

LEADERSHIP FOR EXCELLENCE IN LEARNING AND TEACHING PROGRAM

Guidelines and Supporting Information – 2010
Version 2.0

Contents

Updated September 2009

THIS DOCUMENT
PROVIDES
INFORMATION ON
THE LEADERSHIP
FOR EXCELLENCE
IN LEARNING AND
TEACHING
PROGRAM 2010.

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1.

INFORMATION SHEET 2010

Program Priorities

Through this Program, the Australian Learning and Teaching Council (ALTC) provides grants for projects that build leadership capacity in ways consistent with the promotion and enhancement of learning and teaching in contemporary higher education, and which reflect the ALTC's values of excellence, inclusiveness, diversity and collaboration, and its commitment to long-term, systemic change.

There are three priorities for funding in 2010:

- Priority one: institutional leadership to enhance learning and teaching through leadership capacity-building at the institutional level.
 - Funding range: \$150,000 to \$220,000
 - Project duration: up to 2 years
- Priority two: disciplinary and cross-disciplinary leadership to enhance learning and teaching through leadership capacity-building in discipline structures, communities of practice and cross-disciplinary networks
 - Funding range: \$80,000 to \$220,000
 - Project duration: up to 2 years
- Priority three: consolidating leadership by building on the outcomes of projects funded in earlier years under the Leadership for Excellence in Learning and Teaching Program.
 - Funding range: \$80,000 to \$150,000
 - Project duration: up to 1.5 years

Application Information

Two general calls for project proposals will occur in 2010. The ALTC reserves the right to ask for a proposal to be modified and/or re-submitted for decision.

Funding range: for applications other than those building directly on previous work is \$80,000–\$220,000.

Applications building directly on previous ALTC or AUTC projects have a funding range of \$80,000–\$150,000.

Closing dates for proposals

Round 1: 18 March 2010. Applications accepted under all priorities.

Round 2: 1 July 2010. Applications accepted under all priorities.

Program Funding: approximately \$3.0 million.

Guidelines Review: June 2010. It should be noted that the 2011 Guidelines could define new priorities in line with the development of the ALTC's Strategic Directions for the period 2008-2012.

2.

INTRODUCING THE PROGRAM

LEADERSHIP PROGRAM

2.1 INTRODUCTION

The Leadership for Excellence in Learning and Teaching Program is one of three programs included in the ALTC's Grants Scheme. Details of the Competitive Grants Program and the Priority Projects Program can be found at www.altc.edu.au.

The Leadership for Excellence in Learning and Teaching Program is designed to build leadership capacity in ways that promote and advance learning and teaching in Australian higher education.

The Leadership for Excellence in Learning and Teaching Program has several different strands focused at the national, institutional, discipline-based and specific project levels. It will also have some emphasis on ensuring appropriate attention to 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.

The ALTC has identified the need for systematic, structured support for academic leadership as a key focus for its activities in 2008-12. Evidence suggests that leadership capacity-building in higher education is uneven across the sector, and that many academic leaders rely too much on learning on the job. By contrast, the ALTC's position is that academic leadership is a highly specialised and professional activity. The ALTC has therefore established a program focused on Leadership for Excellence in Learning and Teaching as one of three programs under the umbrella of the Grants Scheme.

Through this Program, the ALTC will provide grants to support projects that build leadership capacity in ways consistent with the promotion and enhancement of learning and teaching in contemporary higher education, and which reflect the ALTC's values of excellence, inclusiveness, diversity and collaboration, and its commitment to long-term, systemic change. All activities within the program will be underpinned by a scholarly and evidence-based approach, building actively on initiatives and ideas emerging both within Australia and internationally.

Prospective applicants for funding under the Leadership for Excellence in Learning and Teaching Program are advised to familiarise themselves with the all sections of this document, particularly Parts 3 and 4 which contain the policies for this program.

2.2 AUSTRALIAN LEARNING AND TEACHING COUNCIL'S OBJECTIVES

While all programs are designed to support the ALTC's mission and objectives, this

program specifically addresses the following ALTC objectives:

- ALTC Objective (a): promote and support strategic change in higher education institutions for the enhancement of learning and teaching, including curriculum development and assessment.
- ALTC Objective (b): raise the profile and encourage recognition of the fundamental importance of teaching in higher education institutions and in the general community.
- ALTC Objective (d): develop effective mechanisms for the identification, development, dissemination and embedding of good individual and institutional practice in learning and teaching in Australian higher education.
- ALTC Objective (f): identify learning and teaching issues that impact on the Australian higher education system and facilitate national approaches to address these and other emerging issues,.

2.3 AUSTRALIAN LEARNING AND TEACHING COUNCIL'S RESPONSIBILITIES AND PROGRAM OUTCOMES

It is also intended that activities undertaken under this program will address a number of the ALTC's responsibilities, in particular, the responsibility for:

- Development of a mechanism for the dissemination of good practice in learning and teaching

2.4 RELATIONSHIP BETWEEN PROGRAMS

A list of the funding priorities for all programs is found below. The abbreviation shows the program which address this funding priority: Leadership Program (LP); Priority Projects Program (PP); Competitive Grants Program (CG)

- Leadership capacity building for learning and teaching (LP)
- Curriculum renewal (PP)
- Assessment, standards and reporting (PP)
- Teaching and Learning spaces (PP)
- Internationalisation (PP, new priority in 2010)
- Research and development focussing on issues of emerging and continuing importance (CG)
- Strategic approaches to learning and teaching that address the increasing diversity of the student body (CG)
- Innovation in learning and teaching, including in relation to the role of new technologies (CG)

3.

LEADERSHIP PROGRAM GUIDELINES

Funding Priorities 2010

The three priorities for 2010 are developed below.

