

# Promoting Excellence Initiative

## Participant Outlines

May 2008

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## Australian Catholic University (ACU National)

### In 250 words, describe your initiative

ACU National has an established focus on high quality student learning outcomes. Its PEI strategies seek to foster:

Improved quality of applications and nominations for ALTC grants and awards;  
Closer alignment of these to the University's learning and teaching priorities; and  
More effective dissemination and adoption of good practice emerging from implementation of programs, within the University and across the sector.

The initiative includes seven steps:

Employment of a Project Manager (Phoebe Palmieri) to provide academic and managerial leadership of the project (part time, 0.4).

Identification of areas of achievement and possible areas of concentration, priority and potential, to help map the development of nominations and applications.

A series of workshops on each campus, focusing on collection and analysis of evaluation data on learning and teaching processes and outcomes, and developing understanding and skills in evidence-based planning and decision-making in learning and teaching.

Development and support of mentoring/advising networks and communities of practice, emphasising the processes underpinning grant and award submissions.

Mentoring skills workshops for the staff involved in facilitating step 4.

Dissemination of processes and outcomes related to ACU National and ALTC grants and awards, and of information about opportunities. Mechanisms will include web-based resources and links, and seminars to be held at ACU National campuses. Input will be sought from other institutions as a means of tapping into good practice across the sector.

Further rationalisation of ACU National's procedures and policies (where required) relating to teaching and learning grants and awards (both internal and ALTC-funded), to develop a more integrated and effective system.

Also working closely with Charles Darwin University through representation on their Reference Group.

### Briefly list two opportunities and one challenge you anticipate from your initiative

#### **Opportunities:**

Improved teaching and learning outcomes resulting from a more coordinated and integrated approach to obtaining and applying grant funding across the University.

Improvement of skills in writing grant and award submissions, resulting in improved success rates.

#### **Challenge:**

Maintaining and sustaining the energy of staff participating in mentoring/advising networks and communities of practice



## Batchelor Institute of Indigenous Tertiary Education

### In 250 words, describe your initiative

#### Developing an Australian Indigenous Education Practice of Excellence

Historically, Batchelor Institute has been a leader in the field of Australian Indigenous education implementing successful Indigenous education practices, underpinned by its 'Both Ways' philosophy. In recent years, Batchelor Institute has commenced a series of organisational change processes, restructuring and reviewing Institute practices, systems and strategies to enable it to grow and succeed as a national and global leader in Australian Indigenous higher education. This creates the opportunity for Batchelor Institute to increasingly focus on Indigenous education practice of excellence and support its current directions in teaching and learning. Batchelor Institute is well aware that this environment of organisational change provides a great opportunity for consolidating our historical knowledge and experience in Indigenous learning and teaching practice and proactively sharing this corporate knowledge with other universities and higher education professionals.

To coordinate this, we will refresh, develop and implement our *Both-ways Teaching & Learning Strategy* for our higher education program areas with the following aims in mind:

Provide mentorship and advice on project-based ways to consolidate and build on valuable past knowledge and experience in Indigenous teaching and learning practices at Batchelor institute;

Incorporate current practice and national and international directions in Indigenous education to develop an institute framework for *Australian Indigenous Education Practice of Excellence* (AIEPE); and

Create professional development programs, systems and support mechanisms that promote excellence in teaching and learning practice for Indigenous students.

Promote the AIEPE throughout the national and international higher education sector.

#### **Briefly list two opportunities and one challenge you anticipate from your initiative**

##### **Opportunities:**

Share Indigenous education experience with the wider Higher education sector.

For Batchelor Institute to play a greater supportive role to Indigenous Education for the Higher education sector.

##### **Challenge:**

Maintain cultural identity for Indigenous people in the process.



<b>Bond University</b>
<b>In 250 words, describe your initiative</b>
<p>As a small institution Bond University has limited resources to support teaching and learning. The Promoting Excellence Initiative will allow Bond University to engage an experienced learning and teaching expert, with a strong understanding of ALTC grant and award schemes.</p> <p>The expert engaged will work with academic and relevant learning and teaching support staff to identify and support those who may be able to apply for ALTC Awards and grants. The expert will build capacity so that individual teachers, teaching and assessment programs are raised to a standard that will be competitive for grant schemes. Through targeted training, support and the creation of appropriate infrastructure and procedures, the University will make regular high quality applications and nominations.</p> <p>Bond University will benefit in the longer term as successful applicants adapt and disseminate the results from their ALTC projects. Successful grant recipients will share their understanding of the application process with others, ensuring long term sustainability. The expert will be responsible to disseminate, adapt to context and implement relevant outcomes of ALTC projects. Engagement with staff in this way will enable the expert to ensure that Bond University is making the most of the resources available through ALTC to advance its teaching and learning. The dissemination of outcomes externally will ensure that staff engage with the wider community of learning and teaching scholars.</p>
<b>Briefly list <u>two opportunities</u> and <u>one challenge</u> you anticipate from your initiative</b>
<p><b>Opportunities:</b>          To raise the standard of teaching and learning generally at Bond University.          To provide opportunities for increasing the scholarship of teaching through research funding, and engagement with the wider community of teaching and learning scholars.</p> <p><b>Challenge:</b>          To convince busy academic staff to invest the time required to develop successful applications.</p>



## Central Queensland University

### In 250 words, describe your initiative

CQU provides programs using multiple modes of delivery for diverse student cohorts including large numbers of international students studying mainly on our capital city campuses; mature age students, many studying off campus; first in family to attend university; and students from recognised equity groups. CQU's overall goal is to build institutional capacity to engage in, contribute to, disseminate and embed outcomes of ALTC activities in line with our Management Plan for Learning and Teaching which prioritises the student experience and support for learning and teaching.

Our proposed activities to achieve increased capacity to participate in ALTC activities through engagement, support, review and dissemination includes:

- Establishing a Leadership Group to enhance support for learning and teaching across our campuses;

- Improving our learning and teaching website for better communication and dissemination of ALTC initiatives and using other technologies to increase collaboration;

- Developing and strengthening Communities of Practice related to learning and teaching across our campuses;

- Hosting visits by ALTC grant and award recipients to CQU and supporting CQU staff to attend ALTC events;

- Enhancing support for CQU staff preparing applications for ALTC grants/fellowships/awards, including refining the internal application process, supporting unsuccessful applicants to resubmit, providing seed funding for initial project ideas, and offering intensive writing workshops.

Outcomes:

- Stronger cross-campus learning and teaching leadership;

- Improved systems and policies supporting ALTC participation;

- More and better quality ALTC applications;

- Increased cross-institutional links and good practice sharing;

- Increased dissemination and embedding of innovation and good practice.

### Briefly list two opportunities and one challenge you anticipate from your initiative

#### **Opportunities:**

Develop a larger pool of CQU staff with the confidence, knowledge and skills to engage with ALTC initiatives.

Increase CQU's capacity to work in partnership with other institutions to raise the status and improve the quality of learning and teaching.

#### **Challenge:**

Improved institutional systems for increased dissemination and embedding of innovation and good practice



**Charles Darwin University**

**In 250 words, describe your initiative**

Our Promoting Excellence Initiative is situated within the context of a strategic, university-wide and school-based project to improve the 'student experience', specifically addressing concerns about student retention, engagement and satisfaction. It comprises three elements:

Working with school-based student experience project teams to provide information on current best practice/outcomes in the project area. This involves reviewing relevant ALTC projects (eg assessment, online technologies, diversity), discussing with ALTC project team leaders ways of customising and building on their work, bringing people to CDU as part of the Visiting Scholar scheme and working with teams to utilise this background information to develop their projects and apply for ALTC grants.

Raising the quality and quantity of ALTC Citation, Award, fellowship and grant applications through the development of internal processes that mirror ALTC processes/criteria and through providing better support to applicants, improving dissemination of information, etc.

