

THE CARRICK INSTITUTE
FOR LEARNING AND TEACHING
IN HIGHER EDUCATION LTD

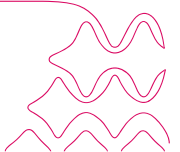


GRANTS SCHEME

2006 REPORT

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An initiative of the Australian Government Department of Education, Science and Training



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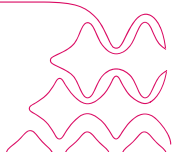
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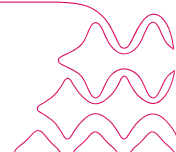
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Note: *The data presented in this report is based on the arrangements that existed at the time funding decisions were made. Some changes to nominated partners have occurred as a result of movements of staff since that time.*



1.

OVERVIEW OF GRANTS SCHEME 2006

The Grants Scheme is one of the priority areas listed in *Strategic Directions for 2006-2008* released by the Board in the middle of 2005. It incorporates three programs:

- Leadership for Excellence in Learning and Teaching Program
- Competitive Grants Program
- Priority Projects Program

The priorities for each of these programs are also scoped in that document. The three programs were established to reflect these directions. Guidelines for each of the programs were approved by the Board and released between November 2005 and the end of February 2006. The first round of applications for the various programs was processed between February and April.

Operational policy for the Grants Scheme was approved by the Board and released in the Grants Scheme Guidelines in 2005. These Guidelines cover all three programs.

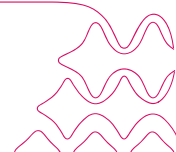
Program Values

The Institute's ethos is framed in terms of five values and principles for action. Three of these have been particularly significant in developing the guidelines for the Grants Scheme Programs:

- *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*

While the programs are distinct in the priorities they support, the values and principles for action listed above underpin the criteria that projects must demonstrate. The following criteria are found in all three programs, though not with this exact wording in the Leadership for Excellence in Learning and Teaching Program:

- Clearly articulated outcomes and a clear argument demonstrating how the project will address one or more of the program priorities and contribute to the enhancement of learning and teaching in higher education
- A set of strategies which is considered, coherent and appropriate to the outcomes the project is designed to achieve



- Potential usefulness of the project and its outcomes to any of the following:
 - the sector as a whole
 - particular kinds of organisations within the sector
 - the development of national approaches or policies related to learning and teaching in higher education Strategies for the dissemination/embedding of the successful strategies and outcomes that are integrated within the project design.

Application and Decision Processes

The Carrick Institute Board approved the terms of reference and appointments to three Board Standing Committees which decide on which projects to fund and also advise on any changes to Program Guidelines and the operation of the programs. The decision making process is supported by an assessment of all applications by at least two assessors. The assessors provide advice on the compliance with the criteria specified in the guidelines and the quality of the application. Membership of the Program Standing Committees is found at Appendix 1 to this report. The terms of reference of the Standing Committees can be found on the Carrick Institute website at www.carrickinstitute.edu.au.

Applicants had an option to submit either a full project proposal or an expression of interest by the closing dates for each of the programs. Full project proposals were assessed and a decision regarding funding was made in the first funding round in 2006. In a few cases full proposals were asked to make some changes and resubmit for further assessment in the next decision round.

Expressions of interest were assessed and applicants advised as to whether they had been selected to prepare full proposals to go forward to the second round of funding. Each program reserved funding for this second round.

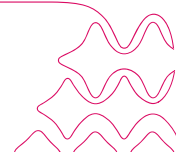
Projects

Seventeen projects were funded in 2006 in the Leadership for Excellence in Learning and Teaching Program, 19 projects in the Competitive Grants Program plus one commissioned project and 11 projects in the Priority Projects. A list of the projects funded is provided under each of the Programs (see Tables 6, 9 and 10).

Some pilot projects were funded in late 2005 in assessment (4) and leadership capacity building (2). These projects have been included in some of the analysis in this report.

Institutions and applications

Forty five institutions are eligible to receive grants under the Grants Scheme. Thirty eight institutions were nominated as lead institutions in one or more applications; seven institutions did not apply as a lead organisation, although two of these were partners in other applications. The application rate for each institution shows that there was strong interest in the Scheme this year. Table 1 provides a synthesis of 2006 Grants Scheme applications showing the number of times institutions were nominated as lead or partner institutions in an application.



Since institutions had a short time between the release of new guidelines and the closure dates for applications in two of the three programs, it is of note that there were so many partnerships proposed.

Table 1: A Synthesis of 2006 Grants Scheme applications showing the number of times institutions were nominated as lead or partner institutions in an application.

| Applications 2006 Grant Scheme | Lead institution | Partner institution | Total nominations |
|---------------------------------------|-------------------------|----------------------------|--------------------------|
| Australian Catholic University | 1 | 3 | 4 |
| Australian Maritime College | 0 | 0 | 0 |
| Avondale College | 0 | 0 | 0 |
| Batchelor Institute | 1 | 0 | 1 |
| Bond University | 4 | 1 | 5 |
| Central Queensland University | 1 | 4 | 5 |
| Charles Darwin University | 2 | 3 | 5 |
| Charles Sturt University | 1 | 5 | 6 |
| Christian Heritage College | 0 | 0 | 0 |
| Curtin University of Technology | 6 | 14 | 20 |
| Deakin University | 7 | 5 | 12 |
| Edith Cowan University | 8 | 9 | 17 |
| Flinders University | 9 | 8 | 17 |
| Griffith University | 8 | 7 | 15 |
| James Cook University | 0 | 4 | 4 |
| La Trobe University | 2 | 7 | 9 |
| Macquarie University | 13 | 4 | 17 |
| Melbourne College of Divinity | 0 | 0 | 0 |
| Monash University | 20 | 13 | 33 |
| Murdoch University | 14 | 4 | 18 |
| Queensland University of Technology | 8 | 14 | 22 |
| RMIT University | 20 | 12 | 32 |
| Southern Cross University | 3 | 1 | 4 |
| Swinburne University of Technology | 4 | 2 | 6 |
| Tabor College, SA | 0 | 0 | 0 |
| The Australian National University | 4 | 5 | 9 |
| The University of Adelaide | 5 | 6 | 11 |
| The University of Melbourne | 14 | 15 | 29 |
| The University of New South Wales | 12 | 11 | 23 |
| The University of Newcastle | 8 | 8 | 16 |
| The University of Notre Dame | 3 | 2 | 5 |
| The University of Sydney | 11 | 16 | 27 |
| The University of Queensland | 18 | 8 | 26 |
| The University of Western Australia | 9 | 6 | 15 |
| University of Ballarat | 1 | 0 | 1 |
| University of Canberra | 5 | 5 | 10 |
| The University of New England | 15 | 1 | 16 |
| University of South Australia | 8 | 7 | 15 |
| University of Southern Queensland | 5 | 4 | 9 |
| University of Tasmania | 0 | 5 | 5 |
| University of Technology, Sydney | 14 | 9 | 23 |
| University of the Sunshine Coast | 3 | 1 | 4 |
| University of Western Sydney | 3 | 7 | 10 |
| University of Wollongong | 13 | 7 | 20 |
| Victoria University | 7 | 5 | 12 |

Note: Twenty six international partners were identified by applicant.