3.1 PRIORITY ONE: INSTITUTIONAL LEADERSHIP

Outcome

The ALTC expects the major outcome from the Institutional Leadership projects to be a demonstrable enhancement of learning and teaching through leadership capacity-building at the institutional level in Australian higher education (see Part 6 for background information).

Criteria

In line with the ALTC's perspective on leadership, Institutional Leadership for Excellence in Learning and Teaching in Higher Education projects should demonstrate the following:

Project Outcomes and Rationale

- Clearly articulated outcomes and a clear argument demonstrating how the project will enhance learning and teaching through institutional leadership
- How are leadership and leadership capacity building defined for the purposes of the project?
- What are the proposed leadership outcomes (achievements) of the project?

Approach

- A strong theoretical framework
- An overall approach that is focused on leadership capacity building within institutions
- An approach that is in general alignment with the commitments of the ALTC
- An approach which focuses on change and/or reform leading to significant improvements in learning and teaching in higher education
- A set of strategies which collectively are systematic, multi-level, and likely to build "leadership for excellence in learning and teaching" across the whole institution
- Plans for the dissemination and embedding of the successful strategies and outcomes that are integrated within the project design

Value/Need for Project

- Potential usefulness of the project and its outcomes to any of the following:
 - the sector as a whole
 - or to particular kinds of organisations within the sector

- The endorsement and sponsorship of the relevant executive of the proposing institution(s) and a statement of institutional commitment (including in-kind or monetary commitment where these are implied or explicit in the proposal)

Project Management and Budget

- A thorough approach to project management
- Budget justification appropriate to the project outcomes and importance

3.2 PRIORITY TWO: DISCIPLINARY AND CROSS-DISCIPLINARY LEADERSHIP

Outcome

The ALTC expects the major outcome from the Disciplinary and Cross-Disciplinary Leadership projects to be a demonstrable enhancement of learning and teaching through leadership capacity-building in disciplines structures, communities of practice and cross-disciplinary networks (see Part 6 for background information).

Criteria

In line with the ALTC's perspective on leadership, Disciplinary and Cross-Disciplinary Leadership Projects are to build capacity for leadership for learning and teaching across a discipline/field of study or an important cross-disciplinary area.

Projects should demonstrate the following:

Project Outcomes and Rationale

- Clearly articulated outcomes and an overall approach that is focused on the development of capacity building for leadership for learning and teaching in higher education within a discipline or community of practice or cross-disciplinary network
- How are leadership and leadership capacity building defined for the purposes of the project?
- What are the proposed leadership outcomes (achievements) of the project?

Approach

- A strong theoretical framework
- A clear argument that the project will enhance learning and teaching through development of the proposed disciplinary or cross-disciplinary leadership
- An approach that is in general alignment with the commitments of the ALTC
- Strategies to achieve specific measurable outcomes for the improvement of learning and teaching through a focus on change management
- Plans for the dissemination/embedding of the successful strategies and outcomes that are integrated within the project design

Value/Need for Project

- Potential usefulness of the project and its outcomes to any of the following:
 - the sector as a whole

- or to particular kinds of organisations within the sector
- A clearly identified need for the project and demonstrated commitment to the outcomes by the proposing organisations and where relevant the support of professional bodies, Councils of Deans, etc.

Project Management and Budget

- A thorough approach to project management
- Budget justification appropriate to the project outcomes and importance

3.3 PRIORITY THREE: CONSOLIDATING LEADERSHIP OUTCOMES

Outcome

The ALTC expects the major outcome from this priority to be wider dissemination of ideas, practice and resources through building upon the outcomes of projects funded in earlier years under the Leadership for Excellence in Learning and Teaching Program.

All eligible institutions can apply under this category. Institutions not involved in the original project are particularly encouraged to apply.

Projects should demonstrate the following:

Project Outcomes and Rationale

- Clearly articulated outcomes and an overall approach that is focused on the development of capacity building for leadership for learning and teaching in higher education
- How are leadership and leadership capacity building defined for the purposes of the project?
- What are the proposed leadership outcomes (achievements) of the project?

Approach

- A strong theoretical framework
- A clear argument that the project will enhance learning and teaching through the embedding approaches or further developing/testing ideas and resources developed in ALTC leadership projects
- An approach that is in general alignment with the commitments of the ALTC
- Strategies to achieve specific measurable outcomes for the improvement of learning and teaching through a focus on change management
- Plans for the dissemination/embedding of the successful strategies and outcomes that are integrated within the project design

Value/Need for Project

- Potential usefulness of the project and its outcomes to the institution/discipline or community of practice

- A clearly identified need for the project and demonstrated commitment to the outcomes by the proposing organisations and where relevant the support of professional bodies, Councils of Deans etc

Project Management and Budget

- A thorough approach to project management
- Budget justification appropriate to the project outcomes and importance

3.4 APPLICATION INFORMATION

Two general calls for project proposals will occur in 2010. The ALTC reserves the right to ask for a proposal to be modified and/or re-submitted for decision.

Overlap with other programs

When an application meets the criteria for another ALTC program it should not be submitted under this program. Applications that address the criteria for another ALTC program will not be accepted under this program.

Funding range: for applications other than those building directly on previous work is \$80,000–\$220,000 .

Applications building directly on previous ALTC or AUTC projects have a funding range of \$80,000–\$150,000.

Institutional Category

Funding range: \$150,000 to \$220,000

Project duration: up to 2 years

Disciplinary/Cross Disciplinary Category

Funding range: \$80,000 to \$220,000

Project duration: up to 2 years (small projects should be completed in one year)

Consolidating Leadership Outcomes Category

Funding range: \$80,000 to \$150,000

Project duration: up to 1.5 years (small projects should be completed in one year)

Closing dates for proposals

Round 1: 18 March 2010. Applications accepted under all priorities.

