research methodologies has been published, with other papers underway.

Project Commencement: October 2008

Project Completion: June 2011

2.2.9 Program leader networks

Developing program leader networks and resources to enhance learning and teaching in multi-campus universities (LE8-810)

Lead Institution: Griffith University

Partner Institutions: University of Tasmania, University of Western Sydney

Project Leader: Professor Kerri-Lee Krause

Background

This project builds on the Scott et al. ALTC project (LE6-1) recommendations and complements the UTAS multi-campus project (LE8-817), focusing on the role of program leader. It analyses the experiences of a sample of 24 experienced and early-career program leaders across four disciplinary programs (three undergraduate, one postgraduate) in three multi-campus institutions.



An online, modularised good practice guide will be developed for program leaders, along with resources for policy-makers and those who induct and support program leaders. Program leader networks will be consolidated in participating institutions, yielding good practice models. Regional forums will share good practices for supporting and developing program leaders.

Progress

The development and evaluation of a model for capacity-building among early career and experienced program leaders in multi-campus institutions is underway. The project also focuses on identifying the qualities of effective program leaders in multi-campus contexts, based on feedback from supervisors, which will inform sharing of good practice and succession planning, recruitment and induction for future. Each institution is nearing the completion of the first of three interviews of their case study participants within each institution. A survey of program leaders in participating institutions has also been completed and analysed. Findings from the survey and case study interviews will be used as the basis for website resource development in 2010. A series of hypotheticals have also been developed, based on issues raised during the data collection process.

Program leader networks are in place at University of Western Sydney and Griffith University's Deputy Vice-Chancellor Academic has agreed to sponsor the program leader network at Griffith in 2010.

A reference to the project was made at the Higher Education Research and Development Society's conference in 2009, and dissemination activities have been undertaken intra-institutionally among project team members and key stakeholders. Further external dissemination is planned for 2010.

Project Commencement: October 2008

Project Completion: October 2010

2.2.10 Leadership and communities of practice

Enabling and developing leadership in multi-campus universities through the development of communities of practice (LE8-817)

Lead Institution: University of Tasmania (UTAS)

Partner Institutions: Central Queensland University, Charles Sturt University, Monash University, University of Ballarat, The University of Newcastle, The University of Western Australia, University of Western Sydney

Project Leader: Associate Professor Neil Trivett

Background

The first aspect of the project requires the development of a quality management framework (QMF) to improve our understanding of quality and to better focus quality assurance efforts in multi-campus contexts. The second aspect of the proposal draws upon the concept of communities of practice. The attraction of this approach is reinforced by the work of Scott et al. who have established that leadership development is best facilitated in situated contexts and that university staff desire development support from 'fellow travellers' rather than designated experts. The project brings these two approaches together by using a community of practice (pro vice-chancellors) to develop and test a quality management framework. The data collected will be used to identify areas of excellent practice that will create a centre



point for the establishment of new communities of practice. The QMF, which will be developed to address a range of types of multi-campus institutions, will enable continuing benchmarking between the participating universities.

Progress

A draft QMF was developed with its validity initially tested by institutional self-assessment. The draft quality indicators produced by Professor Phillip Steele were assessed for their suitability for application across a range of multi-campus institutions, through a trial collection of data at UTAS. This highlighted the difficulty in obtaining information and its inaccuracy in some cases. A summary document was produced which specified information that leaders would require for decision making for multi-campus teaching and learning in their institution. From the summary document, questionnaires were developed but, due to concerns raised regarding the length of the questionnaires, a decision was made to use semi-structured interviews and workshops instead. Changes to the draft QMF has been validated by phone interviews with 16 colleagues representing nine institutions. Further institutional testing and review by the national steering committee of the draft QMF has commenced. Analysis of the data collected will enable the team to identify critical quality areas and establish communities of practice.

Dissemination activities include two newsletters (April & September 2009) and regular updates on the ALTC Exchange.

Project Commencement: July 2008

Project Completion: September 2010

2.2.11 Cross-disciplinary peer network

Demonstrating distributed leadership through cross-disciplinary peer networks: responding to climate change complexity (LE9-1183)

Lead Institution: University of Tasmania

Partner Institutions: University of Wollongong, Murdoch University, The University of New South Wales

Project Leaders: Dr Aidan Davison, Dr Emma Pharo, Ms Kristin Warr

Abstract

This project creates cross-disciplinary teaching networks at each of the four partner institutions, extending a successful pilot project at the University of Tasmania. These cohesive and active networks develop distributed leadership within and between institutions through the collaborative design and delivery of student-led interdisciplinary learning activities around climate change. This project builds institutional capacity for distributed leadership in cross-disciplinary teaching about climate change by creating tight-knit collegial hubs or peer networks that respond to complex issues that transcend traditional curricular boundaries. Applicable to a wide variety of pressing real world problems, this approach builds leadership in two ways. Unified by a shared concern, network members develop individual leadership capacities through collaborative processes including peer mentoring, interdisciplinary roundtable discussions, and team-based curriculum development and teaching delivery. Network members also participate in collective forms of leadership that build trust and reciprocity across disciplinary boundaries, produce group interactions that exceed the sum of individual contributions and further embed distributed leadership development as 'business as usual'.



Progress

The project has only recently commenced, with formal agreements in place since November 2009. In the first phase, the project team will establish cross-disciplinary networks of six to 12 teaching staff focused on climate change. Documentation on this process including recruitment and barriers encountered will be prepared and a cross-disciplinary, online climate change resource site will be created. The team will then plan and implement student-led interdisciplinary learning activity. Stage two aims to consolidate the network, with particular attention to the use of the Leadership Capacity Development Framework (LCDF) and leadership development tools.

Project Commencement: November 2009

Project Completion: November 2011

2.2.12 Peer review context

Social, communicative and interpersonal leadership in the context of peer review (LE9-1206)

Lead Institution: Macquarie University

Partner Institutions: La Trobe University, The University of Hong Kong, Lund University (Sweden)

Project Leader: Professor Judyth Sachs

Abstract

The project is focused on the social, communicative and interpersonal (SCI) skills required to be an effective leader in higher education, examined through the lens of peer review. The project will provide two tightly connected outcomes: a theoretical understanding of what it means become a leader; and a range of resources for participants to test, re-test and practice leadership skills. The resources will focus on leadership as a process, as well as an outcome.