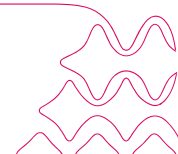
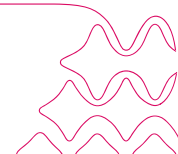


Table 2: A Synthesis of 2005 and 2006 Grants showing the number of times institutions are funded as a lead or partner institution.

| Eligible Institutions | 2006 Lead | 2006 Partner | 2005 Lead | 2005 Partner | Total times |
|-------------------------------------|----------------------|-------------------------|----------------------|-------------------------|------------------------|
| Australian Catholic University | 1 | 2 | 0 | 0 | 3 |
| Australian Maritime College | 0 | 0 | 0 | 0 | 0 |
| Avondale College | 0 | 0 | 0 | 0 | 0 |
| Batchelor Institute | 1 | 0 | 0 | 0 | 1 |
| Bond University | 0 | 1 | 0 | 0 | 1 |
| Central Queensland University | 0 | 0 | 0 | 0 | 0 |
| Charles Darwin University | 0 | 1 | 0 | 1 | 2 |
| Charles Sturt University | 0 | 3 | 0 | 0 | 3 |
| Christian Heritage College | 0 | 0 | 0 | 0 | 0 |
| Curtin University of Technology | 1 | 3 | 0 | 1 | 5 |
| Deakin University | 0 | 3 | 0 | 0 | 3 |
| Edith Cowan University | 2 | 0 | 0 | 1 | 3 |
| Flinders University | 2 | 6 | 0 | 0 | 8 |
| Griffith University | 2 | 4 | 0 | 0 | 6 |
| James Cook University | 0 | 4 | 0 | 0 | 4 |
| La Trobe University | 0 | 4 | 0 | 0 | 4 |
| Macquarie University | 2 | 2 | 0 | 1 | 5 |
| Melbourne College of Divinity | 0 | 0 | 0 | 0 | 0 |
| Monash University | 2 | 5 | 0 | 0 | 7 |
| Murdoch University | 1 | 2 | 0 | 0 | 3 |
| Queensland University of Technology | 1 | 7 | 1 | 0 | 9 |
| RMIT University | 2 | 4 | 1 | 0 | 7 |
| Southern Cross University | 0 | 1 | 0 | 0 | 1 |
| Swinburne University of Technology | 0 | 0 | 0 | 0 | 0 |
| Tabor College, SA | 0 | 0 | 0 | 0 | 0 |
| The Australian National University | 0 | 2 | 1 | 0 | 3 |
| The University of Adelaide | 0 | 2 | 0 | 0 | 2 |
| The University of Melbourne | 2 | 4 | 1 | 0 | 7 |
| The University of Newcastle | 1 | 4 | 0 | 0 | 5 |
| The University of New South Wales | 2 | 5 | 0 | 2 | 9 |
| The University of Notre Dame | 0 | 1 | 0 | 0 | 1 |
| The University of Queensland | 4 | 2 | 0 | 0 | 6 |
| The University of Sydney | 3 | 7 | 0 | 0 | 10 |
| The University of Western Australia | 0 | 2 | 1 | 0 | 3 |
| University of Ballarat | 0 | 0 | 0 | 0 | 0 |
| University of Canberra | 2 | 2 | 1 | 0 | 5 |
| University of New England | 3 | 1 | 0 | 0 | 4 |
| University of South Australia | 3 | 3 | 0 | 0 | 6 |
| University of Southern Queensland | 1 | 1 | 0 | 0 | 2 |
| University of Tasmania | 0 | 3 | 0 | 0 | 3 |
| University of Technology, Sydney | 4 | 3 | 0 | 0 | 7 |
| University of the Sunshine Coast | 0 | 0 | 0 | 0 | 0 |
| University of Western Sydney | 1 | 1 | 0 | 0 | 2 |
| University of Wollongong | 4 | 2 | 0 | 0 | 6 |
| Victoria University | 0 | 2 | 0 | 0 | 2 |

Sessional teacher project not included (CADAD)



In late 2005, as part of the transition from the Australian Universities Teaching Committee, the Carrick Institute commissioned six pilot projects. If these are included with the projects funded in 2006, 36 of the 45 eligible institutions are now involved in Carrick projects. Twenty three institutions have been funded as lead institutions on projects in 2006. Table 2 is a synthesis of 2005 and 2006 grants showing the number of times institutions are funded as lead or partner institutions.

Disciplines covered in projects

Both the Leadership and Priority Projects Programs have priorities that target projects within a discipline framework. This is not the case in the Competitive Grants Program. Across all the programs 53% of the applications and 57% funded projects were discipline based. Table 3 provides an analysis of the disciplinary areas covered by the funded projects from 2005 and 2006. It shows the individual programs and the overall project total. Discipline areas are those defined by DEST as Broad Fields of Education (Post 2000) in the Higher Education Statistical Collections. When examining this data, it should be noted that the Priority Projects Program Priority 1: *academic standards, assessment practices and reporting* was restricted to particular discipline groups, so some disciplines were unable to apply in 2006 under this program priority.

Table 3: Funded projects by discipline areas

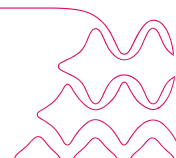
| Discipline | Leadership Program | Competitive Grants Program | Priority Projects Program | 2005 | Total |
|--|--------------------|----------------------------|---------------------------|------|-------|
| Natural & Physical Sciences | 2 | 3 | 0 | 2 | 7 |
| Information Technology | 0 | 0 | 3 | 0 | 3 |
| Engineering & Related Technologies | 0 | 4 | 0 | 0 | 4* |
| Architecture & Building | 0 | 0 | 2 | 0 | 3 |
| Agriculture, Environmental & Related Studies | 0 | 0 | 0 | 0 | 0 |
| Health | 2 | 0 | 2 | 0 | 4 |
| Education | 0 | 1 | 0 | 0 | 1** |
| Management & Commerce | 1 | 1 | 0 | 1 | 3 |
| Society & Culture | 1 | 3 | 1 | 0 | 5 |
| Creative Arts | 0 | 2 | 1 | 1 | 4 |
| Food, Hospitality & Personal Services | 0 | 0 | 0 | 0 | 0 |

* one of these is also included in Natural & Physical Science

** also included in Creative Arts (Music)

The Broad Field of Education with the largest number of funded projects is Natural and Physical Sciences. While the Humanities was another of the areas which could apply under the Priority Projects Program Priority 1 in 2006, there were few applications from the Humanities overall. Creative Arts have a number of funded projects covering areas such as Media and Communication, Dance, Creative Writing and Music Education. Engineering and Health were relatively successful in attracting grants.

The numbers of projects funded which did not fit into a discipline framework are provided in Table 4.



Indigenous educational projects

Indigenous education and perspectives are reported separately due to their importance in Australian higher education. It was pleasing that there were a number of applications that addressed Indigenous perspectives and education. Two projects were funded under the Leadership Program and one under the Competitive Grants Program (see Table 4).

Table 4: Projects outside a discipline approach and those that deal with indigenous perspectives

| | Leadership Program | Competitive Grants Program | Priority Projects Program | 2005 | Total |
|----------------------------------|--------------------|----------------------------|---------------------------|------|-------|
| Mixed disciplines/general issues | 9 | 7 | 2 | 2 | 20 |
| Indigenous issues/approaches* | 2 | 1 | 0 | 0 | 3 |

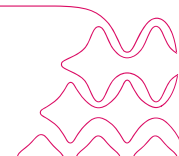
* not included in the mixed disciplines/general issues

Other Themes

An analysis of the themes appearing through the various programs shows that particular groups such as first year students, innovative technologies, assessment practices, curriculum development, cultural diversity issues and others are found across the programs. An analysis of the Competitive Grants applications and projects funded is discussed under Section 3, however it is important to note that projects supporting many of the themes and focus groups evident in the Competitive Grants applications were also found in the other programs. Table 5 provides a summary showing some of the themes/focus groups found in the 2006 funded projects. Some projects fall into more than one category.