Round 2: 1 July 2010. Applications accepted under all priorities.

Program Funding: approximately \$3.0 million.

Guidelines Review: June 2010. It should be noted that the 2011 Guidelines could define new priorities in line with the development of the ALTC's Strategic Directions for the period 2008-2012.

4.

OPERATIONAL POLICIES

GRANTS SCHEME GUIDELINES

4.1 PURPOSE OF GUIDELINES

The Grants Scheme Guidelines provide information to those wishing to apply for grants. The guidelines include information covering expectations in relation to proposals, the criteria and processes used to determine what grants will be approved and the management of projects and responsibilities. Specific detail for each of the programs is provided in the program guidelines, which scope the type of projects supported through the program (refer Part 3).

4.2 PRINCIPLES

The ALTC's ethos is framed in terms of the following values and principles for action:

- Inclusiveness – by assisting the development of networks and communities which support higher education staff who have a direct impact on the advancement of learning and teaching.
- Long term change – through a focus on systemic change and capacity building.
- Diversity – by recognising and valuing institutional and discipline differences and similarities, by ensuring an appropriate balance between generic and disciplinary approaches to the enhancement of learning and teaching.
- Collaboration – through the programs it funds and in its work practices, respecting the existing strengths of the systems and of the people within the higher education sector nationally and internationally.
- Excellence – through the recognition of quality in its programs and awards, through its encouragement of such recognition in all higher education institutions, and through building the reputation of the Institute as a leading-edge, prestigious organisation.

The Grants Scheme is designed to conform to the following principles:

- Compliance with the ALTC's mission, objectives and values
- Transparency
- Value for money
- High impact
- Future looking

Compliance with the Australian Learning and Teaching Council's mission, objectives and values

All proposals for grants for projects will be assessed for their contribution to the mission and objectives of the ALTC and for their synergy with the ALTC's values and principles for action.

Transparency

These guidelines are provided to ensure that the process of applying for a grant to conduct a project is transparent. Within the limitations of privacy and commercial in confidence protections, the selection process associated with approving a grant and the management of the project should be transparent. Information on successful grant recipients (institutions) will be published on the ALTC's website and in the annual report.

Value for Money

Project proposals will be assessed in terms of value for money. The processes associated with decision making, compliance requirements and monitoring will also be designed to ensure the best value for money while being consistent with appropriate stewardship of government funding, fairness and transparency.

High Impact

Priority will be given to projects that are likely to have a high impact. This approach reflects the objective to 'support strategic change in higher education institutions'. The design of projects should address the potential to support strategic change and how the project will maximise dissemination and embedding of exemplary institutional and/or individual practice in learning and teaching in higher education.

Future Looking

While there is often an emphasis on 'innovation' in grants schemes, the ALTC will take the perspective of 'future looking' which encompasses a broad definition of 'innovation'. It will support projects that have the potential to advance learning and teaching as well as those that address emerging issues for learning and teaching in higher education. In this broad context projects may be of the type which provide new approaches; build on, and embed systemically approaches already developed; be capacity building; or focus on changed understandings and practices to promote and advance learning and teaching.

4.3 ELIGIBILITY

Under the ALTC Grants Scheme, Institutions listed in Table A and Table B of the Higher Education Support Act (2003) and other approved higher education providers receiving places under the Commonwealth Grants Scheme are eligible to apply for grants (see Attachment 1).

4.4 APPLICATION PROCESS

Applications to the program are by proposal only. Requests for proposals will normally be advertised in the Higher Education Supplement of *The Australian*. The application dates and other relevant details will be available on the ALTC website.

The principles for funding single institution projects are:

- Case studies of an issue, an idea or approach of importance to the higher education sector.
- The work proposed should be able to be applied within other institutions.
- The proposal includes a comprehensive and convincing strategy to ensure outcomes and project materials take into account different institutional contexts and can be applied in those different contexts.
- A comprehensive plan for dissemination to the relevant audiences: sharing has to be embedded in the conduct of the project.

Collaboration between higher education institutions and/or relevant other bodies is encouraged. Applications from consortia will need to be submitted under a lead institution which must be a higher education institution eligible to receive a grant under these guidelines. The lead institution must ensure each named collaborating institution/organisation has agreed to have its name put forward as a collaborating institution before submitting a project proposal. Failure to ensure the agreement of named collaborating institutions/organisation may result in the application being rejected by the ALTC.

The lead institution must be authorised to deal on behalf of all members of the consortia or collaborative group, and enter into agreements which are binding on them. For the purposes of the application, all consortia members and the lead institution should be clearly identified. The ALTC may subsequently require all consortia members to execute statutory declarations stating that the lead institution has the authority to bind other members.

Applications outside of the general funding rounds

From time to time ALTC may seek applications in response to a specific project brief. In this event the process of application will be elaborated in the brief, and may vary from that of the general biannual funding round. The ALTC may also decide to consider and approve proposals within some programs outside of an advertised round of applications.

Assessment of Project Proposals

The assessment of project proposals will be against the criteria set for the project (Section 3), the quality of the design, value for money, the importance of the outcomes proposed in the context of the ALTC's mission, objectives and responsibilities and the capacity of the project team to deliver the outcomes proposed.

Approval of Funding

The program is managed by the Leadership for Excellence in Learning and Teaching Standing Committee of the ALTC Board which is responsible for the selection of the projects to be funded and any specific conditions applied to those projects.