The project will:

- build communities of practice at global, institutional and local levels, devoted to the quality enhancement of leadership and teaching
- provide stakeholders with a non-threatening environment in which to practise the skills needed to maintain peer review relationships
- develop a national and international network against which to benchmark and share information
- develop a rich pool of practical resources and research literature on leadership skills in higher education.

Progress

The project has only recently commenced, with formal agreements in place since October 2009. This research project is qualitative in nature and is based on a participatory action research (PAR) approach. The PAR model draws on a collaborative approach to investigation that seeks to engage participants as valued and full partners in the research process. In the initial phase of the project PAR teams will be formed at a workshop also interrogating the literature review previously undertaken. PAR activities such as benchmarking current leadership styles and competencies, and interviews focused on an exploration of the elements of SCI leadership will result in individual team reports. These will be consolidated in a report featuring benchmarking data, details on the assessment and examination of the SCI leadership strategies/skills, the leadership



styles preferred and used by individuals and groups of staff across the university. Local embedding and dissemination constitute the next steps of the project.

Project Commencement: October 2009

Project Completion: November 2011

2.2.13 Leadership framework for cultural partnership

Facilitating a whole-of-university approach to Indigenous curriculum development: leadership frameworks for cultural partnership (LE9-1219)

Lead Institution: Griffith University

Partner Institutions: James Cook University, Charles Sturt University

Project Leader: Dr Chris Mathews

Abstract

The project aims to develop, implement and evaluate a leadership framework for a culturally appropriate and sustainable whole-of-university approach to Aboriginal and Torres Strait Islander curriculum development, based on a distributive model of leadership.

The project will:

- establish multi-level working partnerships and governance structures between local elders and communities, senior management, Indigenous and non-Indigenous academic staff, and students.
- develop the capability of cross-cultural institutional project teams to lead curriculum change in disciplinary contexts.
- recruit and train Indigenous and non-Indigenous teams of faculty curriculum development advisers to facilitate curriculum development at a school/departmental/disciplinary level.
- pilot and evaluate the leadership-partnership model and best practice resources by faculty curriculum development advisers.
- systematically evaluate, review and re-design both the leadership-partnership model and curriculum resources.

Within this project, the cultural authority of Aboriginal and Torres Strait Islander peoples is paramount. Hence, notions such as leadership and capacity building need to move beyond the bounds of Western cultural frameworks.

Progress

The project has only recently commenced, with formal agreements in place since October 2009. The first phase of the project focuses on establishing working partnerships with Indigenous campus communities. Best practice guidelines for inviting community engagement and protocols for partnership formation will be developed.

Project Commencement: October 2009

Project Completion: April 2012

2.2.14 Synergies in distributed leadership projects

Lessons learnt: identifying synergies in distributed leadership projects (LE9-1222)

Lead Institution: RMIT University



Partner Institutions: Australian Catholic University, Macquarie University, University of Wollongong

Project Leader: Associate Professor Sandra Jones

Abstract

This project aims to explore the implications for institutions of distributed leadership approaches that use less formally defined structures. The project will use the experience and outcomes of four completed ALTC Leadership projects which implemented different approaches to distributed leadership. Each was underpinned by the use of experts and enthusiasts to build networks and communities of practice to deal with institutional change.

The aims of this project are to identify synergies between these completed projects and from these to develop:

- a distributed leadership matrix (DLM) of contextual conditions and leadership skills needed to achieve an effective distributed leadership process
- a flexible, self-evaluative tool for institutions that seeks to encourage and support a distributed leadership approach to learning and teaching improvements.

Progress

The project has only recently commenced, with formal agreements in place since September 2009. In the initial phase of the project, a literature review will be undertaken. A scoping document that identifies the synergies between the completed distributed leadership projects will be developed. A DLM of contextual conditions and leadership skills needed to achieve an effective distributed leadership process will then be developed, as well as a DLM self-evaluative tool (SET) to enable universities to map their preparedness and appropriateness of the DLM for specific contexts.

Project Commencement: September 2009 **Project Completion:** April 2011

2.2.15 Leadership capacity in emerging technologies

Professional staff as leaders in enhancing student engagement: building capacity in emerging technologies through cascade and viral leadership (LE9-1231)

Lead Institution: The University of Western Australia

Partner Institutions: Murdoch University, Edith Cowan University

Project Leader: Dr Lisa Cluett

Abstract

The goals of this project are threefold:

- to develop an ongoing, Western Australian-based network of professional staff leaders who foster student engagement through emerging technologies
- to design, implement and evaluate web-based resources to support this network and to ensure its continuity
- to create a new model of leadership for application in the tertiary sector, based on applying the cascade/viral model to building leadership capacity.



The first phase of the project is a structured learning component and the establishment of a community of leaders across three Western Australian institutions. Subsequent phases develop this community through mentoring, networking and community activities, all under the auspices of a new cascade and viral leadership model. The growing community of leaders in Western Australia who are able to recognise, initiate and integrate emerging technologies into the engagement of students will be a lasting legacy of the project.

Progress

The project has only recently commenced, with formal agreements in place since October 2009. In the first phase of the project an institutional collaboration framework will be established and project materials will be researched, written and evaluated.

Project Commencement: October 2009

Project Completion: April 2012

2.2.16 Fieldwork coordinators' leadership

Building leadership capacity for work integrated learning: developing fieldwork coordinators as academic leaders (LE9-1234)

Lead Institution: Curtin University of Technology

Partner Institution: Charles Sturt University

Project Leader: Ms Sue Jones

Abstract

Fieldwork, a form of work integrated learning (WIL), is an integral component of many courses. It provides students with an opportunity to build their graduate employability and consolidate their professional skills and confidence, as well as helping them develop positive, professional attitudes and qualities. The aim of this project is to design and implement an academic leadership development program for fieldwork coordinators from a wide variety of disciplines to enhance their leadership capabilities, enabling them to provide high quality fieldwork learning experiences through appropriate pedagogy and management. An expected outcome of the project is to strengthen peer and industry relationships, reduce risks for all parties and ultimately improve the quality of student learning, as well as preparation and support mechanisms for supervisory staff.