Table 5: Funded projects according to themes and program

| Funded programs | Leadership Program | Competitive Grants Program | Priority Projects Program | Total |
|---------------------------------------|--------------------|----------------------------|---------------------------|-------|
| First year students/courses | 0 | 2 | 1 | 3 |
| Postgraduate coursework | 1 | 0 | 1 | 2 |
| Higher degree research | 1 | 1 | 0 | 2 |
| Assessment | 3 | 1 | 9 | 13 |
| Curriculum-related | 1 | 5 | 1 | 7 |
| Transition | 0 | 1 | 0 | 1 |
| Learning in a digital/web environment | 1 | 9 | 1 | 11 |
| Teaching/research nexus | 1 | 1 | 0 | 2 |
| Cultural diversity | 0 | 1 | 0 | 1 |
| Indigenous | 2 | 1 | 0 | 3 |
| Professional/staff development | 12 | 0 | 0 | 12 |
| Peer review | 0 | 0 | 1 | 1 |

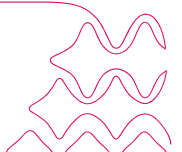


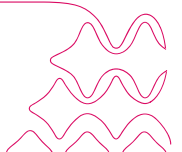
Other Activities

During the year, a number of issues were identified as being important to the ongoing development of programs either to promote stronger applications or to support more informed decision-making about projects in important areas. As a consequence, a number of activities are planned across the latter half of 2006 and early 2007.

These include:

- Forums and workshops (these are discussed under the various programs).
- Two occasional papers to provide discussion points for a colloquium on the Leadership for Excellence in Learning and Teaching in Higher Education (details are found in Section 2).
- A project to scope what is happening to support sessional teachers in Australian higher education and to identify what gaps exist (This follows the identification of sessional teaching as an area of importance for the improvement of teaching by two of the Program Standing Committees).





2.

LEADERSHIP FOR EXCELLENCE IN LEARNING AND TEACHING PROGRAM

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.

There were three priorities for 2006, though only Priority 1 and 2 were scoped in the guidelines with a view to seeking project proposals.

The three priorities were:

- Priority 1: institutional leadership;
- Priority 2: disciplinary and cross-disciplinary leadership;
- Priority 3: work to better understand “leadership” in the context of teaching and learning in higher education.

Institutional Leadership

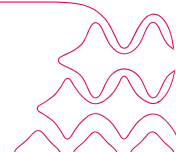
The Carrick Institute expects the major outcome from the **Institutional Leadership Projects** to be a demonstrable enhancement of learning and teaching through leadership capacity-building at the institutional level in Australian higher education.

Funding was available in the range \$150,000 to \$200,000 for projects which could be designed to take up to 2.5 years.

Disciplinary and Cross-Disciplinary Leadership Projects

The Carrick Institute 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.

Projects should strengthen learning and teaching throughout the higher education sector within a discipline, national community of practice or cross-disciplinary area. Funding was available in the range \$80, 000 to \$200,000. Projects can take up to 2 years.



Leadership constructs and drivers

The third priority was to undertake work which assists the higher education sector and the Carrick Institute to better understand the drivers and leadership constructs that influence “leadership” in the context of teaching and learning in higher education.

2006 Applications

A total of 63 applications (expressions of interest and full proposals) were received in the ratio of about 2:1. Nine proposals were approved for funding in the first round of decision making. From the expressions of interest, the Board Standing Committee approved 21 expressions of interest to submit full proposals. Of these, eight proposals were approved for funding.

Funded Projects

A list of the 2006 funded projects can be found in Table 6. For a list of all participating institutions, including partners, see Table 11 in Appendix 2. Seventeen projects were funded this year in addition to the two that were funded in 2005.

The types of projects funded could broadly be described as:

Institutional:

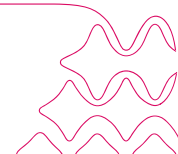
- People development around roles or skills
- Resources for staff appointment processes, succession planning and professional development
- Indigenous educational leadership

Disciplinary/Cross Disciplinary

- Law
- Science
- Nursing
- Speech Pathology
- Maths and Statistics
- Business

Table 6: Leadership for Excellence in Learning and Teaching Program - Projects Approved 2006

| Project Title | Institution | Grant |
|---|--|--------------------|
| Academic Leadership Capabilities for Australian Higher Education | University of Western Sydney | \$175,768 |
| An Institutional Leadership Paradigm: Transforming Practices, Structures and Conditions in Indigenous Higher Education | Batchelor Institute of Indigenous Tertiary Education | \$200,000 |
| Australian Law Postgraduate Network (ALPN) | The University of New England | \$192,216 |
| Building Academic Leadership Capability at the Course Level: Developing Course Co-ordinators into Academic Leaders | Curtin University of Technology | \$197,000 |
| Closing the Gap in Curriculum Development Leadership | The University of Queensland | \$ 183,509 |
| COMPASS Directions: Leading the Integration of a Competency-based Assessment Tool in Speech Pathology Learning and Teaching | The University of Newcastle | \$93,160 |
| Developing Multi-level Leadership in the Use of Student Feedback to Enhance Student Learning and Teaching Practice | RMIT University | \$200,000 |
| Development of Distributed Institutional Leadership Capacity in Online Learning and Teaching | Australian Catholic University | \$186,825 |
| Distributive Leadership for Learning and Teaching: Developing the Faculty Scholar Model | University of Wollongong | \$180,472 |
| Enhancing the Student Educational Experience through School-based Curriculum Improvement Leaders | Murdoch University | \$199,069 |
| Improving the Leadership Capability of Academic Coordinators in Postgraduate and Undergraduate Programs in Business | University of South Australia | \$195,370 |
| Leadership and Assessment: Strengthening the Nexus | Macquarie University | \$199,093 |
| Leadership for Implementing Improvements in the Learning and Teaching Quality Cycle | Monash University | \$190,820 |
| Leading for Effective Partnering in Clinical Contexts | Griffith University | \$172,000 |
| Quantitative Diversity: Disciplinary and Cross-Disciplinary Mathematics and Statistics Support in Australian Universities | Queensland University of Technology | \$133,578 |
| Raising the Profile of Teaching and Learning: Scientists Teaching Scientists | Flinders University | \$187,850 |
| Tiddas Showin' Up, Talkin' Up and Puttin' Up: Indigenous Women and Educational Leadership | Flinders University | \$181,855 |
| Total Grants Approved | | \$3,068,585 |



Issues Specific to the Program

Many of the proposals submitted for decisions in the first round were well written, though there was a noted improvement in the proposals submitted from short-listed expressions of interest.

A number of issues were identified from the initial applications received. While there were many interesting projects, there was a lack of clarity around the concept of “leadership” itself, how leadership would be developed by the projects and how leadership capacity would be sustained. Some proposed projects focused on the development of individual leadership capacity building within the institution/s or a discipline, but failed to address how this development would enhance learning and teaching.