4.5 BROAD CRITERIA FOR FUNDING

Funding may be approved for the period specified in the program guidelines or project brief – whichever is appropriate. All projects designed to go beyond 12 months will need to

produce measurable outcomes/deliverables in each year of the funding and should be designed around stages that have particular outcomes/deliverables.

Intellectual Property

The ALTC does not claim ownership of any intellectual property in a project proposal which is submitted under the Grants Scheme to the ALTC.

All applications become the property of the ALTC on submission to the ALTC to copy, modify or otherwise deal with information for the purposes of:

- Assessment and decision making
- Verifying the accuracy, consistency and adequacy of the information contained in the application
- The preparation and management of any funding agreement
- The administration of the Grants Scheme.

One responsibility of the ALTC is the dissemination of good practice in learning and teaching in higher education which is best achieved by ensuring that quality project products and findings are available to the higher education sector for use and further development. To help achieve this aim the following position in relation to intellectual property will be the default position for the ALTC.

Intellectual Property Rights in the Material created under a Funding Agreement will vest immediately in the ALTC. The ALTC will as far as possible provide the project materials to the sector for use and adaptation using systems such as Creative Commons, Open Source or other appropriate developments.

The ALTC will grant to the recipient institution a permanent, irrevocable, royalty-free, non-exclusive licence to use, reproduce, and adapt the Material and to sub-licence any of these rights to members of a consortia for the purpose of the project that is funded.

Issues associated with existing intellectual property are addressed in the funding agreement. A model funding agreement is available on the website.

A different position in relation to copyright and licensing may be considered if there is a strong argument that the default position explained above is not appropriate to a particular project. This argument will need to be presented as part of the project proposal and will need to demonstrate that the approach advocated will ensure that the products and findings of the project are available to the higher education sector for use and further development.

The grant recipient will be required at all times to indemnify and hold harmless the ALTC, its officers, employees and agents from and against any loss or liability incurred or suffered by any of those indemnified arising from any claim, suit, demand, action or proceeding by any person in respect of any infringement, or alleged infringement, of Intellectual Property Rights by the grant recipient, its employees, agents or subcontractors in the course of, or incidental to, carrying out the project or the use by the ALTC of the material produced in the project.

Publication

The funding agreement requires reports on the progress of the project and a concluding report and in some cases a formal evaluation of the project. These reports are referred to under Reporting Requirements (Section 4.11). The ALTC's written approval must be obtained prior to publishing any project reports required under the funding agreement. This provision does not limit the publishing of academic articles, conference papers or web materials as part of a project.

Commercialisation

A request to commercialise any material developed must be referred to the ALTC in writing for consideration and approval. In approving such a request the ALTC may impose any conditions it considers reasonable.

4.6 FORMAL AGREEMENT

Lead institutions will be required to enter into an agreement with the ALTC. If there is any inconsistency between an agreement and these guidelines, the terms of the agreement will prevail. Where a proposal from a consortium is approved, the ALTC will enter into an agreement with the lead institution only.

The conditions of the grant will be specified in the agreement. The agreement will specify the outcomes of the project to be achieved, the payment arrangements, conditions of the grant including financial and performance reporting requirements, requirements regarding variation to agreements, acquittal of grants and other related issues.

The ALTC may request copies of Memoranda of Understanding or agreements for collaborative (joint venture) projects which involve partners, prior to the execution of an agreement with the ALTC.

4.7 PURPOSE OF GRANT

The grant is provided for the purpose of achieving the deliverables and outcomes of the project for which it is approved.

The budget can contain provision for:

- Salaries and on-costs. The rate used for on-costs should be 28%
- Teaching relief – to a maximum of \$35,000 per year per institution associated with a project, with a letter of agreement from the relevant head of school
- Dissemination activities
- Travel associated with the project's conduct and/or dissemination
- Technical and expert support, evaluation and resources essential to the conduct of the project
- Up to 10% for administration costs and overheads
- The budget should include an allocation of \$3000 for attendance at ALTC events*

*For those institutions with high cost travel, once this amount is used up the ALTC will consider case-by-case applications for an additional allowance.

Non-approved use of the grant

The grant may not be used for:

- building works (including the purchase, construction, lease, renovation or fit out of premises);
- purchase of motor vehicles;
- purchase of assets unless in exceptional circumstances specifically agreed to by the ALTC in approving the grant (this restriction would normally include computers, small digital devices etc which should be provided by the institution/s as a contribution to the project);
- travel which is not directly related to achieving the outcomes of the project for which the grant was approved; or
- general recurrent funding.

4.8 FUNDING

Grants will be approved for twelve months only. The initial grant payment must occur in the year in which the grant was approved. If a project is designed to go beyond twelve months the funding for the out years will be given provisional approval only. Funding for the out years will depend on progress against agreed milestones, the quality of the work done and the ALTC receiving its full Grant. Should a project not be progressing well or the recipient institution request non-continuance, the ALTC can determine not to fund any further years or negotiate a new agreement with a different institution for completion of the project.

4.9 PAYMENT/S OF GRANT

All grants for projects of one year's duration or less will be paid in full at the commencement of the project which is on the finalisation of the funding agreement. For those projects which are designed to go beyond one year, the stage one funding will be paid at the beginning of the project and other payments will be made at the beginning of any subsequent stage/s.

Payment will only occur after the execution of an ALTC funding agreement which contains the information on payment instalments linked to agreed project stages and deliverables.

Collaborative Projects

For projects involving a consortium of institutions/organisations, the grant will be paid to the lead institution (recipient institution) which will be responsible for the management and acquittal of the funding and the deliverables from the project. When seeking funding for consortia, care should be taken to ensure the costs associated with the type of collaboration proposed are adequately addressed.

GST and other taxes

The ALTC payment/s will include a GST payment.