The evidence required for a teaching portfolio is invaluable in the development of applications for grants, citations, awards and fellowships, as well as for study leave, promotion and annual review. We will work with Schools to develop guidelines for the level of evidence for teaching portfolios. The project will also rewrite relevant policy and process documentation to recognise evidence of academic teaching enhancement and development through teaching portfolios, and to link those portfolios to University recognition and reward structures.

**Briefly list two opportunities and one challenge you anticipate from your initiative**

**Opportunities:**

Increase the number of successful CDU applications for ALTC Citations, Awards and Fellowships. Linking teaching portfolios to University recognition and reward structures.

**Challenge:**

Increase the number of successful CDU applications for ALTC grants.



**Charles Sturt University**

**In 250 words, describe your initiative**

CSU's Sustainable Network Initiative will support engagement with ALTC programs to enhance learning and teaching at CSU consistent with the priorities in CSU's University Strategy 2007-2011. The Initiative has two elements:

short term staffing which will rapidly increase CSU's capacity through improved support and information systems and grant application facilitation

the development of a sustainable ALTC support network based on building capacity through a Leadership Network and through learning and teaching conferences to enhance, knowledge and skills related to ALTC's activities and mentoring of potential grant applications.

The Sustainable Network Initiative is consistent with existing CSU priorities and will strengthen existing learning and teaching support processes. Its outcomes will be sustainable. It will assist those with leadership responsibilities in learning and teaching to work more effectively with the ALTC; align CSU's practice of learning and teaching conferences with ALTC programs; and strengthen links between CSU's two Institutes for Learning and Teaching and the ALTC and increase their capacity to contribute nationally to enhanced scholarship and good practice in the areas of education for the professions and flexible learning and teaching. The initiative will also ensure that CSU has information resources and management systems to support more effective engagement with ALTC programs.

The Leadership Network will engage in an ongoing evaluation of the network strategy, its capacity to encourage and mentor successful applications, support collaborative learning and teaching projects, disseminate good practice throughout the University and identify ongoing resources needed from the University to sustain the network.

**Briefly list two opportunities and one challenge you anticipate from your initiative**

**Opportunities:**

Building much stronger links among teaching leaders at CSU and ensure all have good understanding of ALTC initiatives and processes.

Embedding new CSU Learning & Teaching Institutes strongly into University community through Learning and Teaching Conferences and related networks.

**Challenge:**

Appropriate staff to facilitate initiative.



**Christian Heritage College (CHC)**

**In 250 words, describe your initiative**

CHC has received ALTC Funding as part of the Promoting Excellence Initiative to develop institutional systems which will enable and assist staff to engage constructively with ALTC programs in a manner consistent with both institutional and ALTC values and objectives.

The purpose of this funding is to :

develop CHC's capacity and systems for supporting teaching and learning;  
design, develop and trial an internal system of **Awards for Excellence in Teaching at CHC** (AET@CHC); and  
link awardees with ALTC initiatives such as Citations and Grants Schemes.

The first of these award processes has been trialled in Semester 1 2008 (based on 2007 initiatives in teaching and learning) with a 2008 series to be conducted in Semester 2 2008.

A further outcome will be the development of networks, relationships and collaborative initiatives that support and contribute to the improvement of teaching and learning at CHC and in other higher education providers. The project will deliver embedded institutional systems and practices that support the improvement of teaching and learning.

**Briefly list two opportunities and one challenge you anticipate from your initiative**

**Opportunities:**

- Sharing with other HEI staff undertaking similar initiatives; and
- Investigating alternate strategies for engaging with CHC's project

**Challenges:**

Critically reviewing CHC initiatives as we try to 'get-up-to-speed' with ALTC initiatives and programs.



## Curtin University of Technology

### In 250 words, describe your initiative

The C2010 Project focuses on implementing the course-related objectives of the Teaching and Learning Enhancement Plan. In brief, when Curtin commences the 2010 academic year, we aim to have achieved the following:

Revised the Curtin award to ensure a more consistent shape, structure and standards and policies.

Examined all our existing courses and determined which are sustainable in terms of strategic focus, quality and financial sustainability.

Implemented the Comprehensive Course Review process and reviewed all continuing courses to ensure that they fit the new shape, structure and standards, and to ensure that they are high quality; that is, all our courses will have course learning outcomes which will be achieved developmentally by students in sustainable, coherent units.

Implemented the Annual Course Review process and so report annually on course directions and quality initiatives.

Ensured we have up-to-date course data management systems in readiness for the Australian Diploma Supplement.

**Mapping the course curriculum:** A key step in achieving quality through comprehensive course review is to use a curriculum map to ensure that:

There are clear and understandable course learning outcomes which encompass any external professional accreditation requirements (if applicable) and relate directly to Curtin's graduate attributes;

Every unit in the course contributes to the students' achievement of those course learning outcomes, and that there is no overlap, needless repetition, or 'gaping holes' in the course curriculum;

Every unit has assessment tasks clearly linked to those outcomes, and learning activities and resources designed to engage students, including systematic evaluation which informs continuous improvement.

### Briefly list two opportunities and one challenge you anticipate from your initiative

#### **Opportunities:**

Produce graduates who are job ready and possess skills which prepare them for a volatile and changing job market.

Encourage staff to implement exemplar pedagogical practices and consider a course from the student experience perspective.

#### **Challenge:**

To maintain momentum



**Deakin University****In 250 words, describe your initiative**

Deakin University's Teaching and Learning Plan 2008-2012 sets the goal of becoming a national leader in teaching, and in research and scholarship in flexible education. If this is to be achieved, Deakin must commit itself to the creation of a culture of research and scholarship which informs pedagogical practice and the University's approach to flexible education.

Cultural change is always difficult and it will require a critical mass of the University's outstanding educators to be mobilised and supported. To achieve this Deakin University proposes to foster the development of a 'network' of such outstanding educators through the College of Deakin Distinguished Educators (CDDE). Fellows of the College will be drawn from Deakin's excellent teachers, teaching scholars and educational leaders. The College will enable the University to develop strong relationships within and between its faculties, and with central support providers, including Deakin's Institute of Teaching and Learning, to enhance the quality of teaching, learning and the student learning experience. The University proposes to extend the impact of the College of Deakin Distinguished Educators through ALTC's Promoting Teaching Excellence Initiative by establishing the College as a strategic conduit between Deakin, and the activities and opportunities provided nationally by the ALTC. In so doing, Fellows of the College will receive special support to investigate and actively contribute to the ALTC Fellowship scheme, Grants Program, Teaching Awards, Exchange and Discipline-based Initiatives.

Deakin, via the expanded scope of the College, will be able to contribute strongly and derive collaborative benefits in the areas of its major strengths in flexible, online, distance and professional education whilst increasing the capacity of all staff to engage with the programs of the ALTC.

**Briefly list two opportunities and one challenge you anticipate from your initiative****Opportunities:**

Fellows of the College will be able to investigate and secure high potential inter-institutional collaborations.

The CDDE will also enable productive partnerships amongst Deakin's faculties, the University's Institute of Teaching and Learning, other academic development centres, the ALTC, professional associations, industry and government.

**Challenge:**

Disseminating project outcomes to the wider community.



## Flinders University

### In 250 words, describe your initiative

Flinders University Promoting Excellence Strategy aims to:

consolidate and develop the University's ongoing strategic engagement with the learning and teaching agenda championed by the Australian Learning and Teaching Council (ALTC), and further encourage staff to engage constructively and successfully with ALTC programs.

The initiative builds on a strong institutional foundation:

a strategic plan that recognises the enhancement of teaching and learning as a key objective; centrally-administered teaching awards and grants programs that aim to provide support and legitimacy to the promotion of excellence in teaching;

Faculty-based structures that aim to foster and monitor the learning and teaching process;

A successful record of engagement with the ALTC.

The Flinders Promoting Excellence Initiative has five components:

**Enhancing capacity at the Faculty and School/Departmental levels** via a consistent and coordinated system of recognition, support and reward.

**Seed-funding teaching-and-learning projects and initiatives** to a level and scale more analogous to the parallel system already in place for supporting research.