Progress

The project has only recently commenced, with formal agreements in place since September 2009. In the first phase of the project fieldwork coordinators will be surveyed to determine their development needs in areas including academic management; current pedagogy in WIL; curriculum design, implementation and evaluation; leading and managing teams; communication; managing conflict; and change management. An evaluation framework will then be developed with the project evaluator.

Project Commencement: September 2009

Project Completion: October 2011



3. DISCIPLINARY LEADERSHIP – NATIONAL NETWORKS

3.1 Learning and teaching communities

3.1.1 Australian law postgraduate network

Australian law postgraduate network (ALPN) (LE6-3)

Lead Institution: University of New England

Partner Institutions: The Australian National University, Bond University, Charles Darwin University, Deakin University, Flinders University, Griffith University, James Cook University, La Trobe University, Macquarie University, Monash University, Queensland University of Technology, Southern Cross University, University of Canberra, The University of New South Wales, The University of Newcastle, The University of Notre Dame Australia, University of Tasmania, University of Technology, Sydney, The University of Western Australia, University of Western Sydney, University of Wollongong, Victoria University

Project Leader: Professor Stephen Colbran

Background

The design of an Australian Law Postgraduate Network (ALPN) aimed to improve the methodology and supervisory arrangements for postgraduate courses in law across Australian universities. Historically, law has low rates of PhD enrolments, limited supervisory capacity, narrow methodology, little collaboration within and between law schools and other disciplines, and a tendency to duplicate effort rather than taking advantage of the synergies amongst law schools for the benefit of both staff and students. The project aimed to promote collaboration and leadership in supervision across law schools as well as collaboration between supervisors and between students undertaking postgraduate research (PhD, SJD, LLM (Research)) degrees at various institutions.

Outcomes

The ALPN encourages structural change and leadership in the sector by combining resources for training of higher degree thesis supervisors, making available combined lists of available supervisors, suggested topics linked to research projects, collaborative supervision across institutions and a deliberate modification of the traditional 1:1 master/student supervision model.

The establishment of the ALPN website (www.alpn.edu.au) is the foundation for the tools and resources that ALPN is delivering to academic staff and students. The website provides access to resources and tools such as the academic directory, the guide for postgraduate students and the higher degree research (HDR) supervisor training modules. The academic directory lists more than 800 academics from law schools from 28 institutions. The many facets of the guide for postgraduate students can be updated with ease and the guide has attracted a considerable number of visitors. The HDR supervisor training modules build upon existing knowledge of effective supervision and discipline-based aspects of law supervision and provide direct training to supervisory academics to improve the supervisory practices in the discipline of law for postgraduate research degrees.



Smaller law schools, particularly those in rural and regional areas which do not have a large pool of supervisors will gain a significant advantage from the project outcomes. The project also develops cross-disciplinary bridges to extend legal research methodologies.

Project Completed: December 2008

<http://www.altc.edu.au/project-australian-law-postgraduate-network-une-2006>

3.1.2 COMPASS™

COMPASS™ directions: leading the integration of a competency based assessment tool in speech pathology learning and teaching (LE6-6)

Lead Institution: The University of Newcastle

Partner Institutions: The University of Sydney, Charles Sturt University, Flinders University

Project Leader: Associate Professor Alison Ferguson

Background

This project aimed to enhance learning and teaching by integrating a newly developed competency-based assessment tool COMPASS™ within the curricula of speech pathology professional education programs nationally. The project also aimed to enhance learning and teaching for the development of clinical competence in the discipline and to build the leadership capacity of academic and clinical speech pathology educators to develop the research base for future enhancement of learning and teaching.

Outcomes

The project succeeded in effectively integrating the tool within learning, teaching and assessment practices nationally. The academic leaders reported that all nine Australian institutions offering speech pathology were using COMPASS™ in their 13 speech pathology professional education programs for the assessment of the major practica contributing to the determination of professional entry-level competence. All programs had integrated the tool and its associated concepts within curricula related to clinical processes. In addition, some programs have begun to cross-map the tool's generic and occupational competencies against university graduate attributes / outcomes more generally across the curricula. The project was significant in involving a national network of speech pathology programs in institutions across Australia. Over the period of the project, this network grew to include programs from New Zealand. The professional association Speech Pathology Australia is continuing its strong support for COMPASS™ through continued funding for an online version of the tool. This support has resulted in a rapid national uptake of the tool, which is seen to be highly beneficial to the ongoing development of mutual recognition of professional qualification agreements being pursued internationally.

Project Completed: May 2008

<http://www.altc.edu.au/project-compass-directions-leading-uon-2006>

3.1.3 Partnership in nurse education

Leading for effective partnering in clinical contexts (LE6-14)

Lead Institution: Griffith University



Partner Institutions: Princess Alexandra Hospital & District Health Service

Project Leaders: Professor Debra Creedy, Professor Amanda Henderson

Background

The project team noted that while the transfer of nurse education from the hospital to the tertiary sector has dramatically increased the number of student nurses, many graduates leave the profession within five years. At the same time, health services complain that graduates are not 'work ready'. The project team identified a need for cross disciplinary leadership to enhance partnership between the tertiary and clinical settings to maximise the ease with which students and new graduates draw on their knowledge and make a successful transition into the work place. The project aimed to develop an effective partnering model that facilitated a systematic approach to communication at a number of levels of leadership: university/hospital management; course convenors and nursing managers; and lecturers, clinical facilitators and students.

Outcomes

The project team identified key areas, such as attitudes and workload, where leadership could make a difference to student clinical learning outcomes. A series of learning circles were conducted to address these themes and facilitate the systematic development of leadership through discussion at multiple levels of both organisations. There was also consultation with an advisory group comprising representatives from Queensland Health, the Queensland Nursing Council and university deans.