Where the grant is being paid to a university the ALTC will create a recipient created tax invoice and provide this with the payment of the grant. Other institutions will be required to furnish a tax invoice to the ALTC that specifically identifies the GST component. The tax invoice for the agreed initial payment must be provided within 15 days of the return of the signed agreement.

4.10 PERFORMANCE

The recipient institution is responsible to the ALTC for managing the performance of the project through the project leader. This responsibility is expressed through institutional sign-off on funding applications/project proposals, and performance reporting.

Project Leaders and Project Teams

The project leader/s must take significant intellectual responsibility for the proposed project, its design, conduct and results. This requires a serious time commitment (usually at least 20% of the leader's time).

Individuals may not hold the substantive responsibility (eg project leader/director/fellow) for more than two ALTC grants concurrently unless the PVC/DVC (Academic) approves a greater commitment and provides details of how the time will be allocated to enable the individual to carry out his/her responsibilities to the projects. While this restriction does not apply to project team members, care should be taken by individuals not to overcommit.

The quality and timeliness of the project leader's previous ALTC work may be taken into account when considering applications for funding.

Under normal circumstances, applications involving a project leader whose final report is overdue or not of a satisfactory standard at the time of close of applications will not be accepted. The Chair of the Standing Committee has the discretion to rule on this matter. (Note this adds to the current statement that prevents leadership of more than two projects or one fellowship and one project).

Projects that build on previous work are encouraged. However to ensure the quality of work and wide participation in the program, applications arising directly from a previously funded ALTC project will only be accepted if the final report has been available to the sector at least six weeks before applications close. Where the original team is proposing to carry work forward, they are strongly encouraged to include some new team members.

Project teams are encouraged to include one or two early career academics as substantive members of the project team.

All nominated project team members should be in agreement with the proposal at the time of submission. If it comes to the attention of ALTC that nominated team members are not aware of the application, the proposal will be deemed ineligible for that funding round.

Should a project leader need to withdraw from the project, written notification should be provided to the ALTC with information on how the project will continue to be supported by the lead institution.

Collaborations, Partnership and Other Roles

Formal collaborations or partnerships are acknowledged in documentation regarding the project. Collaborating institution/s will contribute substantially to the project, usually through a project team member. Where partners are not represented on the project team, a clear rationale should be included in the proposal to explain this absence. To acknowledge this commitment, project proposals must be endorsed in writing by the PVC/DVC (Academic), or equivalent, of all collaborating/partner institutions before submission.

Proposed changes in partner institutions eg withdrawal or addition of a partner during the project must be supported by the PVC/DVC (Academic), or equivalent, of the institution/s concerned and written notification of the change and endorsement be provided to the ALTC.

4.11 REPORTING REQUIREMENTS

Institutions are required to provide regular performance reports (progress reports) and a final written report on the conduct of the project, as specified in the funding agreement. These reports must be signed by the PVC/DVC (Academic), or equivalent, or their delegate.

Ongoing evaluation must be included as part of the project in its various stages and be a role of the reference group. In addition, recipients of grants in excess of \$150,000 are required to commission a formal independent evaluation of the project. This may be funded from the ALTC grant and should be included in the project proposal's budget.

When a project team is not able to meet the milestones or the date for completion of the project, the project leader must seek an extension in writing at least two weeks before the due date from the ALTC program manager.

Financial Reporting

Funding must be used for the purposes specified in the funding agreement. Financial reporting and acquittal processes provide assurance of this to the ALTC.

For projects designed to go beyond twelve months' duration, a financial statement must be provided with the specified deliverables at the agreed milestones of the project.

On completion of the project a full financial statement complying with the conditions in the funding agreement must be provided by the agreed completion date (the date when all reporting and acquittal of funding should have been finalised).

The financial acquittal should itemise how funds were used in the course of the project and be signed as true and accurate by the authorised person within the lead institution as specified in the funding agreement and countersigned by the project leader.

Any funds not expended at the end of the project must be returned to the ALTC. The ALTC retains the right to reclaim funds if the recipient institution fails to fulfil the conditions of these guidelines or the funding agreement or where an overpayment has occurred.

Final Project Report

A comprehensive report (the final report) should document the ways in which the project outcomes have been met through the project. There are two parts in the final report. Instructions on inclusions in Part 1 of the final report are found in the document: *Project Management Information* on the ALTC website, under *Grants and Projects/Managing your Project*.

4.12 PRIVACY AND CONFIDENTIAL INFORMATION

Grantees will be required to comply with the Information Privacy Principles when doing any act or engaging in any practice in relation to personal information for the purposes of the project, as if the institution were an agency as defined in the Federal Privacy Act 1988; and to comply with any policy guidelines related to the protection of personal information issued by the ALTC or the Privacy Commissioner.

The ALTC will not disclose your confidential information without your written agreement other than to the Minister responsible for the ALTC, in response to a request by a House or a Committee of the Parliament of the Commonwealth of Australia or as authorised or required by law. The grantee must not disclose ALTC's confidential information without written approval.

The ALTC will make publicly available information on the institutions which receive funding, a summary of the project, the project leader/s, the amount of funding received and authors of reports. The ALTC may choose to release reports and evaluations arising from the project.

4.13 REFERENCE GROUPS, STEERING COMMITTEES AND PROJECT ADVICE/SUPPORT

Advisory Roles

Individuals may take an advisory role or contribute a specific expertise which does not require close involvement in the project. These individuals would not normally be defined as project team members.

Reference Group

All project teams should appoint a reference group. The reference group should include some external participants who have appropriate expertise to ensure there is constructive advice on the design, development and ongoing evaluation of the project and to ensure the project has maximum impact within the institutions/s engaged in the project and beyond those institutions.