**Establishing the Flinders Teaching Quality Network** to identify and nurture potential applicants for ALTC awards, grants and fellowships.

**Establishing the Flinders College of Distinguished Educators**, comprising our national teaching award winners, to celebrate their achievement, create a teaching/learning leadership group, mentor and assist the Teaching Quality Network, support research into teaching/learning, and help evaluate this initiative.

**Enhancing capacity at the University level** to oversee these arrangements and facilitate liaison with the ALTC.

### Briefly list two opportunities and one challenge you anticipate from your initiative

#### Two opportunities:

building new collaborative, mentoring and networking relationships to support a new generation of staff to enhance their teaching capacity and to engage with the ALTC; and

getting the right balance between central and devolved University structures in relation to enhancing teaching/learning capacity and engagement with the ALTC's programs and awards.

#### One challenge:

Ensuring a genuine breadth and depth of staff engagement – horizontally across the entire institution and vertically down to encompass staff at all levels in all units involved directly or indirectly in the teaching/learning process – and a corresponding dissemination of the insights and findings of the new frontiers in teaching/learning with which the initiative seeks to engage.



## Griffith University

### In 250 words, describe your initiative

Griffith University intends to use the ALTC Promoting Excellence funds to further a developmental, university-wide strategy for:

- Supporting staff to engage with ALTC and Griffith opportunities for grants and awards;
- Promoting excellence in learning and teaching to enhance student outcomes; and
- Promoting scholarly practice in and across disciplines

The PEI initiative will achieve this goal by optimising and extending existing institutional strategies and by developing new capacity-building staff networks and support processes at local and institutional levels. These networks will be established through a collaborative and developmental approach to engaging academic staff in scholarly, evidence-based practice.

One of Griffith's identifying qualities is its multi-campus character. The Griffith PEI project reflects the dual need to build staff networks across disciplinary and campus-based groups, as well as the imperative to design and implement strategic and responsive administrative processes that yield enhanced learning and teaching outcomes and that optimise staff capacity to produce excellent ALTC applications.

The development of local scholarly support networks and an institution-wide Community of Practice around the Scholarship of Learning and Teaching will facilitate collegial exchange and opportunities for mentoring of academic staff around grants and awards processes. A *Learning and Teaching Development Officer* will support the Deans (L&T) and academic champions in each Group/Faculty to develop networks of potential grant and award nominees and staff who are building career paths in relation to scholarly teaching practices. A *Grants and Awards Development Officer* will advance the effectiveness and efficiency of institutional processes to support excellent ALTC applications and develop a grants and awards website as a comprehensive and systematic resource to assist staff in the development of applications.

### Briefly list two opportunities and one challenge you anticipate from your initiative

#### Opportunities:

The PEI project will facilitate the development of collegial support networks and effective resources for staff applying for grants and awards

Enhanced understanding and recognition of the foundational importance of good teaching in student outcomes and the dissemination of scholarly practice in learning and teaching

#### Challenge:

Organising community of practice and network events in such a way as to support applicants and interested members without adding to their workload.



**James Cook University**

**In 250 words, describe your initiative**

James Cook University has been in the process of developing its strategic intent and ensuing Academic Plan. With newly appointed Associate Deans Teaching and Learning, the Promoting Excellence Initiative has been very timely in supporting the systematic changes required at this time to enhance greater alignment between institutional priorities in learning and teaching and ALTC programs. The Initiative at JCU consequently has been focused in three areas:

Capacity building for newly appointed Associate Deans Teaching and Learning to support their role as leaders in undertaking institutional change and increasing constructive staff engagement with ALTC initiatives to enhance learning and teaching as part of the culture of JCU. The proposed staff development program focuses on increasing contact for ADTLs with ALTC initiatives and providing the resources to enable the ADTLs to overcome the isolation issues which affect JCU.

Improved applications for awards and grants which align with institutional teaching and learning priorities and ALTC objectives and open pathways for national teaching award applications.

Workshops within Faculties/Schools/ campuses to undertake an upgrading of applications for awards and grants, focusing on institutional priorities.

Progress in developments around institutional priority areas in learning and teaching, arising from participation in ALTC programs.

Promoting alignment between institution priorities and the Institute's programs is the fundamental aspect of this proposal. Such promotion needs resourcing to enable staff to undertake the journey to develop their teaching and assemble the evidence to support their applications.

**Briefly list two opportunities and one challenge you anticipate from your initiative**

**Opportunities:**

Support for the Associate Deans in leadership and shared agendas in learning and teaching development.

Sustaining a culture of attention to learning and teaching across the institution, based around the academic plan.

**Challenge:**

Competition for the attention of numbers of academic staff



## La Trobe University

### **In 250 words, describe your initiative**

While La Trobe University has an institutional system for supporting the development of quality applications for external research grants, it currently lacks an integrated system, at university level, for supporting the development of applications for external grants and awards relating to the improvement of learning and teaching. Such a system is needed to promote ALTC goals for the improvement of learning and teaching, and to effect a cultural change across the university. The Vice-Chancellor's Green Paper on the future of the University (Repositioning La Trobe University, 2007) and the appointment of a new DVC (Academic) suggest that this is an opportune moment to implement a project which will support and enhance the existing structures and processes within the Academic Development Unit and Faculties.

The longer-term focus of the project will be the development of a strategy for cultural and systemic change across the university, indicated by a greater engagement with ALTC programs. The immediate focus will be identifying and supporting individuals and groups to develop high quality applications for ALTC programs.

### **Briefly list two opportunities and one challenge you anticipate from your initiative**

Opportunities: 1. Improve the number and quality of grant applications by becoming more systematic. 2. Improve teaching and learning through increased funding via T&L grants  
Challenge: Implementing cultural change to recognise the value T&L scholarship and T&L improvement with grant funding as an incentive, given the pressures on working academics and their Schools.



**Macquarie University**

**In 250 words, describe your initiative**

The Promoting Excellence Project will:

Help staff and organizational units to better understand how internal and ALTC learning and teaching grants, awards and fellowships might be used as part of a planned, strategic process of learning and teaching enhancement, that realises benefits for students, staff and the institution  
Make staff and organizational units aware of (a) the variety of data related to learning and teaching that are *currently* available within the university, and (b) how they might access, evaluate and use these data to inform the development of initial plans for learning and teaching enhancement;  
Develop a range of just-in-time activities and resources to assist staff to conceptualize and Develop evidence based proposals for projects aimed at enhancing learning and teaching.

The Promoting Excellence Project will be undertaken in four stages:

Web based Resource Development (~six months)  
Review and Analysis of Current Learning and Teaching Data (~six months)  
Data Dissemination and Interpretation (~six months)  
Project Conceptualization and Preparation within Faculties (ongoing)

**Briefly list two opportunities and one challenge you anticipate from your initiative**

**Opportunity:**

To align these activities with a curriculum review and renewal.  
To build a more cohesive approach to learning and teaching enhancement.

**Challenge:**

Cultural resistance.



**Monash University**

**In 250 words, describe your initiative**

The funding provided by the PEI is supporting the implementation of an Action Plan which has been developed to provide an integrated, targeted, strategic and institution-wide approach to opportunities to advance learning and teaching presented by ALTC. The Plan identifies priorities, actions, targets, responsibilities and timelines and has as a prime purpose the desire to motivate and support staff to apply for the various awards and programs offered by ALTC and at the same time support the overall directions and goals of Monash.

Specifically Monash is looking to:

- raise awareness of and participation in opportunities to enhance learning and teaching offered by ALTC;
- develop and establish systems and procedures across the university which will motivate and support staff to engage with ALTC programs;
- harness innovation and scholarship by bringing together teachers to explore and develop ideas worthy of ALTC funding;
- celebrate and share examples of excellent pedagogy and curriculum by identifying, supporting and promoting applications for ALTC teaching citations, awards and fellowships;
- Develop quality resources and build capacity to support the preparation of ALTC submissions.