Four tangible outcomes, each targeted at a different domain within the clinical practicum experience, emerged from the project. In summary, these four areas are:

- the development of "tips" for students prior to their clinical experience
- a short preparatory workshop for the clinicians prior to the students entering the clinical area
- an accessible prompt card for the clinical facilitator to assist in the diversity of strategies useful in encouraging student learning
- alternative models organised by the Nurse Unit Manager for placing students and their supervisor in the clinical practice area.

The project team assisted in the implementation of these local initiatives in the clinical setting. Over the period of the project, the number of students placed in the clinical settings increased. The clinical learning organisation climate, as measured by registered nursing staff, improved although this improvement is not yet mirrored in the students' feedback.

Project Completed: January 2009

<http://www.altc.edu.au/project-leading-effective-partnering-griffith-2006>

3.1.4 Mathematics and statistics support

Quantitative diversity: disciplinary and cross-disciplinary mathematics and statistics support in Australian universities (LE6-15)

Lead Institution: Queensland University of Technology

Project Leader: Professor Helen MacGillivray



Background

Learning support in mathematics and statistics in universities is defined by the project team as assistance that is additional to the formally scheduled classes and activities of enrolled courses. The project arose from recognition that in all types of universities the need for learning support in mathematics and statistics has been increasing rapidly, with students from all faculties, including postgraduates, seeking support for their learning. This increasing need results from a number of factors including the changes in school educational emphasis over the past two decades, diversity of entry pathways, decreased prerequisites, decreased numbers of mathematics and statistics providers and the increasingly quantitative and problem-solving needs of a modern technological society.

While in almost every university in Australia there is at least some form of learning support in mathematics and statistics, there has been a lack of consistency, sustainability and knowledge of this learning support. The challenge of this project was to develop national capacity and networking in cross-disciplinary mathematics and statistics learning support to enhance student learning and confidence.

Outcomes

Through a range of processes of discovery, communication, collation, collaboration, auditing, analysis and annotation, the project has succeeded in bringing together knowledge and resources to build leadership capacity and a national community of practice. A project website, the Australian Network in Learning Support in Mathematics and Statistics (ANiLSiMS), was established in order to provide a sustainable structure for a national collaborative network and community of practice, with collaborative international linkages. It also makes accessible a catalogued and annotated bank of resources available on the web. Approximately 200 Australian resources and 300 UK resources are included. The project website is also accessible at <http://silmaril.math.sci.qut.edu.au/carrick>

The project has also produced an account and guide for the university sector on the need for, and provision of, learning support in mathematics and statistics. It also includes recommendations arising from the project. The guide is being widely disseminated within and outside Australia and is intended to inform and assist institutions in strategic planning and management of such support, and to illustrate how good practice can effectively and efficiently contribute to improving students' potential for learning and teaching.

Project Completed: June 2008

<http://www.altc.edu.au/project-quantitative-diversity-disciplinary-qut-2006>

3.1.5 Scientists teaching scientists

Raising the profile of teaching and learning: scientists teaching scientists (LE6-16)

Lead Institution: Flinders University

Partner Institutions: The University of Adelaide, University of South Australia

Project Leaders: Professor David Catcheside, Ms Karen Burke Da Silva

Background

This project aimed to raise the profile of teaching and learning among science academics in South Australia and to develop a critical mass of South Australian-based science



education leaders focused on the issues of science teaching and learning. The project aimed to increase the scholarship of teaching and learning within this group of science education leaders and to build their capacity for leadership within their discipline in order to transform existing science teaching and learning across all levels. The project used a framework in which project activities used language, context and exemplars that were highly relevant to academic scientists; and leadership development in science education and scholarship was specifically targeted. The conventions of scientific research – conferences, evidence-based activity and scientific method – were explicitly mirrored in many of the project activities.

Outcomes

A South Australian ‘Symposium for the advancement of teaching and learning within the biological sciences’ was a major project activity. Leading research-active scientists participated in the symposium and served as models and disseminators of high-quality teaching practice. A series of workshops constituted another major arm of project activities. The workshops addressed the issues of functional relationships between science teachers across the three participating institutions; the development of personal and social leadership competencies; the elaboration of a framework and guide for conducting high-quality science education research; and optimising the laboratory experiences of undergraduate students.

A number of strategic activities emerged from the symposium and workshops. These were: the establishment of the first teaching symposium in the internationally-recognised Genetics Society of Australasia conference; the implementation of peer-assisted study session methodology in some faculties; ongoing professional development using brown-bag lunch discussion groups; and the extension of the highly successful Advancing Chemistry by ‘Enhancing Learning in the Laboratory’ (ACELL) project to the study of biology in a new collaboration called ‘Advancing Biology by Enhancing Learning in the Laboratory’ (ABELL).

Project Completed: February 2009

<http://www.altc.edu.au/project-raising-profile-teaching-flinders-2006>

3.1.6 Team management systems

Using team management systems to identify and build leadership for quality learning in clinical health care teams (LE7-356)

Lead Institution: The University of Adelaide

Partner Institutions: Flinders University, University of South Australia

Project Leader: Associate Professor Maree O’Keefe

Background

The team management systems (TMS) constitute a type of business model for leadership development within work teams. It offers mechanisms for teams to clarify ‘who is doing what, and why?’ within the team and to develop clear lines of communication and strategies that will improve each team member’s ability to deliver high quality outcomes. A particularly important aspect of the TMS approach is that it takes account of, and values, the individual diversity that exists within teams.



The project will provide an evaluation of TMS as a strategy to develop distributed leadership capacity within health service clinical teams to ensure delivery of quality student experiential workplace learning. A guide and resource pack for universities and health services wanting to implement TMS to improve student learning outcomes will also be produced.

Progress

The project developed the TMS profile and workshop as a project alignment activity so that each member understood and was comfortable with their role within the project. An independent evaluator was appointed at the beginning of the project. Three clinical teams were identified as outlined below. Each team attended workshops and completed the TMS profile and evaluations such as individual interviews, group interview/s (students), an organisational culture survey, critical incident reports (students) and workplace team 'shadowing'.