In some cases, the ALTC will determine that a steering committee will be appointed to either one or a number of projects designed to contribute to the same or similar outcomes. In this case the ALTC reserves the right to appoint the steering committee.

Australian Learning and Teaching Council Management

The ALTC will nominate a staff member as the ALTC project manager to support and monitor each project. The ALTC project manager may organise workshops that are either

voluntary or part of the conditions of funding. The workshops could cover topics such as management advice and the sharing of challenges, findings, ideas and good practice.

Non-participating Members

Since there are different levels of experience and expertise in the Australian higher education sector, funding may be provided to projects to enable 'non-participating members' who may not have the resources to engage fully with the project to join the project as an interested observer. The type of 'non-participating members' envisaged are those who wish to learn how to conduct such a project or plan at a future date to 'cascade' the project to their institution.

International Partnerships

International partnerships are encouraged where appropriate. As with other members of consortia, funding can be shared with international partners for their contribution to the project. This arrangement must be made through the lead institution, which must be an Australian higher education institution eligible to apply for a grant under the ALTC Grants Scheme. International partners must agree to the conditions imposed in the funding agreement especially in relation to intellectual property.

4.14 DISPUTE RESOLUTION

The funding agreement deals with dispute resolution between the ALTC and the grant recipient. A model funding agreement can be found on the ALTC website.

Should a dispute between project partners arise during the conduct of the project, the project partner claiming that there is a dispute will send to the other partners a written notice setting out the nature of the dispute. In the first instance the project partners will try to resolve the dispute through direct negotiation by persons who have been given the authority to resolve the dispute by their institutions/organisations. If after 10 business days from the receipt of the notice the partners have failed to reach a resolution, the dispute is to be submitted for mediation to the ALTC through the project leader.

Despite the existence of a dispute, all partners must (unless requested in writing by the other project members not to do so) continue to perform their obligations.

5.

DIRECTIONS FOR APPLICANTS

GRANTS SCHEME

Applications for the general grants rounds are through the submission of a proposal, and the final decision about projects funded will be based on that proposal.

5.1 PROJECT NAMES

Project names should be no more than 15 words long and should describe clearly what the project will be doing. If the project is based in a discipline or field of study this information must be included in the title.

5.2 PROPOSALS

Inclusion and form

Proposals are limited to 12 A4 pages (including references) and are to be in 12pt font (exclusive of the Application Form and attachments – refer below).

Proposals should demonstrate that they meet the program criteria specified under the program priorities (see Part 3).

Proposal should also contain:

- a 160-word abstract,
- project management information including processes and structure underpinning the management of the project including how the project team will establish a clear vision, clear goals, financial and staff management, evaluation strategies,
- an evaluation framework,
- the endorsement of the PVC/DVC (Academic), or equivalent, is required – the name is to be provided on the Application Form.
- for collaborative projects – the type of collaboration, the project collaborators and their anticipated contributions.
- Attachments:
 - a letter of endorsement from the PVC/DVC (Academic), or equivalent, of partner institutions is required as an attachment for collaborative projects,
 - a budget and a timeline (limit 4 A4 pages in total). The format for preparing the budget is available on the ALTC website, Grants & Projects/How to Apply,
 - the qualifications and experience of the project leader(s) and project team (limit 3 A4 pages). The statement on the project leader/s should include a list of all current projects, research, and fellowships and give an estimate of the time that the

leader/s can contribute to the proposed project (Note the restriction shown in 4.10 on the number of ALTC grants and fellowships for which individuals can take substantive responsibility),

- a completed Leadership Project Planning checklist (note this is available on the ALTC website),
- design specifications. Applications which propose technological developments should submit a one page design brief, addressing the following issues:
 - User interface and useability issues
 - a brief site map or story boards (if the proposal includes website design);
 - user scenario;or
 - Technical design specifications
 - the functionality, sustainability and scalability of what is being proposed;
 - the technical expertise available to the project team;
 - availability of required technology/infrastructure.

Applications proposing software development should aim to develop open-source software.

Timelines

The timeline should assume that the project will begin in the year in which funding is approved. For projects designed to go beyond 12 months the timeline should be developed around stages with discrete staged outcomes and deliverables for each year of the project.

Timelines need to recognise the lead-up time required for large projects or those with a number of partners to develop a shared language and local commitment. Careful consideration should be given to the number and type of partners and their contribution to ensure the project is manageable.

Budgets

Applicants should carefully consider the expected costs of the project when submitting an application. Information on the human resources and infrastructure required for the project completion, including the resources/support the institution/s will contribute to the project including where appropriate its implementation, should be provided to justify the budget.

Instructions about what can be included in the budget are found in Section 4.7. The cost of printing and distribution of any deliverables should be included against the project costs as should costs associated with the maintenance of any websites for at least three years. The format for budgets is found on the ALTC website under 'Grants & Projects'/How to Apply'.

Evaluation

All projects provided with funding of greater than \$150,000 must commission a formal independent evaluation of the project. This evaluation should be factored into the budget and the timelines for the project. A resource to assist with planning the evaluation of projects is available on the ALTC website under Grants & Projects/Managing Your Project.