The Action Plan is being coordinated through the Centre for the Advancement of Learning and Teaching and is endorsed and overseen by the Learning Teaching and Quality Committee which operates within the University's Educational portfolio.

**Briefly list two opportunities and one challenge you anticipate from your initiative**

**Opportunities:**

- To align ALTC applications to goals, needs and priorities of the university.
- To build capacity and expertise in preparing grant and award submission and applications

**Challenge:**

To convince academic staff of the value of forward-planning and collaboration when contemplating applying for ALTC funding.



**Murdoch University****In 250 words, describe your initiative**

Murdoch University has established procedures for managing its relationship with the ALTC and have a designated contact point for management of processes of submission with Grants, Awards and Citations, in alignment with Murdoch's internal award processes. Project and financial management of ALTC Grant funded projects occurs from this office within the Teaching and Learning Centre. The TLC team are part of a wider and growing network interested in the Scholarship of teaching and extending the work of ALTC across the Murdoch university campuses. In addition to refining the central coordination of proposals and management of funded projects, the TLC team will focus on the promotion of ALTC opportunities by informing and engaging staff, the identification of projects across all disciplines and the development of an increased number of well conceptualised quality proposals and the support of capacity building through mentoring, relevant workshops, activities and materials. The dissemination of project outcomes and the work of ALTC Fellows will be important in maximising the benefit to students and staff and influencing systemic change. The network will be central in developing mentors, future projects, developing potential fellows and internal and external assessors of ALTC applications. This network will strengthen the academic community at Murdoch building connections around the scholarship of teaching, greater collaboration within the sector and across disciplines to meet the emerging needs of students within the changing context of higher education.

**Briefly list two opportunities and one challenge you anticipate from your initiative****Opportunities:**

Having a central point of contact as part of a broader network will foster relationships, the build up and sharing of experiential knowledge and greater stakeholder engagement.

A focus on sustainability during the funding period will ensure the development of systems, templates and strategies for engagement that will strongly position the network for the future and create a fertile environment in which ALTC funded projects and the scholarship of teaching can continue to occur.

**Challenge:**

The challenges circulate around the time/workload pressures and the status of the scholarship of teaching in the context of higher education.



**Queensland University of Technology**

**In 250 words, describe your initiative**

The *QUT Promoting Excellence Strategy* is focussing on:

Strengthening the quality of applications and nominations by:

Developing guidelines and resource materials to support QUT applicants for teaching and learning project grants offered through the ALTC.

Building QUT capacity for scoping, planning and managing an ALTC teaching and learning project or fellowship to ensure that realistic proposals are put forward and projects are completed in a timely and effective manner.

Identifying those faculties that are not accessing ALTC funding and assisting them with identifying opportunities to access funds for their strategic directions.

Assisting QUT staff to use the programs to support institutional - as well as their own priorities - in ways that promote quality and diversity by contributing to the timely identification, scoping, progress, completion and implementation of appropriate recommendations of the ALTC projects that it leads or co-leads including:

Reviewing outcomes of past QUT teaching and learning grants in order to identify projects that need to be scaled up and embedded institutionally.

Identifying areas of ALTC funding that QUT is not accessing and then working with faculties and staff to ensure greater uptake of ALTC opportunities.

Managing collaborative grants, especially those that are cross-institutional.

Maximising the opportunities for effective dissemination and adoption of innovation and good practice by building QUT capacity for scoping, management and evaluation of a ALTC teaching and learning project or fellowship to ensure that proposals and project outcomes can be disseminated in a timely fashion.

**Briefly list two opportunities and one challenge you anticipate from your initiative**

**Opportunities:**

Build a cohesive community of scholars applying for ALTC that is accessible to the wider University  
Develop a University-wide ALTC dissemination strategy to a) raise awareness of ALTC opportunities, disseminate outcomes of projects in progress and completed, foster peer partnering

**Challenge:**

Managing the significant workflow and expectations.



**RMIT University**

**In 250 words, describe your initiative**

The aim is to increase staff capacity to engage in ALTC initiatives through the design of systems and arrangements that:

- support staff in responding effectively to institutional challenges in L&T, and in extending their curriculum and assessment innovations into collaborative applications for ALTC project grants
- assist staff to demonstrate their teaching excellence in accord with the National ALTC Teaching Award criteria

Teaching Award criteria

- develop the capacity of staff to engage with ALTC as Assessors, Reviewers and Fellows
- disseminate the outcomes of learning and teaching achievements and innovation throughout RMIT and the sector as a whole.

We will develop a process through which information can be disseminated, innovations can be extended, achievements can be celebrated, scholarship can be enabled and project and award applications can be successfully prepared.

This will be achieved through:

- standardised, clearly articulated systems and arrangements to co-ordinate grant award management cycles, leading to improved quality of internal grant applications and ALTC grant and award applications

- improved support for staff in translating local L&T achievements and innovations into successful internal and external grant and award applications.

- increased number of staff able to act as ALTC peer reviewers and mentors
- effective strategic L&T networks across RMIT, and between RMIT and other higher education institutions; leading to an increase in the number of joint ALTC grants and applications and other collaborative scholarly outputs

- dissemination and publication of project outcomes in good L&T practice and scholarship in pedagogy

**Briefly list two opportunities and one challenge you anticipate from your initiative**

The initiative will provide us with significant opportunities in relation to:

1. The development of teaching innovations built on a solid foundation of evidence. This will be achieved through an increase in our participation in ALTC-funded grant work.
2. The dissemination *by* us and *to* us of ALTC-sponsored innovations in learning & teaching

Among the challenges we face is:

Encouraging and educating teaching staff to convert their ideas and their work into grant



## **Swinburne University of Technology**

### **In 250 words, describe your initiative**

#### ***Promoting Excellence Initiative at Swinburne:***

*Promoting Excellence Initiative* at Swinburne is a three year project funded by the ALTC Institute. It commenced in March 2008. The initiative is designed to improve current systems and communications strategies in order to identify and remove barriers to academic engagement and leadership in learning and teaching innovation, facilitate support and networking for groups and individuals, and develop pathways for identifying and supporting key academics to take part in ALTC activities.

The initiative focuses on development of internal capability together with improved alignment with ALTC objectives within the context of our curriculum renewal process, and sharing good practice across the sector.

Swinburne systems that can potentially support scholarship and recognise excellence, include teaching awards, professional development programs, performance reviews, student feedback survey procedures and analysis, workload models, and promotions procedures. The initiative includes

- The establish of a Teaching Scholarship Advisory Group chaired by the Dean (Learning & Teaching).

- Prioritising and promoting involvement in ALTC events and activities, inter-university committees and working groups,

- Publicising and overseeing the conduct of ALTC related activities and Swinburne's VC Teaching Awards, and facilitating the dissemination of associated good practice,

- Identifying potential applicants and proposals for internal and external awards, grants, and fellowships as appropriate, together with provision of advice and assistance where needed,

- Identification of barriers to engagement in teaching scholarship and innovation, and recognition of the contribution of individual teaching excellence to the Swinburne 2015 vision, particularly in learning and teaching priority areas.

### **Briefly list two opportunities and one challenge you anticipate from your initiative**

#### **Opportunities:**

Raise profile of learning and teaching through establishment of a core committee - Teaching Scholarship Advisory Group

Provide infrastructure to promote and support various awards for teaching excellence and associated projects

#### **Challenges:**

Persuading academics that recognition of their teaching excellence will advantage their career advantage



**Southern Cross University**

**In 250 words, describe your initiative**

The overarching strategy for SCU is to create a whole-of-institution approach to enhancing the profile of learning and teaching through constructing a framework of support, development and reward for staff. I was employed as Project Leader to develop resources, integrate policies and procedures and ensure that acknowledgement and reward mechanisms are scaffolded internally and align with ALTC priorities externally.