A number of full proposals were limited by simplistic models of change management and/or the lack of a clear dissemination strategy that went beyond attendance at conferences, creating websites and writing journal articles.

Many applications gave insufficient attention to the outcomes expected from the proposed project as they failed to go beyond the model proposed and at times the model proposed did not articulate how it would be “capacity building”.

When reviewing the program, there was some early discussion of the relationship and value of the two program categories – institutional and disciplinary/cross disciplinary. This was due to the interpretation by some applicants that a project focusing on people within their disciplines inside one institution meant the project should be considered as a discipline project. In reality, some of these projects could be considered to be promoting leadership development for the institution as a whole. The disciplinary/cross disciplinary priority was intended to support projects that develop leadership in groups, both formal and informal, that function as a collective of academics from all or many institutions, such as bodies of Deans, and that influence teaching and learning.

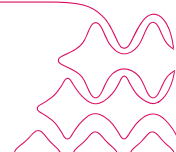
Program Response

The Standing Committee identified a need to foster a focused discussion on the nature of leadership for learning and teaching to support those applying for grants within the program. In response to this need, under Priority 3 the Carrick Institute commissioned two occasional papers and is sponsoring a Leadership for Learning and Teaching Colloquium in 2006 and a workshop and forum in 2007.

Occasional paper one is a discussion paper which raises issues about how systems and policies can act to promote and develop leadership for learning and teaching especially in higher education.

Occasional paper two synthesises the themes and understandings about leadership for learning and teaching in higher education found in the applications for the Leadership for Excellence in Learning and Teaching Program 2006 and, where identified, the literature used to underpin these themes and understandings.

The Colloquium, to be held in November 2006, will be for higher education leaders and will include Professor Paul Ramsden, Chief Executive, Higher Education Academy. The discussion from this event will influence both the national workshop for those involved in current leadership projects and the forum to follow. The forum will be designed to cater to



those interested in applying for grants under the Leadership Program and for those with a general interest in the development of leadership for learning and teaching in higher education. The workshop and forum will be held in Sydney on 9 and 10 February 2007.

Further opportunities to share thinking and approaches to support the development of leadership for learning and teaching will occur through the projects themselves. A number of the projects have included national workshops and forums as part of the dissemination activities or data collection processes.

Implications for Program Guidelines and Program Development

Reflecting on the first year of operation of the program, there is no compelling argument to change the focus of projects or the guidelines themselves. Applicants will have the opportunity to attend the forum in February 2006, read the synthesis of last years applications and talk to current project holders. This should assist them to develop stronger theoretical frameworks for project proposals and help with the identification of appropriate literature.

Other than minor edits to align the project criteria across all three programs, it is proposed to maintain the 2006 guidelines for 2007.

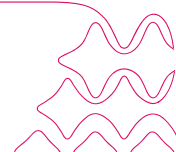
All programs should make explicit the need for applicants to take into account projects already funded that include similar themes and/or groups as the focus of the project and in doing so state what unique contribution the proposed project will make.

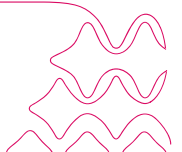
Work and activities under Priority 3 will be scoped once the Colloquium, Workshop and Forum have been held early in 2007. A plan to address further areas for development identified through these processes and the 2007 applications will be prepared.

Standing Committee recommendations

The Standing Committee supported the retention of the current guidelines with the potential to commission specific work arising from the Leadership Colloquium, Workshop and Forum.

The Committee supported a review of the 2007 guidelines and release of any changes to 2008 Guidelines by early September 2008.





3.

COMPETITIVE GRANTS PROGRAM

The Competitive Grants Program supports innovation and research and development related to learning and teaching in higher education. The topics it covers are more broadly based than the other two Grants Scheme programs, the Leadership for Excellence in Learning and Teaching Program and the Priority Projects Program.

The priorities for 2006-2008 are:

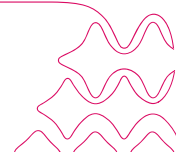
- Research and development focused on issues of emerging and on-going importance, (e.g. the nexus between teaching and research; performance indicators for learning and teaching in higher education).
- Strategic approaches to learning and teaching that address the increasing diversity of the student body.
- Development of robust methods of identifying and rewarding excellence in teaching (excluding awards schemes).
- Innovation in learning and teaching, particularly in relation to new technologies.

Project funding was available in the range from \$60,000 to \$200,000. Projects could take between 1 and 2 years. Small projects should be completed in one year.

2006 Applications

A total of 156 applications in the form of expressions of interest and full proposals were received in the ratio of about 4:1. From the expressions of interest, the Board Standing Committee approved 28 applications to submit full proposals and 6 full proposals to be further considered in the second round. In total, nineteen full proposals were approved for funding. One project to support sessional teachers was specially commissioned. This project does not appear in the analysis in the report other than in the list of funded projects funded found at Table 9.

As a program which offers the opportunity for academics and institutions to identify issues and challenges for learning and teaching in higher education, it is useful to examine the types of issues/themes identified through the applications. Since this was the first opportunity for some years to apply for learning and teaching grants within a fairly open framework, the program attracted a high level of interest and was strongly competitive. Not all applicants took this into account when they put together their applications. Many failed to strongly argue for the importance of their proposal for higher education.



Under this program, about 56% of applications were related to a particular discipline or group of disciplines. The strongest representation was from Natural and Physical Science, Education and Society and Culture. For the distribution of Competitive Grants funded projects against disciplines see Table 3. Table 7 shows the number of applications against the broad fields of education.

Table 7: Competitive Grants Program applications dealing with a specific discipline

| CG applications | Applications received |
|--|------------------------------|
| Natural & Physical Sciences | 19 |
| Information Technology | 6 |
| Engineering & Related Technologies | 5 |
| Architecture & Building | 1 |
| Agriculture, Environmental & Related Studies | 1 |
| Health | 9 |
| Education | 14 |
| Management & Commerce | 9 |
| Society & Culture | 12 |
| Creative Arts | 4 |
| Food, Hospitality & Personal Services | 3 |

The number of applications and projects funded against each of the program priorities (number in brackets below) shows that all but Priority 3 were well represented in the applications:

- Priority 1: research and development focused on issues of emerging and on-going importance, (e.g. the nexus between teaching and research; performance indicators for learning and teaching in higher education) - Applications (64); Funded projects (4)
- Priority 2: strategic approaches to learning and teaching that address the increasing diversity of the student body - Applications (42); Funded projects (5)
- Priority 3: development of robust methods of identifying and rewarding excellence in teaching (excluding awards schemes) – Applications (7); Funded projects (0)
- Priority 4: innovation in learning and teaching, particularly in relation to new technologies – Applications (57); Funded projects (11) (September 2006)

A high portion of applications were classified under more than one priority. Our records only provide the opportunity to list two priorities and some project applications indicated that they met more than two so the figures shown above should only be considered as an indicator of the level of interest in a category, not as an exact figure. Five of the funded projects identified two priorities.

While the themes developed in the applications are shaped by the Program Priorities, it is possible to identify some more detail in themes found in the applications. Table 8 shows the themes identified through an analysis of the Competitive Grants applications and the number of funded projects against these themes.