Team A: the project was successfully implemented with the South Australian Dental Service (SADS) Clinic in Victor Harbor, which was chosen as a model of a single discipline, multi-professional clinical team. Staff have engaged with all aspects of the TMS profile activities and quality improvement planning for their student teaching activities. Team B, identified at Helping Hand Aged Care Facility, Ingle Farm, is a multi-disciplinary allied health and nursing clinical team with responsibilities for supporting the learning of nursing and aged care students. The final evaluation occurred in October 2009. Team C, identified at Pt Lincoln Spencer Gulf Rural Health School (SGRHS), has completed all activities apart from the final evaluation focus group scheduled in February 2010. The findings for teams B and C are more complex and difficult to summarise than for team A, owing to the selection of more multi-disciplinary and distributed work teams for these components. The team is now reviewing interview, focus group and work shadow data to finalise the project outcomes.

Planning for the road show and resources is underway. A conference presentation has been submitted, to an international professional health practice conference, with other paper submissions anticipated to follow.

Project Commencement: October 2007

Project Completion: August 2010

3.1.7 Multidisciplinary mental health practitioners leadership

Developing cross-disciplinary leadership capacity for enhancing the professional education of multidisciplinary mental health workers (LE8-777)

Lead Institution: Griffith University

Partner Institution: University of the Sunshine Coast

Project Leader: Dr Shirley Morrissey

Background

There is a critical need to respond to changes occurring in mental health service delivery and for the continuing professional development of mental health practitioners for leadership among university educators who are engaged in the professional education of mental health workers. Such leadership is not likely to emerge spontaneously from uni-disciplinary professional training programs for future mental health workers. The overarching aim of this project is to develop effective, collaborative, cross-disciplinary



leadership frameworks for university learning and teaching which enhance the professional preparation of the multidisciplinary mental health workforce. Cross-disciplinary leadership frameworks suitable for large metropolitan and for regional institutions are investigated.

Progress

Three rounds of workshops have been held at collaborative institutions. Participants acknowledged the existence of significant structural barriers to cross-disciplinary education in mental health and therefore committed to a collaborative approach. The stakeholders supported structural flexibility to allow better preparation for university students for their first mental health placement. A newsletter summarising the information gathered during the first year of the project was distributed to the stakeholders. A project reference group, consisting of individuals with experience in the mental health sector and/or in the implementation of ALTC projects has been established, as well as an industry advisory group, gaining the participation of a diverse range of industry representatives in the project. Both groups have met twice, with all participants expressing keen interest in the project. The project was presented at the Royal Australian and New Zealand College of Psychiatrists' (RANZCP) national conference in Adelaide, at the University of the Sunshine Coast Vice-Chancellor's Colloquium on Teaching and Learning, and at Griffith University's Celebrating Teaching Day. More presentations are planned during the second year: at the 35th International Conference of the Australian College of Mental Health Nurses (October 2009); at the 44th Annual Conference of the Australian Psychological Society (October 2009); at the Better Health Conference (Sydney, April 2010); and at the Innovate and Educate Conference (Brisbane, March 2010)

Project Commencement: September 2008

Project Completion: August 2010

3.1.8 Mathematics learning resources

Building leadership capacity for development and sharing of mathematics learning resources across disciplines and universities (LE8-783)

Lead Institution: University of Wollongong

Partner Institution: Central Queensland University

Project Leader: Dr Anne Porter

Background

This project aims to build leadership capacity in the development, acquisition and sharing of mathematics learning support resources across institutions. The framework developed will focus on developing leaders while they produce a coherent mathematics learning support system for disciplines teaching 100-level equivalent mathematics and statistics.

The method is to develop leaders who develop leaders. This will occur as the leaders develop a comprehensive mathematics learning support system for students across disciplines and across institutions. Completion requires distributed leadership and extensive collaboration. A symposium will allow exploration of the leadership task and investigate what is required to build our capacity to develop, acquire, review and share resources to provide learning support for students. Workshops will support staff in the leadership endeavour. The initial 'leaders in the making' will engage and mentor others,



as leaders, to become fully engaged in the task. The issues and processes from two different institutions will be documented and analysed to inform theories of leadership capacity building. The impact on student learning and educational culture will be assessed. The project culminates in a national symposium and the initiation of others into the network of developing leaders to enhance mathematics learning support.

Progress

The first symposium was held at UoW in February 2009, where nine sessions and talks were hosted by participants from CQU and UoW. Approximately 60 delegates attended, as well as an external evaluator. The second symposium is scheduled for February 2010. Video-based learning support resources were created for the following programs: maths in chemistry, applied mathematics, introductory mathematics for engineers, and introductory statistics. A content management system is currently being trialled to host the resource developed. Issues regarding copyright, access and a peer review process are under investigation. Formal evaluation for changes in student learning and needs in maths learning support has been undertaken for two subjects, and is currently underway for others. A broad mapping of learning resource needs has been undertaken at UoW, and core and high failure rate subjects have been identified. Self-assessment of leadership needs in paper form has been unsuccessful, in contrast to ongoing reflective reporting with one member per meeting. The membership and linkages to the group continue to grow and strengthen linking to external parties. The project has also been offering opportunities for students to engage in research and access resources helping lower anxiety, improving students' perceptions of competency and enabling pre-lab preparation.

Two refereed conference papers have been presented at the 5th Asian Mathematical Conference (Malaysia, June 2009) and at the 14th International Conference on Education (Brunei, May 2009). A paper has also been accepted for the 10th International Conference Models in developing Mathematics Education (Germany, December 2009). A website (<http://www.uow.edu.au/informatics/maths/research/mathsresources/index.htm>) has also been established.