There are a number of layers to the project:

- developing pathways for staff development in learning and teaching
- encouraging and promoting innovative ideas in learning and teaching
- mentoring staff identified as potential ALTC award winners
- developing a portfolio of awards and fellowships at School and University level recognising and celebrating outstanding teaching and learning support determined by criteria that mirror those of ALTC awards
- expanding professional development activities in learning and teaching
- Developing professional portfolios as part of a portfolio approach to academic staff curriculum vitae.

The process of establishing Internal awards and grants that complement the ALTC initiatives, programs that promote ALTC opportunities and disseminate outcomes, and support for applicants will lead to improved practices in evidence gathering and evaluation. This will have the reciprocal impact of effecting long term change towards raising the profile of teaching and learning and promoting excellence.

**Briefly list two opportunities and one challenge you anticipate from your initiative**

**Opportunities:**

Acknowledgement for excellence and innovation internally provides a great opportunity for enhancing teaching and learning and there are many initiatives that should be recognised. The introduction of professional portfolios will be positive tool for professional development.

**Challenge:**

Identifying staff and sustaining their interest in applying for awards may be a challenge.



**Tabor Collage Inc**

**In 250 words, describe your initiative**

*The project is intended to enable Tabor Adelaide:*

to establish a capacity for research and development in teaching and learning  
to build a culture and systems which support continuous improvement in teaching and learning and  
to create a means of engagement with the ALTC.

*The design of the project has sought to take into account:*

the relatively small size of the institution (60 FTE staff and 600 FTE students)  
the diversity of teaching and learning settings and the particular needs of the various faculties (Education, Theology and Ministry, Youth Work, Humanities, Counselling and Performing Arts)  
the capacity of the various faculties (personnel and resources) to undertake additional work

*The project envisages a collaborative and multi-faceted approach to achieve its objectives::*

A suitably qualified project officer will be appointed to work with the Project Management Team: (a) to establish and resource a Teaching and Learning Centre which seeks to engage with ALTC programmes; (b) to facilitate the development of faculty specific projects which (i) explore improvements in teaching and learning and (ii) foster engagement with the ALTC.

The overarching plan to provide coherence and drive institutional change will be provided through a formal research project to be undertaken under the supervision of A/Prof Tuovinen. This will integrate the learning gained through the three year programme and report on processes, implementation, overall effectiveness, and future direction – including involvement with ALTC activities.

**Briefly list two opportunities and one challenge you anticipate from your initiative**

**Opportunities:**

the opportunity to establish a culture of continuous improvement in teaching and learning through the establishment of the Teaching and Learning Centre and through faculty involvement in specific research projects

the opportunity to enter scholarly conversations and engage in further research through ongoing involvement with the ALTC.

**Challenge:**

To work with Faculty Heads, especially those that not 'early adopters' in order to free key faculty members for the research task.



## The Australian National University

### In 250 words, describe your initiative

Promoting Excellence Initiative at ANU seeks to work with the seven ANU Colleges to increase their capacity to engage with the programs of the Australian Learning and Teaching Council (ALTC) and to build a developmental and sustainable teaching and learning culture. This work is in part premised on consolidation of existing communities of practice at ANU and CEDAM alumni as a mentoring and developmental base to propel project activity. The academic development unit will work both with individual Colleges and across colleges to stimulate strategic and systemic approaches that include:

#### *An information profile of College teaching and learning culture:*

- Baseline profile of teaching awards, staff and capacity across the university.

- Building a qualitative dataset about teaching award experience and outcomes based on Australian Learning and Teaching Council (ALTC) winners at ANU to inform project development.

- Scoping processes with College staff to consider issues in relation to understanding and responding to Australian Learning and Teaching Council (ALTC) initiatives and issues re teaching awards and educational culture more generally.

#### *Building College based capacity*

- Producing and implementing a capability building plan for the College based on analysis of base line data and scoping input from Colleges.

- Developing of College based teaching practitioner communities anchored by CEDAM Alumni, and teaching award practitioners to share and reflect on teaching practice as professional and collaborative development bases in the colleges.

#### *Cross institutional collaboration*

- Redeveloping the awards process at the ANU to include peer assessment and feedback model and to build on Teaching Award Winners as an advisory community of practice.

- Running a program of workshops and seminars based on identified generic needs for College teaching and learning leaders and staff.

- Developing a strategic evaluation and documentation toolset to inform better practice, planning, interpretation and development to achieve excellence in teaching and learning at ANU.

### Briefly list **two opportunities** and **one challenge** you anticipate from your initiative

Two opportunities:

- Redevelopment of the teaching award process on a more transparent, peer review model of feedback and ongoing staff engagement.*

- Building and nurturing the capacity of teaching award nominees and winners to lead teaching and learning practice evolution at ANU.*

One challenge:

- Resistances in some of the larger areas of ANU Colleges to a competitive teaching awards and grants processes.*



**The University of Adelaide**

**In 250 words, describe your initiative**

The establishment of a sustainable model of support for academic and professional staff who wish to enhance student learning through engagement with ALTC Awards, Fellowships and Programs. To build further the culture of engagement in the scholarship of teaching, reflective practice and evidence-based research activity that improves student learning through the provision of good practice examples, peer review and mentoring.

To establish clearly articulated expectation standards for applications for ALTC awards and grants and by so doing establish internal benchmarks for excellence in learning and teaching.

Develop methods to encourage staff adoption of good practice examples that become available through the ALTC Exchange.

**Briefly list two opportunities and one challenge you anticipate from your initiative**

**Opportunities:**

Development of a culture of engagement with scholarly approach to learning and teaching that will lead to improvement in the students' experience and learning outcomes.

Improvement in the standard of learning and teaching applications from staff; establishment of high benchmarks and standards for learning and teaching initiatives and outputs

**Challenge:**

Main challenge will be inability to engage time-poor staff with the ALTC suite of offerings and outputs from projects



**The University of Melbourne**

**In 250 words, describe your initiative**

The funding for the Promoting Excellence Initiative has led to the development of a *ALTC Connect* program to raise awareness in the University about ALTC opportunities. The Centre for the Study of Higher Education is responsible for the establishment of *ALTC Connect*. As the Coordinator, I have increased awareness of ALTC programs through advertising in various avenues such as circulars, newsletters, and creation of a 'ALTC Connect' area on the CSHE website. I have met with the heads of the various faculty teaching and learning units to make them aware that I can assist staff in their faculties with applications for ALTC programs. I have liaised with colleagues at the Melbourne Research Office to ensure an internal review system for ALTC grants similar to those for ARC and NHMRC grant rounds. I have coordinated the ALTC Awards process with my colleague who is responsible for the University Teaching Awards process to ensure a straightforward application procedure for both University and ALTC Awards. We hope to work closely with individual faculties and schools to develop a stronger pathway of identifying potential ALTC Award nominees through Faculty Teaching Awards processes.

Later in 2008, I will be coordinating seminars for staff at the University to find out more about ALTC opportunities for 2009. There will be different seminars to reflect the different ALTC schemes. I intend to invite colleagues with expertise in the selection process, and previously successful applicants to talk about their experiences in attaining funding or awards from ALTC.

**Briefly list two opportunities and one challenge you anticipate from your initiative**

**Opportunities:**

Active promotion of ALTC opportunities may lead to increased interest in teaching and learning matters at the University of Melbourne.

Provision of feedback and support on applications will hopefully lead to more successful applications.

**Challenge:**

Getting support in all faculties may be a challenge as not all faculties/schools have a dedicated teaching and learning unit.



**University of new England**

**In 250 words, describe your initiative**

Currently all ALTC grants, citations and awards are managed through the institutional officer. The PEI aims to build on existing structures and enhance these. The strategy rests firmly on allocating responsibility to dedicated ALTC faculty-based coordinators. UNE has 2 faculties and it is intended to allocate funds to two individuals selected on a competitive basis for time release to support and promote the initiatives of the ALTC in order to enhance learning and teaching. The strategy is a distributed model that will build capacity in liaison with the institutional contact. This simple strategy aims to be both pragmatic and also based in scholarly practice. Academic staff are busy and compounding higher education sector initiatives require a strategy that will build capacity across the institution and enable a cascading of activity. This meets the ALTC aim of promoting excellence by providing internal support so that engagement can be had with developing timely and effective interactions with the ALTC activities.