5.3 SUBMISSION OF PROPOSALS

- Applications should be submitted directly via our online grants application system. Please refer to www.altc.edu.au Grants & Projects/How to Apply for more information.
- A completed Application Form is required with each application. A sample of the Application Form and guidelines for its completion are also available (www.altc.edu.au Grants & Projects/How to Apply).
- In the event that problems are experienced in submitting an application, please contact Grants Scheme staff immediately on the phone contact provided. All applications will be receipted automatically. An email receipt, including an application reference number will be despatched within 3 business days.
- If a receipt of application is not received please ring the phone contact provided.
- The documents should be named as follows: **program.institution.contact.year** e.g. le.rmit.smith.2010
- For the Leadership Program, please use 'le' to indicate the program. If the computing program used does not support a document name of this length please abbreviate but retain the elements.
- Applications must be received by 5pm (AEST) on the closing date. An application that does not meet the deadline for application may not be considered. A delay in receiving a response to a request for information will not be considered a valid reason for a late application unless the request for information was received at least 7 days before the application date.

Contacts

Mail address: PO Box 2375, Strawberry Hills NSW 2012, Australia

Phone: +61 2 8667 8510

Fax: +61 2 8667 8515

Requests for further information should be directed by email to projects@altc.edu.au. Requests should provide appropriate contact information including the name, institution and phone number of the person seeking the information.

5.4 DEFINITIONS AND DESCRIPTIONS

Application – this term refers to proposals.

Consultation and collaboration – these two concepts can take a number of meanings and operate in different ways in different contexts. A useful discussion of these concepts is found in *Dissemination, Adoption & Adaptation of Project Innovations in Higher Education* (2005) (pp.163-165).

Deliverable – in the context of the Grants Scheme a deliverable is a product or activity arising from the proposed project. Deliverables include workshops, reports, learning objects etc.

Dissemination – In the context of the Grants Scheme the definition in *Strategies for effective dissemination of project outcomes* (2005) will be applied:

“dissemination is understood to be more than distribution of information or making it available in some way. While embracing this aspect, dissemination also implies that some action has been taken to embed and upscale the innovation within its own context (discipline or institution) and/or to replicate or transform an innovation in a new context and to embed the innovation in that new context” (p.2).

The *ALTC Dissemination Framework* is found on the website and more detailed exploration of the concept ‘dissemination’ is found in *Dissemination, Adoption & Adaptation of Project Innovations in Higher Education* (2005) (pp.159-163)

Innovation – In the context of the Grants Scheme the definition in *Strategies for effective dissemination of project outcomes* (2005) will be applied:

“the term ‘innovation’ refers to an idea, product, process or service that adds value, is useful or transforms current practice in the context to which it is applied. ‘First-generation innovators’ are those who do or create something new or different. ‘Second-generation innovators’ are those who take an innovation from one context and replicate, adapt or transform it for use within a new context” (p.2).

Intellectual Property Rights – includes all copyright (including rights in relation to phonograms and broadcasts), all rights in relation to inventions (including patent rights), plant varieties, registered and unregistered trademarks (including service marks), registered designs, circuit layouts, and all other rights resulting from intellectual activity in the industrial, scientific, literary or artistic fields.

Outcome – in the context of applications under the Grants Scheme an outcome is an achievement which the project is designed to accomplish, preferably described in a form that is measurable or for which evidence can be provided. To prepare an outcome statement as part of a project proposal, the question that should be posed is: *what is the project designed to achieve and how will the project team know they have been successful?* A number of unplanned outcomes are likely from any project. These should be included in the final report along with the success in achieving the nominated project outcomes.

Partner Institution – partner institutions are those institutions that are actively engaged with the project through project team members. Institutions represented in an advisory process are not partner institutions.

Project Leader – the project leader is responsible to their institution for the project. They provide the intellectual leadership for the project and are the point of contact between the ALTC and the project on matters of substance to the project.

Project Material – includes documents, equipment, software, goods, information and data stored by any means.

Project Team Member – team members are actively engaged in the ongoing project work. They contribute directly to the success of the project through the contribution of time and intellectual resources to the project.

6. SUPPORTING INFORMATION LEADERSHIP PROGRAM

6.1 THE AUSTRALIAN LEARNING AND TEACHING COUNCIL PERSPECTIVE ON EFFECTIVE LEADERSHIP

Across the higher education sector, both nationally and internationally, the primary importance of excellence in learning and teaching is being recognised, and is increasingly being seen as integral to academic leadership. At the same time, high quality, multi-level leadership in higher education is now seen as fundamental to the promotion and advancement of learning and teaching. Teaching in higher education today is a complex undertaking, and defining and achieving excellence in learning and teaching reflects that complexity. The increasing diversity of student bodies, the availability of new technologies, funding constraints that require 'more with less', increased administrative demands and the engagement of higher education with students globally all contribute to this complex picture. There is also a change in emphasis occurring from accountability in terms of teacher input to accountability in terms of student learning - a shift, in many ways from a focus on the teacher and his/her practices to a focus on the student learning associated with those practices.

In this dynamic, sometimes uncertain and sometimes ambiguous context, the capacity of systems, institutions and individuals to respond appropriately to change and to facilitate further change requires forms of leadership that go beyond conventional models. The ALTC is therefore developing a rich and open view of leadership that allows for multiple interpretations.

For excellence in learning and teaching, the ALTC favours approaches that are distributed and multi-level. The ALTC sees a need to recognise that leadership in learning and teaching takes many forms. In some forms (e.g. Pro-Vice-Chancellor (Academic) and Head of School or Department) leadership is defined formally and is encapsulated in the position title and description. At the same time, many people have roles (such as policy developer, curriculum developer or classroom innovator) which are critical to quality learning and teaching, and within which leadership is more context-dependent and may not be formally defined. The ALTC also sees a need to recognise that, within this multi-level concept, there must be cross-level teamwork and integration of the levels in order to get the best out of all. Such models of leadership demand whole-of organisational commitment.

In accordance with this perspective, the ALTC has identified the areas of institutional leadership, and leadership for learning and teaching through disciplinary and cross-disciplinary approaches as the initial priorities for projects within the Leadership Program. The ALTC will also undertake some research projects and activities to underpin the further development of the Leadership for Excellence in Learning and Teaching Program and leadership initiatives in the higher education.