Project Commencement: July 2008

Project Completion: August 2010

3.1.9 Research professors leadership in ICT and engineering

The culture of teaching and learning in ICT & engineering: facilitating research professors to be T&L Leaders (LE8-785)

Lead Institution: Queensland University of Technology

Partner Institutions: Monash University, University of Technology, Sydney

Project Leader: Associate Professor Sylvia Edwards

Background

The task of eliciting leadership in teaching from professors who are traditionally research leaders is analogous to the problem of facilitating transfer of learning from one context to another. Research has shown that deliberate strategies must be put into place for substantial transfer of skills to occur (Perkins et al., 1992, Boden, 2006). In particular, 'bridging mechanisms' need to be used. These are structures which elicit a gradual cultural change and which therefore help to ease the transition from one context to the other. Bridges are also designed to encourage the mechanisms which facilitate transfer (Perkins et



al., 1988). This project proposes the use of bridging mechanisms to foster an ‘accelerated rapid prototyping’ of leadership skills in the teaching and learning (T&L) domain. Surveys and focus groups will be used along with data mining to evaluate the effectiveness of the approach for leadership development.

This project aims to implement a model where the research professoriate facilitate development of the T&L culture; increase in awareness of, and interest in, pedagogical issues among research professors; and determine whether research leadership skills can be rapidly transferred to the context of T&L using learning transference. A set of guidelines on transferring the project findings to other disciplines/institutions will also be developed.

Progress

Four interactive professoriate workshops have been conducted at the three participating institutions to assess T&L climate among IT and engineering professional academics. Data has been collected to gather information on prevailing T&L culture and T&L leadership in each institution. Across each faculty and across institutions analysis is underway. The team also developed and administered data capture instruments for professorial staff, level A to C academics, faculty leaders and other project stakeholders, to indicate what direction they expect the project to take.

The bridge 1 workshops focused in promoting and facilitating the transfer of leadership skills from research to T&L among professorial staff in faculties using postgraduate research supervision as a springboard. Given the evidence of positive effects, bridge 2 and 3 workshops will proceed with this strategy moving from postgraduate learning to undergraduate learning using goals and activities the professoriate value to engage. Feedback from the bridge 1 workshops and the survey data is used to design the forthcoming workshops.

Views of more than 60 professorial academics have been captured through a questionnaire inviting their views on a range of research and T&L activities from three perspectives: job satisfaction, commitment to being a role model and importance for professional advancement. The findings reveal a strong bias toward research in these three areas., which strongly motivates the project work

Dissemination of early findings and outcomes has commenced, with forums conducted by Professor O’Shea in Melbourne and Adelaide. An ALTC Exchange site has been established for collaboration.

Project Commencement: October 2008

Project Completion: March 2011

3.1.10 Leadership capabilities of clinical supervisors in nursing education

Enhancing student learning in the workplace through developing the leadership capabilities of clinical supervisors in the nursing discipline (LE8-809)

Lead Institution: Queensland University of Technology

Partner Institutions: Mater Health Services, Royal Brisbane and Women’s Hospital, The Prince Charles Hospital

Project Leader: Dr Robyn Nash

Background

This project focuses on developing a leadership model of clinical facilitation/supervision, as well as a framework and resources for building the leadership capacity of staff



involved in the clinical facilitation/supervision of undergraduate nursing students. The impact of the clinical education leadership model on students' learning outcomes will be investigated.

Progress

A comprehensive literature review has been completed; further development will continue throughout the project. Ethics approval has been obtained; a detailed project overview and a communication strategy have been produced. The project team has developed and commenced the implementation of a prototype leadership model of clinical facilitation: the Leadership and Clinical Education (LaCE). A capacity building framework has also been developed as a practical means of operationalising the LaCE model. Two LaCE workshops, personal development projects and an online LaCE toolkit are interconnected components of the framework. Focus group discussions were held with nursing staff at all partner facilities that facilitate off-campus clinical practice for nursing students. A total of 30 clinical facilitators attended these discussions.

An analysis of potential systems to support the development of web-based resources with universal access was undertaken within the partner institutions and in the industry. The Mahara system – an open source social networking system with a flexible display framework – was chosen to support the model and framework. Web-based resources were designed and made available to support the pilot LaCE program in October 2009. Terms of reference for the project advisory group have been finalised and the potential members identified.

The project figures on the ALTC Exchange. Abstracts have been submitted for the inaugural Innovate and Educate Conference (Brisbane, March 2010) and for the 3rd International Nurse Education Conference (Sydney, April 2010).

Project Commencement: October 2008

Project Completion: September 2010

3.1.11 Active learning in science teaching

Developing leaders of change in the teaching of large university chemistry classes (LE8-818)

Lead Institution: Charles Sturt University

Partner Institutions: Curtin University of Technology, Deakin University, The University of Adelaide, The University of Sydney, University of Tasmania

Project Leader: Dr Danny R Bedgood, Jr

Background

This project aims to establish excellence in science teaching and learning in Australian institutions, with a focus on first year science programs which are characterised by large lectures, didactic teaching methods and monocultural learning environments. The purpose is to lead a qualitative shift away from these teaching methods towards others that are diverse, multi-directional and that foster student-directed learning and enquiry. The project aims to develop academic leadership capabilities and 'leadership for excellence' through the creation of a purposeful network of 'science learning leaders' supported by a national 'science learning hub'.

The project will provide training and resources to chemistry instructors as tools and support for leadership of change in teaching practice. Workshop demonstrating student-



centred teaching methods for use in large classrooms will be organised across Australia. Teaching practice hubs for chemistry instructors to support each other in implementing change in their teaching practice will also be developed.

Progress

The project has been named ALIUS: Active Learning in University Science – Leading Change in Australian Science Teaching. Teaching innovations have occurred in ALIUS members' classrooms and student-centred activities are now used in ALIUS members' chemistry classes. The Process Oriented Guided Inquiry Learning (POGIL), a US classroom resource, has been distributed to ALIUS members and has proved to be a useful way to begin the process of change as well as acting as a model for development of members' own classroom activities, with minor modifications to suit the Australian classroom. Two seminars about teaching innovation have been presented at five ALIUS and three non-ALIUS institutions; the review of feedback is underway. Particular issues associated with implementing teaching innovations in Australian classrooms have been identified and possible solutions suggested. Discussions and workshops have been conducted to provide leadership development, initially for the eight project leaders. Discussions regarding the idea of an ALIUS model of leadership change have also begun. The project website www.alius.edu.au is active and being populated with resources; it will be fully functional at the beginning of 2010. The database structure is being finalised.