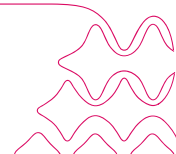


Table 8: Competitive Grants Themes analysis

| Project Applications CG Themes | Total | Funded |
|--|--------------|---------------|
| First Year Students/Courses | 6 | 2 |
| Masters Programs/Students | 1 | 0 |
| Higher Degree Res Programs/Students | 5 | 1 |
| Students with disabilities | 1 | 0 |
| Indigenous issues students/programs | 4 | 1 |
| International students/programs | 4 | 0 |
| Longitudinal Student Studies | 2 | 1 |
| Work Integrated Learning | 4 | 0 |
| Professional Practice/Clinical | 7 | 0 |
| Service learning/community engagement | 4 | 0 |
| Early career teaching | 2 | 0 |
| Multicultural/ Cross-cultural/ Intercultural | 9 | 1 |
| Academic Literacies / Academic Skills | 2 | 0 |
| Teacher education (school) | 7 | 2 |
| e-learning | 12 | 6 |
| Technology-related | 34 | 2 |
| Performance measures | 8 | 0 |
| Teaching Research /Nexus | 3 | 1 |
| Environmental Sustainability | 2 | 0 |
| Problem-based learning | 1 | 0 |
| Other | 45 | 3 |

Note: Some applications are entered against two themes in total applications.

Technology related issues were particularly strong. This is not surprising given the number of projects identifying innovation as a priority. There was also a strong interest in teaching and learning issues related to cross-cultural competencies.

There was strong interest in topics associated with students gaining practical experience such as clinical, work integrated learning etc. though none of the related applications were funded as projects in this funding round.

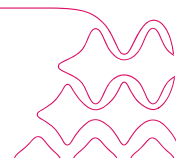
As one of the priorities for this program is 'strategic approaches to learning and teaching that address the increasing diversity of the student body' it is important to examine some aspects of the changes to university student populations.

The changes to the student population over recent years are distinguished by growth in international students and in postgraduate coursework students.

Given these changes it is surprising that there were few applications addressing Post-graduate Coursework issues when compared with the number focused on Higher Degree Research Programs/Students.

Funded Projects

Nineteen projects were approved for funding and a project to support sessional teachers was commissioned, making the total number of funded projects under this Program,



twenty. A list of these projects is found in Table 9. For a list of participating institutions, see Table 12 in Appendix 2.

Issues Specific to Program

The number and variety of proposals suggested a high level of commitment to teaching. The applications represented a variety of interests, as was expected in this program.

Many applicants took the team approach seriously. There were many applications that involved collaboration and these were often the strongest applications. While there were a number of high quality proposals and promising expressions of interest, quite a number of applications failed to address or gave limited attention to the criteria:

Potential usefulness of the project and its outcome to any of the following:

- *the sector as a whole*
- *particular kinds of organizations within the sector*
- *the development of national approaches or policies related to learning and teaching in higher education.*

As the range of issues that could be addressed in applications was vast, this criterion was very important when deciding those projects that should be funded or those expressions of interest that should be asked to develop expressions of interest.

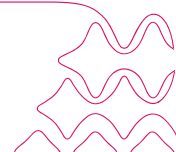
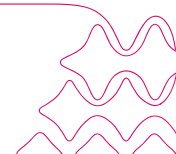


Table 9: Competitive Grants Program - Projects Approved 2006

| Project Title | Institution | Grant |
|---|--|--------------------|
| A New Enabling Technology for Learning and Teaching Quantitative Skills | The University of Queensland | \$134,749 |
| Australian Writing Programs Network (AWPN) | University of Canberra | \$135,070 |
| Bridging Gaps in Music Teacher Education: Developing Exemplary Practice Models Using Peer Collaboration | University of Southern Queensland | \$149,243 |
| Creating a Student Centre Online Learning Environment for Report Writing in the Sciences and Engineering | The University of Sydney | \$147,144 |
| Development, Deployment and Educational Assessment of an Advanced Immersive Learning Environment for Process Engineering Design and Operations | The University of Queensland | \$195,000 |
| Digital Learning Communities (DLC): Investigating the Application of Social Software to Support Networked Learning | University of Canberra | \$100,000 |
| Diversity: A Longitudinal Study of How Student Diversity Relates to Resilience and Successful Progression in a New Generation Australian University | Edith Cowan University | \$161,601 |
| Educating the Net Generation: Implications for Learning and Teaching in Australian Universities | The University of Melbourne | \$177,929 |
| Embedding Development of Intercultural Competence in Business Education | The University of Sydney | \$167,826 |
| Innovation with Quality Assurance: Online Curriculum Development for the University of New England's Multi-institutional Collaborative Programs in German at UNE, James Cook & Newcastle Universities | The University of New England | \$195,005 |
| New Technologies, New Pedagogies: Using Mobile Technologies to Develop New Ways of Teaching and Learning | University of Wollongong | \$115,157 |
| Physclips: Multi-level, Multi-media Resources for Teaching First Year University Physics | The University of New South Wales | \$81,380 |
| Project EnROLE: Encouraging Role-based Learning Environments | University of Wollongong | \$199,240 |
| Remotely Accessible Laboratories – Enhancing Learning Outcomes | University of Technology Sydney | \$97,488 |
| Teaching and Assessing Meta-attributes in Engineering: Identifying, Developing and Disseminating Good Practice | University of Wollongong | \$134,030 |
| The Academic's and Policy-Maker's Guides to the Teaching-Research Nexus: A Suite of Resources for Enhancing Reflective Practice | The University of Melbourne | \$200,000 |
| The Impact of Web-based Lecture Technologies on Current and Future Practice in Learning and Teaching | Macquarie University | \$192,175 |
| Disseminating Strategies for Incorporating Australian Indigenous Content into Psychology Undergraduate Programs throughout Australia | University of South Australia | \$182,168 |
| Peer Instruction in the Humanities | Monash University | \$101,809 |
| Sessional Teachers Project (specially commissioned) | The University of New South Wales on behalf of CADAD | \$199,621 |
| Total grants approved | | \$3,066,635 |



Some of the weaknesses found in the applications are listed below:

- Lack of demonstration of an awareness of what has been done in the field in which their proposed project was located in terms of practice and the literature
- Research proposals which were not methodologically sound or were limited by the methodology proposed or showed no evidence that the team proposing the research had experience or expertise in the proposed methodology
- The priority “*research and development focusing on issues of emerging and continuing importance*” was used as a catch-all area to justify projects that did not align with the Carrick Institute’s purpose
- In the poorer proposals, there was often limited consideration given to dissemination and the potential wider implications/applicability

On the whole, there was little evidence that institutions themselves had taken a role in shaping applications, though it was very clear academics in some universities were responding to an institutional priority as there were multiple applications from that institution addressing a particular issue. It was not surprising that institutions were not strongly involved in shaping applications in the first year as there was little time to plan for this. Proposals developed from the expressions of interest were more likely to show evidence of institutional support in their development.

Some important issues were identified in the submissions. These were noted and in some cases a suggested strategy was implemented (see *Program Response* below).

As part of the dissemination activities or data collection processes a number of projects have included national workshops and forums. These will add to the activities undertaken in association with the various grants.

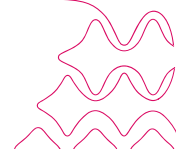
Program Response

As the program which elicited the greatest number and variety of applications, the Standing Committee debated whether accepting only full proposals might reduce the number of applications which did not align with the Carrick Institute’s purpose. After some debate it was decided that expressions of interest were an important way to provide feedback at this early stage of development of the program.