To establish a model for distributed responsibility;

To appoint and grow individuals with expertise in identifying, developing and disseminating good practice in learning and teaching;

To provide professional development and support for individuals;

To establish and embed systems for supporting staff;

To cascade systems and support for the two faculties;

To increase engagement with the ALTC objectives and values in particular the Awards for Australian University Teaching, Fellowship Scheme, Grants Scheme and Discipline-based Initiatives;

To establish the 6 monthly publication *Teaching and Learning in Focus* to disseminate activities , initiatives and learning an detaching practices across the University

**Briefly list two opportunities and one challenge you anticipate from your initiative**

**Opportunities:**

To establish a sustainable and coordinated approach to obtaining and applying grant funding across the University.

Improve engagement with learning and teaching.

**Challenge:**

Faculty are busy and have many competing workload demands which could impact on engagement.



**UNSW**

**In 250 words, describe your initiative**

Our initiative takes a multilayered, integrated and collaborative approach that aims to build the capacity of UNSW to engage constructively with ALTC initiatives and to effectively use the outcomes of these programs to meet our institutional priorities to improve the student learning experience through:

- a) Leveraging outcomes from current and future ALTC awards, fellowships, grants and discipline-based initiatives, including those for which UNSW is a participant or leader, with a focus on achieving our priority goals in learning and teaching;
- b) Building on existing mechanisms and, where needed, developing new mechanisms that will build the capacity of UNSW and of individuals to apply for grants and awards. This includes developing and implementing a systematic strategy for peer review of UNSW applications to ALTC including a comprehensive training program for reviewers building on the collaborative communities approach taken at UNSW; and
- c) Building a mentoring scheme with previous grants and awards winners.

There is a close relationship between current ALTC priorities and those of UNSW. These include:

1. Improved quality and coherence of academic programs - thus the student experience;
2. Embedding of relevant graduate attributes throughout our students' programs;
3. Recognition and valuing of teaching that leads to outstanding student learning outcomes; and
4. The dissemination, adoption and adaptation of good practice.

Long-term change in relation to these priorities can only be achieved through multileveled capability building and valuing of those in key leadership roles. Key components of this approach will include collegial peer review and collaboration as a catalyst for scholarly teaching and better articulated strategies to enhance learning and teaching.

**Briefly list two opportunities and one challenge you anticipate from your initiative**

**Opportunities**

1. To build on and ensure adaption/adoption of what is already being done.
2. To change the climate to ensure senior advocacy and an improved student experience.

**Challenge**

Changing the culture around peer review.



## The University of Newcastle

### In 250 words, describe your initiative

The University of Newcastle's Centre for Teaching and Learning aims to expand, evaluate and report on teaching and learning initiatives. A strategy co-ordinator (Strategic Officer) will be recruited to support the alignment of the Centre's teaching and learning strategy with ALTC, University and Higher Education objectives, values and priorities.

The Strategic Officer's primary responsibilities will be to:

Be familiar with ALTC's objectives, priorities and programs, the University's Strategic Plan and Principles of Teaching, Learning and Assessment.

Collaborate with the University's faculties to identify and recognise academic and learning support initiatives (those people who are 'living' the University's and ALTC's objectives/priorities/values) in order to mentor these staff to participate in ALTC and University programs.

Disseminate outcomes, developments and knowledge resulting from ALTC and University programs to Faculties, University and Higher Education community,

Identify University staff who would benefit from attendance at ALTC colloquia, seminars and workshops, and assist in the arrangements for their attendance at such events. Develop opportunities for these staff to disseminate their findings back into the University community. It is vital that dissemination occur in a timely and effective manner.

Implement programs within the University to mentor and coach identified staff (from item 1) to develop funding applications. These programs would include, i.e., workshops, staff mentoring relationships with previous awardees, and writing assistance/review for applications.

Identify external experts from within Higher Education sector (national and international) who would visit the University to conduct seminars, workshops or one-on-one development programmes for University staff.

### Briefly list two opportunities and one challenge you anticipate from your initiative

#### **Opportunities:**

Increased dialogue between the University community and the Centre for Teaching and Learning  
Identifying and nurturing key staff to facilitate improved uptake of ALTC information

#### **Challenge:**

Positive cultural shift required to achieve optimum success of project



## The University of Queensland

### In 250 words, describe your initiative

UQ is establishing support and administrative mechanisms that assists staff to identify, develop and submit high quality applications to ALTC for the grants, fellowships or special projects. The project aims to improve the understanding and application of educational scholarship to the teaching and learning practices of UQ staff within the context of their own discipline.

The project supports the second goal of UQ's Teaching and Learning Enhancement Plan, which is to: *Support and Reward Teaching Excellence and Raise the Professionalism, Visibility, and Status of Teaching and Learning at UQ*. The outcomes of the project will align with this goal by embedding a culture of continuous improvement in all aspects of teaching practice and student learning.

The project will develop administrative systems to support the staff development program and application review process. Through the establishment of mentorship programs and readership schemes, staff will be provided with support and feedback towards the ongoing development of ALTC applications. The schemes will be supported through a range of workshops and group meetings.

The project will improve the quality of applications and the work carried out on grant/fellowship projects. The University will provide improved pre- and post-submission administration and will provide staff with improved development and support opportunities. The project is also reassessing data management systems with the aim of implementing a professional grant management database to assist with data retrieval and reporting requirements.

A national Symposium will be held in 2009, which will include major national and international speakers and will be open to the entire university sector.

### Briefly list two opportunities and one challenge you anticipate from your initiative

#### **Opportunities:**

Improvement in the understanding and application of scholarship of teaching and learning principles across the University by providing the capacity to draw on national and international expertise.  
Improvement in quality of submissions received.

#### **Challenge:**

Building institutional capacity in relation to ALTC with only a limited pool of staff with working ALTC experience to draw upon



## The University of Sydney

### In 250 words, describe your initiative

The process of developing applications for teaching grants and awards is scholarly and reflective. This project is part of a wider University of Sydney initiative to improve student learning through the development of the capacity of teaching staff to engage in reflective inquiry into their teaching. The provision of a scholarly platform for the development of grant and award applications will lead to both higher quality teaching and student learning.

The specific aims of this project are to:

enhance the quality of teacher thinking and practice across the university through a support system for processes of reflective inquiry in teaching;  
use enhanced scholarship of teaching practice as a platform from which to prepare higher quality teaching grant, fellowship and award applications (internally and externally);  
support communities of practice (e.g. departments) in widening engagement with reflective practice and inquiry; and  
Use the communities of practice as communities of inquiry through which the products of ALTC-supported activity nationally are disseminated back into the University.

Organisational units (e.g. departments) or other enterprises with a common purpose or culture (e.g. pedagogic research networks) within the University constitute communities of practice whose cultures affect academic thinking and the student learning experience, and through which large-scale change will be more effective (Ylijoki, 2000). For this project up to 16 of these units over three years will be chosen to participate as communities of inquiry into teaching. Support will be provided to each unit in developing teacher thinking, applying for grants and awards and to facilitate dissemination of the products of grants and awards. The project will lead to more scholarly teaching activities, enable more effective use to be made of the outcomes of ALTC grants and investigations, provide resources for dissemination within and beyond the University, and also provide increased teaching satisfaction.

### Briefly list two opportunities and one challenge you anticipate from your initiative

#### **Opportunities:**

The opportunity to engage in teaching development with communities of practice.

The opportunity to built awareness of the importance of teacher thinking.

#### **Challenge:**

The challenge of engaging with academic staff in the development of teacher thinking in the current research-focused environment.



**The University of Western Australia**

**In 250 words, describe your initiative**

In 2008, the University of Western Australia opened the ALTC Support Initiative (CSI). The role of the CSI is to develop and consolidate UWA systems, and build capacity in the University to further engage with ALTC programs and thus raise the profile of learning and teaching.