Under the Disciplinary/Cross Disciplinary Priority projects should be designed with a view to strengthening learning and teaching throughout the higher education sector within a discipline, national community of practice or cross-disciplinary area. The ALTC recognises that there are different levels of readiness and resources to undertake this type of project,

depending on the organisations and networks that already exist to support disciplines and cross-disciplinary areas and communities of practice. While the intent of this program is to facilitate projects that provide support and leadership across the higher education sector, other approaches may be necessary in developing areas. (For an example of such an approach, see the McKenzie et al, (2005) description of “EFFECTS: The effective framework for embedding C&IT using targeted support” in *Dissemination, Adoption & Adaptation of Project Innovations in Higher Education (2005)*, available on ALTC Website www.altc.edu.au).

6.2 OTHER USEFUL MATERIAL

On the website under Grants & Projects/Funding Available/Leadership Program/Recommended Reading:

- Ideas of leadership underpinning proposals to the Carrick Institute: a review of proposals under the *Leadership for Excellence in Learning and Teaching Program. 2006* – Professors Don Anderson and Richard Johnson
- Issues in the development of leadership for learning and teaching in higher education – Professor Stephen Marshall
- Assessment Reports for 2006 – 2009 of applications to the Leadership for Learning and Teaching Program
- Leadership Project Planning Checklist

And under Resources

- Leadership for Excellence in Learning and Teaching in Australian Higher Education: Review of the ALTC Program 2006 – 2008, Emeritus Professor Lesley Parker, 2008
- What’s happening in Leadership? ALTC, 2009

7.

GENERAL SUPPORTING INFORMATION

GRANTS SCHEME

Institutions are encouraged to support applicants in preparing their applications.

The Australian Universities Teaching Committee commissioned two reports to provide advice to the ALTC on improving the wider impact of funded projects. These reports are available on the ALTC website www.altc.edu.au under Grants & Projects/Managing Your Project:

- *Dissemination, Adoption & Adaptation of Project Innovations in Higher Education* by Jo McKenzie, Shirley Alexander, Carly Harper, Susan Anderson from University of Technology, Sydney (May 2005)
- *Strategies for effective dissemination of project outcomes* by Deborah Southwell, Deanne Gannaway, Janice Orrell, Denise Chalmers, Catherine Abraham, The University of Queensland and Flinders University (April 2005).

Many of the recommendations from these reports have been implemented through the Grants Scheme Guidelines and related program guidelines. A Dissemination Framework has been published on the ALTC website to assist applicants for funding under the various ALTC programs.

7.1 PROJECT DESIGN CONSIDERATIONS

The following advice is taken from the *Dissemination, Adoption & Adaptation of Project Innovations in Higher Education* by Jo McKenzie, Shirley Alexander, Carly Harper, Susan Anderson from University of Technology, Sydney (May 2005 p.xv).

The report recommends that project developers:

- consider the range of possible methods that might be adopted for involving potential users from the beginning of a project, for example
 - collaborative development by a strategically selected group of partners;
 - consultation with potential users at various stages of the process, from initial project design to prototype evaluation, pilot testing and cascading to others;
 - involvement of potential users in needs analysis related to the intended project;
- provide support for adopters to engage in the learning necessary to adapt, implement and evaluate the project outcomes effectively, for example
 - provide implementation guides accompanying the project;
 - provide case studies and exemplars of implementation;
 - provide support or training workshops or other events;

- provide consultancy support and services from the project team;
- use consultative and collaborative forms of development which enable potential adopters to learn and inform project development;
- consider the range of potential adopters of the project and use appropriate methods for engaging with them, such as through links with disciplinary or cross-disciplinary organisations.

The following advice is from the *Strategies for effective dissemination of project outcomes* by Deborah Southwell, Deanne Gannaway, Janice Orrell, Denise Chalmers, Catherine Abraham, The University of Queensland and Flinders University (April 2005 p. 8).

Projects should:

- establish a communication plan that includes regular communication with the project team, institution, stakeholders, the ALTC and the wider national community
- ensure that evaluation is undertaken at multiple points throughout the project and is understood and reported within an evaluation framework.

7.2 EVALUATION

Information and supporting material to assist in the development of an evaluation framework/strategy can be found in the document: *Evaluating Projects* on the ALTC website in under Grants & Projects/ Managing Your Project.

7.3 APPLICATION CHECKLIST & ASSESSMENTS

A checklist to support applicants prepare an application is available on the website. The Assessment Reports from past years provide insight into the strengths and weaknesses of applications. These are also on the website.

List of eligible institutions

Australian Catholic University
Avondale College (NSW)
Batchelor Institute of Indigenous Tertiary Education (NT)
Bond University
Central Queensland University
Charles Darwin University
Charles Sturt University
Christian Heritage College (Qld)
Curtin University of Technology
Deakin University
Edith Cowan University
Flinders University
Griffith University
James Cook University
La Trobe University
Macquarie University
Melbourne College of Divinity
Monash University
Murdoch University
Queensland University of Technology
RMIT University
Southern Cross University
Swinburne University of Technology
Tabor College Inc.(SA)
The Australian National University
The University of Adelaide
The University of Melbourne
The University of New South Wales
The University of Newcastle
The University of Notre Dame Australia
The University of Queensland
The University of Sydney
The University of Western Australia
University of Ballarat
University of Canberra
University of New England
University of South Australia
University of Southern Queensland
University of Tasmania
University of Technology Sydney
University of the Sunshine Coast
University of Western Sydney
University of Wollongong
Victoria University