One of the challenges for this program as it responds to issues identified through proposals is to ensure that the projects which are funded take into account work that has already been undertaken and build on and develop understandings in the sector which will ensure strong applications in line with the Carrick values and priorities.

Arising from the issues identified in the applications, the Standing Committee proposed two forums; one of these to explore the use of Access grids and other web-based technologies for learning and teaching and the other to provide an opportunity to share models that support the provision of small subjects using collaborative strategies. The first of these will be held on 9 and 10 November and the second is proposed for early in 2007. Both of these forums will provide the opportunity to identify those people interested in the issue and assist in the development of stronger proposals more embedded in innovative practice in institutions and drawing on wider expertise.

Another issue identified through the applications in this program and in the Priority Projects Program is that the Carrick Institute may need to give some consideration to



issues around ICT development projects to promote the development of Open Source tools. This is a challenging area for the Carrick Institute and for those developing technological solutions which may have the potential to be commercialised.

A couple of proposals which focused on the professional development of particular groups of staff, raised the question - what is happening in different institutions and what is actually needed? One group of proposals was addressing sessional teachers. The Committee discussed the need to identify what is happening in relation to supporting sessional teachers and the identification of best practice. It was decided to advertise for a specific project to scope what is happening and to identify gaps where more support is needed.

Another challenge is that this program is the most likely to overlap with other Carrick Institute programs. A challenge will be to articulate and distinguish what is funded under this program from what can and should be funded elsewhere¹. Even within the Grants Scheme there is the potential for considerable overlap.

Priority 3: *development of robust methods of identifying and rewarding excellence in teaching* may also overlap with the Priority Projects – Peer Review category. Though the Competitive Grants priority is broader, peer review could be considered an aspect of the broader priority².

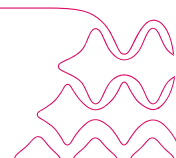
One challenge for this program is to ensure that information on projects funded elsewhere by the Carrick Institute is available as part of the assessment and decision making processes. It is essential that applicants relate what they are proposing to what is happening in the sector and also to projects that have already been funded and that as part of the assessment process the overlap between proposed and funded projects is considered.

Under this program applicants could submit proposals in the range of \$60,000 to \$200,000. Only 14% of the proposals were in the range \$100,000 or less. The majority were in the range greater than \$150,000 and 33 %of applications were between these amounts. For projects \$150,000 or over, an independent evaluation is required so it was interesting to note that seven proposals were costed at between \$140,000 and \$150,000. Larger projects are designed to take longer than 12 months. Consequently, the emphasis on large projects also increases the time taken before outcomes are achieved.

Some projects were not well budgeted and many did not justify the budgets sought. The latter weakness meant that some projects were asked to submit smaller budgets in order to be considered for funding.

¹ There is discussion about including as an areas within the DBI Higher Education Enterprise projects work on Honours and Masters by Coursework, though this has not been shaped at this stage.

² A project is also being planned on reward and recognition within the Awards portfolio (Denise Chalmers).



Implications for Program Guidelines and Program Development

The strength and at the same time, the challenge for this program is the variety and creativity that is possible within the relatively open framework as it attracts large numbers of applications which compete for limited funding. The potential overlap between the types of applications developed under this framework and other Carrick programs, both those under the Grants Scheme and those funded particularly through the Discipline-Based Initiatives (DBI) will need to be addressed. Once there is a clear definition of the type of projects and activities to be funded under the DBI some exclusions could be included in the Competitive Grants Guidelines, though this will not be possible for 2007. The Competitive Grants Program Guidelines should however state that no project proposal or expression of interest that meets the Guidelines for another program will be considered in this program and that applicants should check if there is another Carrick funding source available for the project they are proposing before applying in this Program.

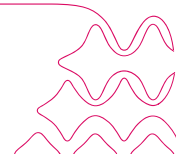
Now that a number of projects have been funded, there should be a requirement for all applicants to identify the relationship with projects currently funded, as well as to situate the proposal within other relevant work and literature in the field. This should apply to both expressions of interest and full proposals.

The amount of funding available will be in the order of \$3.3 million in 2007, thus the potential to fund projects is limited. Perhaps some incentive to put forward smaller contained projects for under \$100,000 could be considered.

Another challenge for the program is to avoid a loss of interest caused by large numbers of quality applications not being funded.

Standing Committee recommendations

While the Standing Committee discussed the potential to develop more restricted priorities, they considered that after only one year of operation, the fact that the priorities were defined as those for the three year period 2006-2008 and the lateness that any changes would be notified to the sector, that the Program Guidelines should be retained without change. More restricted prioritisation could occur in 2008 and that the potential for revisions to the 2008 guidelines should be flagged in the 2007 guidelines. The 2008 Guidelines should be released by the end of September 2007.



4.

PRIORITY PROJECTS PROGRAM

The Priority Projects Program responds to priorities emanating from the Institute's designated responsibilities and some priorities identified by the Board.

The Institute's designated responsibilities which are supported through this program are:

- liaison with the sector about options for articulating and monitoring academic standards;
- improvement of assessment practices throughout the sector, including investigation of the feasibility of a national portfolio assessment scheme;
- facilitation of benchmarking of effective learning and teaching at national and international levels.

The funding priorities for 2006-2008 are:

- academic standards, assessment practices and reporting;
- teaching and learning spaces;
- peer review.

Project funding was available in the range from \$80,000 to \$200,000. Projects could be designed to take between 1 and 2 years. Smaller projects are to be completed in one year.

Academic Standards, Assessment Practices and Reporting (Discipline- centred Projects)

The Carrick Institute expects the major outcome from this priority to be improvement in higher education assessment practices and student outcomes within a number of disciplines/ fields of study.

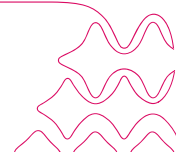
In order to manage the level of funding available for projects different disciplines were select for 2006 and 2007 under this priority.

Disciplines/ Fields of Studies eligible in 2006:

- Health and Related Studies (includes Medicine, Nursing etc);
- Physical Sciences and Related Studies (includes Architecture, Building and Planning, Engineering, Computing and Information Science);
- Humanities and the Arts.

Disciplines/ Fields of Studies eligible in 2007:

- Law, Economics, Business and Related Studies;
- Biological Science and Agriculture;
- Social Sciences (includes Education).



Teaching and Learning Spaces

The Carrick Institute expects the major outcome from this priority to be designs/evaluations of leading edge, creative solutions and models for new and modified learning spaces to enhance learning and teaching in higher education.

Peer Review

The Carrick Institute expects the major outcome from this priority to be development and modelling of systems of peer review of learning and teaching in a number of Australian higher education institutions.

2006 Applications

A total of 71 applications in the form of expressions of interest and full proposals were received in the ratio of about 4:1. From the expressions of interest, the Board Standing Committee approved 13 applications to submit full proposals and one full proposal to be further considered in the second round. Eleven full proposals have been approved for funding.

Only eight applications were submitted under Peer Review and these took a variety of approaches including discipline-centred applications. Eighteen applications were submitted under the Learning and Teaching Spaces and many of these had a strong emphasis on technology and virtual spaces. Assessment project proposals were in the majority and these too had a strong focus on technological approaches.

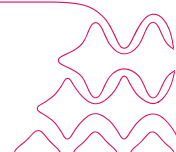
Funded Projects

Nine projects were funded in 2006. Four assessment projects were funded in 2005 and these met the criteria included in this program so contribute to the outcomes designed for this program. A list of projects is found in Table 10. A list of participating institutions, Table 13, can be found in Appendix 2.