The project has been presented at ChemEd08, the national chemical education conference of the Royal Australian Chemical Institute (RACI) (Perth, Dec 2008). An article was published in 'Chemistry in Australia' (December 2008). Presentations were also conducted at the Deakin University Teaching Learning Conference (June 2009) and at The Educational Research Group of Adelaide Conference (Adelaide, September 2009). POGIL workshops were held at UTAS, CUT (Sept 09) and at the UniServe conference (Sydney, Sept-Oct 2009), with another one planned at the RACI Connect Conference (July 2010).

Project Commencement: October 2008

Project Completion: September 2010

3.1.12 Leadership in early childhood and care sector

Developing and sustaining pedagogical leadership in early childhood education and care professionals (LE8-823)

Lead Institution: Griffith University

Partner Institutions: Deakin University, Queensland Heath – Early Years Initiative, Salvation Army – Communities for Children Loganlea, Waterford West & Kingston

Project Leader: Dr Kym Macfarlane

Background

This project aims to enhance teaching and learning opportunities for leadership in early childhood education and care sector. It will address the sector needs by developing course content for undergraduate and postgraduate university programs; consolidating communities of practice; and producing resources for use by staff working within cross-disciplinary early years' settings who are seeking to enhance qualifications and leadership possibilities.



This project will engage with students, practitioners and professionals from diverse early years' contexts. The aims will be achieved using the bricolage approach which is particularly relevant to analysing new lines of inquiry in order that re-theorising can occur and limitations provided by one theoretical approach are minimised.

This approach will begin to break down silos of practice in order to:

- assist in developing agreed goals and approaches to high quality holistic and integrated practice in the early years based on sound theoretical underpinnings and practice principles.
- develop and enhance communities of practice, comprising individuals who understand the benefits of working together to achieve high quality practice in ECE.
- develop critical thinking and problem solving.

Progress

A roundtable entitled 'Fostering leadership and integrated practices in early years settings' was conducted in February 2009. Speakers included Professor Carol Aubrey, Professor of early childhood studies at the University of Warwick (UK) and Professor Collette Tayler. During the round table, circles of change have been conducted in order to establish communities of practice centring on integrated or transdisciplinary practice, which will be extended throughout the project life.

The reference group has been established, to review the preparation of professional development modules. 10 members in Queensland and two in Victoria compose the reference group, whose first meeting was held in July 2009. Each member has taken responsibility for one module topic and contributed to it by the next meeting, scheduled for October 2009. Discussions on the format of modules have also commenced. The different levels of the module (i.e. professional development, undergraduate and postgraduate) have been conceptualised and a diagram underpinning the theory behind the conceptualisation has been prepared. Ethics clearance has been sought to conduct interviews in Victoria and the case study.

The project has been presented at the European Early Childhood Research Association (Strasbourg, France, August 2009).

Project Commencement: September 2008

Project Completion: July 2010

3.1.13 Leadership in the teaching of implant dentistry

Building university leadership capacity in the teaching of implant dentistry to dental students and local professional communities (LE9-1177)

Lead Institution: Griffith University

Partner Institutions: The University of Sydney, The University of Adelaide

Project Leader: Associate Professor Nikos Mattheos

Abstract

Implant dentistry is the fastest developing and most dynamic area in dentistry. The aim of this project is to support strategic change and develop collaborative, cross-disciplinary leadership capacity for institutions in the field of implant dentistry. The leadership envisioned in this project involves the development of the long-term and sustainable



capacity to design, produce and deliver cross-disciplinary education within implant dentistry, addressing the needs of the undergraduate curriculum and of communities of local practitioners.

A critical mass of expertise from institutional, national and international sources will be developed and directed towards providing structured support for academic leadership through a cross-disciplinary, blended-learning curriculum in implant dentistry and a supportive peer and expert network. This curriculum will target the needs of both undergraduate students and local general dental practitioners. The developed expertise will be directed towards the development of leadership and mentoring capacity among junior staff members, postgraduate students and researchers who will then undertake leading roles in the teaching of implant dentistry, both within and outside institutions facilitating long-term sustainable change.

Progress

A nationwide consensus building workshop for guidelines of the curriculum, with 40 national and international experts from all disciplines involved in the teaching of implant dentistry, is planned for February 2010. This will involve a strong student influence and has attracted the interest of six major industry partners. Two position papers have been drafted and will be finalised during the workshop, for publication in a nationwide peer review journal, stating a benchmark for the content and learning outcomes for the teaching of implant dentistry in the undergraduate education and continuous professional development of practitioners.

Preparation to create a new part-time Master of Clinical Dentistry in implant dentistry for practicing dentists is underway, with its launch announced for January 2011. The design of the training of postgraduate students and junior staff in mentoring and academic leadership is also advancing, with major events scheduled for April 2010.

A project website is underway. Papers on the project have been published on Griffith University news' website and in the Australian Dental Association (ADA)'s August 2009 newsletter; further publications are currently in press for *Campus Review* and ADA Queensland's newsletter. The project has also been presented at the annual meeting of the European implant dentistry education network (Helsinki, September 2009) and at the congress of the Australasian Osseointegration Society (Gold Coast, November 2009).

Project Commencement: July 2009

Project Completion: July 2011

3.1.14 Creative arts disciplines leadership

Create•Ed: strengthening learning and teaching in the creative arts disciplines (LE9-1246)

Lead Institution: RMIT University

Partner Institutions: Queensland University of Technology, University of Tasmania, Central Queensland University, The University of Newcastle, Charles Sturt University, Curtin University of Technology

Project Leader: Professor Barbara de la Harpe

Abstract



Create.Ed aims to strengthen learning and teaching across the creative arts disciplines, including architecture, creative writing, design, performing arts (dance and music), and visual arts. The project will facilitate those in learning and teaching leadership roles nationally to work together strategically to enhance their leadership capability, to address issues of learning and teaching importance, and to contribute publications on leadership to the scholarship of teaching and learning. The development of leadership capability will be both a focus and an outcome of the project through individuals joining forces to (re)position, promote, enhance and influence institutional and discipline-specific learning and teaching practices, as a strategic knowledge network: Create.Ed.