The CSI aims to expand the University's capacity to compete effectively for ALTC funds, by developing the expertise and experience of staff across the institution. The outcomes of the initiative will be:

**Immediate**

To increase knowledge of the requirements and processes for ALTC awards and grants, citations and discipline based initiatives

To increase research projects in learning and teaching at UWA funded by ALTC

To increase the pursuit of learning and teaching excellence at UWA by increasing success in ALTC awards and citations

**Longer Term**

To raise the profile of teaching and the pursuit of excellence in teaching in higher education

To continue to embed the recognition of excellence in learning and teaching within the culture of UWA.

To increase scholarly activities in learning and teaching at UWA

The activities within the CSI to bring about intended institutional changes will be divided into 4 main areas.

Publicity, policy and processes.

Educational support activities

Dissemination activities

Strategies to enhance collaboration and management.

**Briefly list two opportunities and one challenge you anticipate from your initiative**

**Opportunities:**

To work closely with staff in a mentoring role to develop teaching and curriculum strategies to improve learning and teaching.

To work with staff in collecting evidence of excellence in learning and teaching including teaching and learning research.

**Challenge:**

Identifying outstanding programs and staff who have slipped through the Faculty process.



## University of Ballarat

### In 250 words, describe your initiative

Three objectives supported by five strategic initiatives have been identified through this funding opportunity from the Australian Learning & Teaching Council (ALTC) to ensure fostering and acknowledging of excellent teaching, capacity building, and development of effective institutional mechanisms for identifying and developing good practice by individuals and teams.

The proposed five initiatives to this university are immediately and directly relevant to the imminent establishment of the Institute for Professional & Organizational Learning (IPOL) as a leading capacity-building strategy of the university for the next three years.

#### **Capability building in, and fostering of, excellent learning and teaching**

**Initiative 1:** Enhanced support for new teaching staff through an expanded version of the university's Early Career Teacher's program to include sessional staff and secondly to fully credit this program into the Graduate Certificate in Tertiary Teaching.

**Initiative 2:** Establishment of Virtual Reading groups for 'just in time – just enough – just for me' enhancement of professional reading, reflection and action on learning and teaching.

#### **Supporting and embedding systemic change to benefit learning and teaching**

**Initiative 3:** Establishment of an enrichment "emerging leaders" program for 20 mid-career staff over three years.

**Initiative 4:** Recognising and recruiting leading teacher mentors and the development of an expanded workshop program on coaching and mentoring skills.

### **3. Auspice of ALTC initiatives in the university**

**Initiative 5:** Expansion of the current Australian Learning & Teaching Council (ALTC) institutional contact role.

### **Briefly list two opportunities and one challenge you anticipate from your initiative**

#### Opportunities

New and existing Program development addressing capacity building

Developing new and strengthening existing networks and the influence of leading teachers

#### Challenges

Establishment of a new Institute and service agreements with Schools whilst implementing proposed initiatives.



**University of Canberra**

**In 250 words, describe your initiative**

To further the University of Canberra's vision of being the Capital University in relation to learning and teaching quality the initiative manager will:

Alert and educate staff about the Australian Learning and Teaching Council (ALTC) programs and projects and opportunities to participate.

Work with Associate Deans Education to facilitate their ALTC-related work.

Support staff (both academic and general staff with teaching-related responsibilities) in relation to preparation of ALTC applications.

Analyse the outcomes of ALTC programs and projects for their applicability to the University context and disseminate those outcomes across UC suggesting possible implementation strategies where the context is appropriate.

Project outcomes:

Clearly articulated plan for UC ALTC-related developments, including the establishment of a hub and spoke model.

Website for all ALTC initiatives including key contacts, regular reports/updates on each ALTC event attended by UC staff, analysis and dissemination of ALTC project outcomes.

Increase the number and success rate of UC applications for ALTC grants/citations.

At least one UC staff member attend each relevant ALTC activity.

**Briefly list two opportunities and one challenge you anticipate from your initiative**

*Opportunities:* to increase awareness of research-led teaching across UC communities and to increase individuals' understanding of, and ability to coherently articulate, their teaching practice

*Challenge:* working within an environment of unprecedented institutional change.



**University of South Australia**

**In 250 words, describe your initiative**

Building Innovation in Learning and Teaching (BullT) is designed to develop and benchmark a sustainable system of developing best practice in learning and teaching that:

Incorporates a comprehensive program of academic development

Develops regenerative systems for facilitating and rewarding mentoring and leadership as core capabilities of 'academic citizenship'

Builds transparent and shared indicators of good practice, benchmarked against national and international standards

Structures cyclical development of potential applicants for internal and national teaching awards, grants, and fellowships

Establishes and develops a regenerative cohort of mentors who can support teachers to build, demonstrate and share innovation and excellence in teaching

Strengthens leadership capacity in learning and teaching across the University, through an integrated system of knowledge building, academic development and peer review.

The program will be progressed along three integrated strands. **Strand one:** Identifying good teachers and developing potential through internal teaching awards and grants before supporting them to obtain national ALTC awards, grants and fellowships. **Strand two:** Identify and support mentors who will develop their leadership capacity by developing strategies in collaboration with other mentors. **Strand three:** A network of invited local, national and international consultants is being developed, in order to:

Benchmark the quality of grant and award applications against international standards

Assist participants to recognise indicators of excellence in learning and teaching

Provide key workshops and advisory services,

Assist in benchmarking and provide an independent evaluation of the outcomes and progress of BullT.

**Briefly list two opportunities and one challenge you anticipate from your initiative**

Opportunities

Typically academic development is often framed around "fixing" problems in Teaching and Learning. There is an opportunity to redirect this focus to our youngest and most promising teachers in an effort to encourage the development of innovative and excellence in teaching.

An opportunity exists to develop a cohort of excellent teachers that are willing to collaborate to improve the quality and quantity of ALTC teaching awards and grants.

Challenge

To develop this program in such a way that it gathers momentum and becomes sustainable in the longer term



## University of Southern Queensland

### In 250 words, describe your initiative

The University of Southern Queensland (USQ) has embedded the Promoting Excellence Initiative (PEI) within its own Learning & Teaching Plan. Using a project management framework, the PEI is being rolled out with USQ's Teaching Excellence Project; as both initiatives have the aim of capacity building and enhancing learning and teaching within higher education.

The PEI will establish institutional and faculty processes to facilitate USQ's engagement with ALTC initiatives in a sustainable way that enables continuous quality improvement. Capacity-building will be a key feature of this project where ALTC-linked processes will engage a regional university with national initiatives in learning and teaching.

The PEI is expected to achieve: alignment of USQ and ALTC initiatives, faculty-embedded processes, benchmarking strategies, enhanced media support for learning and teaching activities, capacity building through ALTC grants, enhanced learning and teaching databases, mentor opportunities, and enhanced online information and synergies with other key websites, while undertaking a 'learning organisation' approach.

These outcomes will be the result of a collaborative framework that builds upon existing learning and teaching enhancement structures and processes at USQ such as the Program Revitalisation Project, the Visiting Scholar Program, professional development activities, and learning and teaching scholarship.

USQ will benefit significantly from the PEI in bringing together key past initiatives and building on their achievements while creating new and viable opportunities for the organisation to enhance learning and teaching at USQ, building partnerships nationally for the benefit of the students and the sector.

### Briefly list two opportunities and one challenge you anticipate from your initiative

#### **Opportunities:**

PEI timely to work with USQ's new Learning & Teaching Plan and with the current change management environment at USQ.

Faculty-embedded processes to build capacity in a supportive framework.

#### **Challenge:**

Sustainability of outcomes and initiatives following the completion of the PEI.