Under Priority One: *academic standards, assessment practices and reporting* the projects funded in 2005 and 2006 cover the following disciplines:

- Biological Science
- Accounting
- Media and Communication
- ICT
- Speech Pathology
- Dance
- Physiotherapy
- Planning practice
- Architecture
- Archaeology

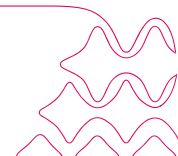
Details of the numbers in each Broad Field of Education can be found in Table 3.



One project was funded under the Teaching and Learning Space Priority and one under the Peer Review priority.

Table 10: Priority Projects Program - Projects Provisionally Approved as of September 2006

| Project Title | Institution | Grant |
|--|----------------------------------|--------------------|
| Benchmarking Clinical Learning in Speech Pathology to Support Assessment, Discipline Standards, Teaching Innovation and Student Learning | University of Sydney | \$139 152 |
| Dancing between Diversity and Consistency: Improving Assessment in Postgraduate Studies in Dance | Edith Cowan University | \$149 523 |
| Designing Next Generation Places of Learning: Collaboration at the Pedagogy-Space-Technology Nexus | The University of Queensland | \$200 000 |
| Develop and Implement a Pilot Program of 'External Peer Review of Teaching' in Four Australian Universities | University of New South Wales | \$199 170 |
| Development of the Clinical Assessment of Physiotherapy Skills (CAPS): A standardised and Valid Approach to Assessment of Clinical Competence in Physiotherapy | Griffith University | \$155 847 |
| Generating Academic Standards for Planning Practice Education | RMIT University | \$171 000 |
| Improving the Formative and Summative Assessment of Novice Computer Programmers | University of Technology, Sydney | \$196 340 |
| LinuxGym: A Sustainable and Easy-to-Use Automated Development Assessment Tool for Computer Scripting Skills | University of Technology, Sydney | \$192 943 |
| Supporting Student Self-and-Peer Assessment in Large Group Work Projects (Computing and Information Science) | University of Technology, Sydney | \$200 000 |
| Benchmarking Archaeology Honours Degrees at Australian Universities | University of New England | \$113 309 |
| Computer Aided Feedback and Assessment System | University of South Australia | \$113 216 |
| Total Grants Approved | | \$1 830 500 |



Issues Specific to Program

General issues

There were some very creative projects, a variety of approaches to each of the program priorities and some innovative applications using IT solutions for assessment particularly of large classes.

Some of the best project proposals/ expressions of interest had strong collaborations between institutions. Discipline specific applications were strengthened by links with professional bodies and/or regulatory bodies.

Applicants need to distinguish between normal university business, such as review of a program or courses, and articulate how a project has the potential to benefit a number of institutions, the sector or the discipline at large.

Some applications, particularly expressions of interest, were very vague. More attention to defining what is to be achieved and how it is to be achieved is needed – that is the aims, methods and outcomes need to be clearer and each application needs to demonstrate how it meets the program criteria.

The poorer proposals were characterised by:

- a. limited consideration of dissemination and the potential wider implications/applicability;
- b. being jargon rich and difficult to follow; and
- c. weak evaluation strategies.

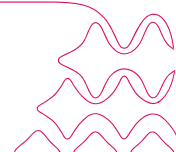
The lack of applications related to postgraduate coursework was noted in this program as well as in the Competitive Grants Program, even though both topic A and B under Priority 1 specifically identify post-graduate level and students. As reported earlier the failure to attract applications in this area was a surprise given the specific mention of this group in the Priority Projects Program Guidelines and the growth of student numbers in postgraduate coursework.

Priority 1: Academic Standards, Assessment Practices and Reporting

Under Priority 1, there were a number of creative projects; particularly those that focused on providing solutions to the challenges presented by assessment in large classes or in very resource specialised or demanding areas of assessment.

It was unfortunate that a number of interesting applications ignored the discipline-based requirement. Some applications that addressed a discipline failed to present the proposal in a way that allowed for easy identification of the discipline.

While there was a strong emphasis on technological solutions to assessment challenges, the link between the solution and improving the quality of assessment was not always well articulated. This is not to suggest that the proposed projects would ignore the quality aspects of assessment, but rather that this relationship was poorly explored in applications.



Few applications addressed Academic Standards directly, though many referred to standards. Very few applications proposed to examine 'standards' from the perspective of how decisions about grading were made or how to come to shared understandings of standards within a discipline. There were also few applications dealing with reporting of student achievement as a particular focus.

Priority 2: Teaching and Learning Spaces

This was a challenging area in which to put forward proposals. Much work has been undertaken in the United Kingdom and the United States in the area and proposals needed to recognise this work. Much of this work can be found through JISC's *Designing Spaces for Effective Learning* report and other work on designing spaces for effective learning found at <http://www.jiscinfonet.ac.uk/infokits/learning-space-design> and through EDUCAUSE http://www.educause.edu/content.asp?page_id=5521&bhcp=1.

Applications needed to locate themselves within that body of work and show how they contribute something unique and of use to the Australian higher education sector.

One excellent application which will contribute to this body of work was funded. It involves a partnership with an architectural firm and identifies a gap in the work undertaken elsewhere.

Many applications under Priority 2 addressed 'virtual' space approaches to this topic. Although creative ideas were proposed, in many cases these appeared to have limited application or benefit outside the institution or group proposing the project.

Some good applications overlapped in what they proposed to do.

Program Response

As part of dissemination activities or data collection processes a number of projects have included national workshops and forums. These will add to the activities undertaken in association with the various grants.

In December 2006, a forum for all those undertaking assessment projects is being hosted on the Carrick Institute's behalf by the CSHE, The University of Melbourne. This forum will be facilitated by Professor Dai Hounsell, Professor of Higher Education, The University of Edinburgh.

Implications for Program Guidelines and Program Development

There is no evidence to support a major change in the Program Guidelines other than some clarifications and possibly a different approach to Priority Two: Teaching and Learning Spaces.

Priority 1: Academic Standards, Assessment Practices and Reporting

The discipline area eligible to apply under Priority 1 were set when the 2006 Guidelines were released. No change should be made to Priority 1. Early consideration should be given to whether the focus of this priority should continue within a discipline structure in 2008 or be open to all disciplines and cross-disciplinary applications. It may be useful to allow those disciplines which have no assessment projects funded by the Carrick Institute to apply in 2008.

Priority 2: Teaching and Learning Spaces

There is considerable work already being undertaken to support Learning Space Design overseas and in Australia. The Carrick Institute has commissioned a project which proposes to develop, test in the field, evaluate and disseminate a new design framework looking at new generation libraries, collaborative learning spaces and advanced concept teaching spaces. This project includes a proposal to host two national forums and is due to report in mid 2008.

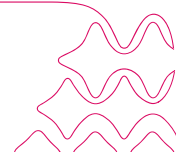
It could be useful to retain Teaching and Learning Spaces as a priority but without seeking applications in 2007. Instead the Carrick Institute could design and undertake a collaborative process to examine what additional work is needed in the Australian context and how the Carrick Institute might best support Australian universities and other higher education institutions to identify useful models and research to support renewal and development of learning spaces both physical and virtual. In addition the program could focus on disseminating good practice, through supporting meetings to share practice and establish a program of visits to sites of both new and renovated exemplars. A particular focus should include the re-development and refurbishment of existing buildings.