Progress

The project has only recently commenced, with formal agreements in place since September 2009. In the first phase of the project, a website will be established and included on the ALTC Exchange. A survey will be administered across network members to determine and agree participant needs and leadership priorities collegially. The team will then organise local state based face-to-face cross-disciplinary network meetings, and develop and trial an online suite of leadership professional development activities. A process for members to peer-review and publish practice-based scholarship of teaching and learning projects/activities/research will be set up. A national event will be organised to reflect on the network.

Project Commencement: September 2009

Project Completion: October 2011

3.1.15 Professional development program for lecturers and tutors in mathematical sciences

A national discipline-specific professional development programme for lecturers and tutors in the mathematical sciences (LE9-1248)

Lead Institution: Macquarie University

Partner Institutions: University of Tasmania, Murdoch University, University of Southern Queensland, The University of Sydney, The University of Queensland

Project Leader: Dr Leigh Wood

Abstract

Australia has a distinct and increasingly urgent need for a formal professional development program for lecturers and tutors teaching in disciplines in the mathematical sciences. Each year in Australia, around 18,000 undergraduate students study a subject in the mathematical sciences (Department of Education Employment and Workplace Relations, 2008). Mathematics teaching staff receive some training in learning and teaching, but many of the courses run at university level are not tailored to the mathematical sciences.

This project aims to explicitly embed the acquisition of teaching skills by developing a discipline-specific program of teacher development and disseminating it through tertiary institutions across Australia.

The impact on the profession and the student experience will be significant. Higher degree by research and honours students will be included in this project as these are our future academics and academic leaders. To ensure that this professional development is



sustainable, it will be attached to the Australian Mathematical Society annual conference, building capability as the conference moves around Australia each year.

Progress

The project team has developed a 'stages of competencies' model, which forms the basis of a draft outline of the professional development program. In its current form the outline comprises 15 curriculum topic areas organised around three levels: implementation, curriculum design and course design. A set of standards of achievement has been drafted to develop an assessment framework for the professional development program. Once the ethics approval is obtained in all participating institutions the project reference group will be established, with its potential members already identified. A questionnaire has been developed to survey heads of mathematics departments, current academics and PhD candidates. A team-based site has been established on Moodle to facilitate document sharing, editing and commenting, and to trial an online learning management system. The project is also present on the ALTC Exchange.

The project has been presented at the Australian Mathematical Society (AustMS) annual meeting, in September 2009; and a full-day symposium will be conducted in conjunction with their next annual meeting, in October 2010.

Project Commencement: July 2009

Project Completion: January 2011



Appendix 1 – LEADERSHIP PROJECTS 2005-2009

INSTITUTIONAL	Positional/ Structural/ System	Academic Coordinators in Business education LE6-11	C
		Application of Engaging Leadership Framework (ELF) LE9-1215	O ♦
		Associate. Deans T & L and Course Coordinators LE5-19	C
		Course-Coordinator development LE6-4	C
		Curriculum development leadership LE6-5	C
		Heads of School leadership LE8-802	O
		Indigenous educational leadership LE6-2	C
		Leadership development via 360° feedback & related professional development LE8-805	O ♦
		Leadership development for course coordinators LE8-816	O
		Leadership in Teaching Quality Cycle LE6-13	C
		Leading rich media implementation LE7-377	O
		Learning leaders in times of change LE6-1	C
		Production of an online leadership learning tool and system LE8-811	C ♦
		School-based curriculum improvement leaders LE6-10	C
		Strategic leadership for institutional T & L centres LE7-355	C
		Subject coordinators & building leadership capacity LE8-814	O
		Subject coordinators & professional development for sessional staff LE9-1212	O
		Succession planning LE9-1210	O
		The role of Unit Coordinators as informal leaders LE8-824	O ♦
		Transnational leadership LE9-1228	O
Distributed	Capacity building in Indigenous Research Methodologies LE8-780	O	
	Communities of Practice in multi-campus universities LE8-817	O	
	Distributed leadership through cross-disciplinary peer networks LE9-1183	O	
	Distributive leadership & the faculty scholar model LE8-691	O ♦	
	Faculty scholar model LE6-9	C	
	Indigenous curriculum development LE9-1219	O	
	Indigenous women and educational leadership LE6-17	C	
	Leadership & assessment LE6-12	C	
	Leadership in Communities of Practice LE5-18	C	
	Leadership in on-line learning LE6-8	C	
	Leadership in the context of peer review LE9-1206	O	
	Networks & resources for multi-campus universities LE8-810	O	
	Professional staff building capacity in emerging technologies LE9-1231	O	
	Synergies in distributed leadership LE9-1222	O ♦	
	Using student feedback LE6-7	C	
Work integrated learning & developing fieldwork coordinators LE9-1234	O		
DISCIPLINARY/ CROSS DISCIPLINARY/ NETWORKS	Building leadership capacity in maths LE8-783	O	
	Building leadership in dentistry LE9-1177	O	
	Capacity building mathematics & statistics support LE6-15	C	
	Developing leaders of change in chemistry LE8-818	O	
	Improving clinical supervision in nursing LE8-809	O	
	Integration of competency based assessment tools in speech pathology LE6-6	C	
	Law postgraduate network ALPN LE6-3	C	
	Leading effective clinical partnering in nursing LE6-14	C	
	Pedagogical leadership in early childhood education LE8-823	O	
	Professional development for lecturers and tutors in maths LE9-1248	O	
	Professional education of multidisciplinary mental health workers LE8-777	O	
	Scientists teaching scientists LE6-16	C	
	Strengthening L & T in creative arts LE9-1246	O	
	T&L leaders in ICT & engineering LE8-785	O	
	Team management systems for leadership in clinical health care LE7-356	O	

C: Completed O: Ongoing ♦: Consolidation Projects



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