## University of Tasmania

### In 250 words, describe your initiative

To consolidate and expand upon institutional systems to support staff to engage constructively with ALTC programmes, as well as institution-based programs that directly articulate with those of the Council. The University of Tasmania had provided funding in 2007-2008 to support the establishment of an Awards and Grants Team, tasked with the introduction of a framework of rewarding and recognising teaching and learning excellence at the institution and to support the introduction of that framework. PEI allowed for the expansion of Team initiatives in 2008, and will ensure the continuation of the Team into 2009 and 2010. This will provide the Team with the opportunity to work with staff for a number of years and is seen as a more appropriate timeframe.

Progress to date includes:

- Promoting and supporting strategic change aimed at the enhancement of learning and teaching;

- Raising the profile of the fundamental importance of teaching within the institution;

- Building upon demonstrated capacity to develop and support cross-institutional cooperation;

- Building upon demonstrated capacity to identify learning and teaching issues of sector-wide importance, and to lead the development of cooperative approaches to address these and other emerging issues;

- Continuing to assist in the development of networks and communities of practise of teaching and learning leaders;

- Aligning the priorities of the University with those of ALTC to ensure long-term, systemic change; and,

- Working at both institutional and school/faculty-based levels, therefore recognising and valuing discipline differences and similarities.

### Briefly list two opportunities and one challenge you anticipate from your initiative

#### **Opportunities:**

- Complete overhaul of T&L reward and recognition system, including awards, grants, fellowships and academic promotion

- Capitalise on existing demonstrated T&L expertise within the institution

#### **Challenge:**

- Genuine support from middle managers (eg head of school, head of section)



**University of Technology Sydney**

**In 250 words, describe your initiative**

The UTS strategy involves three interrelated initiatives:

Enhancing organisational and staff capacity through strengthening and extending scholarly communities of interest aimed at enhancing learning and teaching. This will improve dissemination of outcomes and build capacity for further linkage with ALTC programs;

Includes running events and workshops for existing and emerging communities of interest to share and disseminate good practice. This initiative also relates to the development of formal opportunities to share outcomes, such as the UTS Teaching and Learning Forum.

Expanding and strengthening pathways between institutional teaching development, recognition and reward processes and relevant ALTC programs;

This includes identifying institutional priorities which align with ALTC priorities, communicating the links between both the institutional and the ALTC initiatives, and developing pathways where internal Teaching and Learning Grants and Awards may be scaled up to improve teaching and learning more widely, both within and across disciplines.

Building coherence in centralised infrastructure and support processes for the development, submission, and management of ALTC applications.

Includes the employment of a ALTC Development and Liaison Officer and the development of the role as a single point of contact for UTS staff.

**Briefly list two opportunities and one challenge you anticipate from your initiative**

**Opportunities:**

Alignment of UTS strategies for reward, recognition, and funding of teaching and learning initiatives more closely with ALTC strategies, providing incentives for staff to engage in Teaching and Learning enhancement and recognition.

Incentives for staff to disseminate their practices and outcomes and learn from others.

**Challenge:**

Developing a coherent point for contact with ALTC which helps to build alignment between institutional approval processes and ALTC processes e.g. inclusion of Faculty level approval of grant applications.



**University of the Sunshine Coast**

**In 250 words, describe your initiative**

The University of the Sunshine Coast (USC) places a high priority on ALTC engagement. The ALTC is named as a key external influence in the University's *Learning and Teaching Plan 2005-2007*. The new *Learning and Teaching Plan 2008-2010* will include ALTC engagement as a key feature, with an emphasis on engaging in and connecting to existing projects, as well as, increased participation in ALTC Schemes.

The proposed strategy has been developed consultatively to fortify and further resource the University's existing commitment to engagement with the ALTC. In particular, the funding allows the University to be more ambitious and more proactive in its ALTC engagement. It builds upon significant investments already made by the University and the outcomes will be valuable in their creation of an environment in which:

- engagement with ALTC is embedded in routine performance appraisal processes,
- heightened awareness of ALTC using a more supported decentralised model,
- staff are better equipped through targeted support with interventions to achieve success in ALTC schemes, and
- professional synergies emerge for USC staff to network with colleagues and to participate in relevant projects led by other institutions.

The USC project will have the net result of increasing USC participation in ALTC schemes, providing open source learning objects, testing a number of strategies for strategic organisational development, and improving the base of engagement amongst academic staff.

**Briefly list two opportunities and one challenge you anticipate from your initiative**

Project opportunities:

- institutional capacity building using good practice, collaborative project management underpinned with robust research methodologies (strategic organisational development - professional trajectories, alignment, peer engagement) to further develop USC's people as outstanding learning and teaching professionals, and
- enhanced collaboration and engagement in the sector.

Project challenge:

- Achieve widespread engagement with the University's staff.



## University of Western Sydney

### In 250 words, describe your initiative

The University of Western Sydney is a young, vibrant university with the vision of “bringing knowledge to life in Greater Western Sydney.” In 2007, work has commenced to consolidate internal processes and systems to engage with the range of ALTC initiatives which will raise the profile, and encourage recognition, of good teaching practice within the University.

The University proposes to use these Initiative funds to develop and consolidate:

- The work of the UWS Teaching Fellows;
- Internal processes for encouraging high achieving academic staff to apply for ALTC Awards;
- Systems for supporting academic staff to prepare grant submissions;
- Key teaching strengths;
- Information portals, such as the UWS L&T website, linking to the ALTC initiatives and providing practical examples of best practice; and,
- A UWS ALTC Liaison Group which will identify and raise awareness of innovations and quality initiatives in the area of learning and teaching.

.UWS is intent on developing an environment that values good teaching practice, rewards excellence, and fosters scholarship and research into good practice.

Specific outcomes will be:

- An increase in teaching staff participation in development programs to improve learning and teaching;
- Development of an information framework that supports awareness of ALTC goals and awards and research opportunities, and provides better access to the scholarship of quality teaching and learning;
- Development of resources for teaching staff to apply for project grants and awards.

### Briefly list two opportunities and one challenge you anticipate from your initiative

#### **Opportunities:**

Build institutional leadership and direction for teaching and learning in the university and to use awards as an indicator of this priority.  
Identify strategic projects and collaborative partnerships across the sector in teaching and learning.

#### **Challenge:**

To attract academic staff to invest energy into teaching and learning projects and awards, rather than disciplinary research.



## University of Wollongong

### In 250 words, describe your initiative

The UOW initiative, titled *Focus on Teaching*, includes three overarching strategies:

A network of mentors with a diverse range of expertise to advise and assist staff and facilitate the uptake of peer review of teaching. Academic mentors who are highly accomplished in learning and teaching will be drawn from diverse faculty backgrounds to advise awards, grants and fellowship applicants on design, implementation, evaluation and reporting of teaching research and innovation. They will provide multi-disciplinary perspectives to a larger pool of applicants, take a leadership role in conference or workshop planning, contribute to a newsletter and model and facilitate the uptake of peer review.

New systems to collect and share information:

- A database to record staff engagement with internal and external awards, fellowships and grants;

- Enhanced staff uptake and use of portfolio tools, and

- A *Focus on Teaching* website that promotes sharing innovative practice and connects individuals.

- A series of well-attended workshops and celebrations including a state-wide conference that raise the profile of learning and teaching excellence.

There will be clear branding of the *Focus on Teaching* Initiative. Mentors, systems development and celebrations of practice will operate synergistically, driven by the needs and engagement of learning and teaching staff. Although each strategy can be described, aligned with an outcome, given an evaluation focus and connected to UOW and ALTC values and objectives, the relative value of each to staff engagement with student learning will be a key question investigated in the project evaluation.

### Briefly list two opportunities and one challenge you anticipate from your initiative

#### **Opportunities:**

Include the ability to advance staff engagement with peer review (they see a professional benefit), and the opportunity to enhance staff ability to 'talk about their teaching' (also a benefit for probation/promotion processes). Both these will directly and indirectly enhance practice-sharing.

#### **Challenge:**

Remains the workload of evidence documentation and award/grant application development, given the unusual genre that competes with research writing and teaching.