Priority 3: Peer Review

This priority should be retained in its current form to allow additional models and resource development to be undertaken.

Standing Committee recommendations

The Priority Projects Program Standing Committee supported the retention of the guidelines without change for Priority 1 and 3. For Priority 2 they supported activities that focus on dissemination of good practice rather than open grant applications for 2007.



5.

OPERATIONAL POLICY ISSUES

Background to Program Operations

There was an option to submit either a full project proposal or an expression of interest by the closing dates for each of the programs. Full project proposals were assessed and a decision regarding funding made in the first funding round in 2006. In a few cases full proposals were asked to make some changes and resubmit for further assessment in the next decision round.

Expressions of interest were assessed and applicants advised as to whether they had been selected to prepare full proposals to go forward to the second round of funding. Each program reserved funding for this second round.

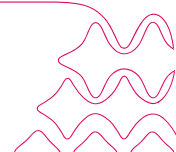
All applications (expressions of interest and full proposals) needed the endorsement of the PVC/DVC (academic) or equivalent.

Strong protocols were implemented to manage conflicts of interest and confidentiality for both the assessors and the Standing Committees. Assessors were not involved in assessment in a program under which they were party to or involved in the development of any application. As collaborations were encouraged, it was not always possible to ensure an assessor did not work for any of the institutions involved in applications they assessed. A third assessor was available when any assessor declared a substantive or perceived substantive conflict of interest.

Since institutions had little time to get systems in place to support the application process, it was interesting to note that as the year progressed those systems were being developed. It is now evident that many universities have processes and systems to manage Carrick grant applications.

Much of the success of the first year was due to the enthusiasm and support of many people in universities who put time into developing applications despite the very tight timelines. Both Assessors and Standing Committee Members commented on the enthusiasm for teaching and learning in higher education evident in the applications.

This enthusiasm resulted in a large number of applications and possibly the variable quality of expressions of interest some of which look little account of the guidelines. Consequently, there was debate about whether to continue with the option to put in an expression of interest or simply require a full proposal. The sector showed considerable support for the two stage process which includes the option to put in expressions of interest. Many applicants commented that this was a strong mechanism for feedback in new programs. It has been decided at least for 2007 to retain this option and to continue with the two stage process.



In 2006, each program had a separate document. The operational policy for all programs, the Grants Scheme Guidelines, was in a separate document. To simplify the access to all relevant material associated with each program, the 2007 Program Guidelines will contain the common operational policies as well as the Program Guidelines.

Budget issues

On the whole, budgets were not well developed for full proposals and were not supported by explicit links to the project outcomes. Two areas were particularly problematic, travel and assets budgets. When travel, either national or international, is part of a budget, there needs to be a clear relationship between the travel and the project outcomes. Policy about assets needs to be made clearer. The Carrick Institute will not fund computers, mobiles and large equipment budgets. As projects should have the support of institutions, small recording devices and computers should be part of the resource support provided by institutions.

More specific information on what can be included in budgets including approaches to buying out time, paying honorariums etc is needed. Payment of levies to institutions for research offices and other infrastructure costs was also an issue that arose in some applications and not others. More detailed policy advice and budget proformas will be prepared as part of the revised Grants Scheme Guidelines.

Independent evaluation

Evaluation strategies are an integral aspect of project design regardless of whether the project is required to have an independent evaluation. The most commonly asked questions were about evaluation processes and what the Carrick Institute expected from the evaluations.

Some supporting material is being prepared to assist applicants to think about evaluation both as an integral part of the project and at the end of the project. This advice will be made available in the supporting information attached to the various guidelines.

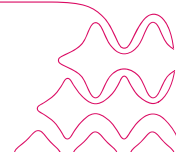
Publication and funding agreement

One of the areas of the funding agreement that has been unclear for project holders is the use of the project materials for research and education. The Carrick Institute will provide an agreement in writing to allow the use of project material for research and education purposes for all current grant holders to assist in clarifying this issue.

For future projects, a new clause has been drafted for the Carrick Institute Funding Agreement and will appear in all new agreements. This clause states:

Subject to Clause 13.4, We grant you a permanent, irrevocable, royalty-free, non-exclusive licence to use, copy, reproduce and adapt that Project Material any where in the world, and to sublicense any of these rights, for the purposes of this agreement and for internal research and educational purposes notified to Us in writing, or any other purpose agreed with Us in writing.

The Carrick Institute requires notification of the use of project material in writing for our record-keeping and for evidence of the use of project material for the evaluation of programs and grants and to provide evidence of outcomes from grants.



Grants and DEST's Research Data Collections

As academics and universities plan for the RQF, there is increasing pressure to provide evidence of research activity. There have been numbers of questions asked about the eligibility of the grants provided under the Grants Scheme to be included in the DEST Higher Education Research Data Collection.

The Carrick Institute will seek advice on how it might address this issue both under current arrangements and the RQF and look at the implication of any options for the Carrick Institute and universities.

It is essential that the Grants Scheme Programs protect the nature of these grants to support learning and teaching.

Project names

Project titles are important for communication with those not familiar with a project. A number of 'creative' titles say little to the reader about what the project aims to achieve. Titles that do not contain the discipline when a project is based within a discipline are not helpful either. Instructions regarding project titles will be included in the 2007 information for applicants.

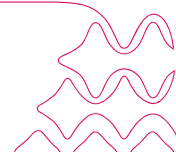
Other operational issues

One of the Standing Committees suggested that it will be important to monitor the number of times applicants are actively involved in projects and research. As part of the application process project leaders should be required to list current grants and projects. No limit should be imposed on active involvement in projects at this stage, though institutions should monitor this when applications are endorsed.

Knowing what projects are operating is important for all applicants. The projects are listed on the website and a summary provided by the project team is there as well. A booklet containing this information will be published and put on the website so that there is an overview of all projects for the year in one location.

Restrictions on applicants

As Fellows have begun to be appointed, it might be fair to exclude those undertaking a fellowship from making an application as a team leader for a project, since the Fellows are already being funded to undertake work and could be considered to be in an privileged position in terms of having time to develop the application and advantaged access to the Carrick Institute.





6.

APPENDICES

Appendix 1: Grants Scheme Board Standing Committees

Leadership for Excellence in Learning and Teaching Program

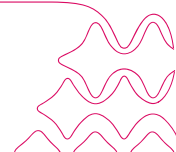
Professor Ian O'Connor (Chair) (Carrick Institute Board member)
Professor Terry Lovat (Carrick Institute Board member)
Mrs Judith Wheeldon (Carrick Institute Board member)
Professor Anne Edwards, Vice-Chancellor, Flinders University (AVCC nominee)
Professor David Gardiner, Deputy Vice-Chancellor (Academic), Queensland University of Technology (AVCC nominee)

Competitive Grants Program

Professor Ian O'Connor (Chair) (Carrick Institute Board member)
Mr Tim Besley (Carrick Institute Board member)
Professor Belinda Probert (Carrick Institute Board member)
Professor Nick Saunders, Vice-Chancellor, The University of Newcastle (AVCC nominee)
Professor Rob Castle, Deputy Vice-Chancellor (Academic), University of Wollongong (AVCC nominee)

Priority Projects Program

Professor John Hay (Carrick Institute Board Chair)
Professor Lynne Hunt (Carrick Institute Board member)
Dr Ken Rowe (Carrick Institute Board member)
Professor Ross Chambers, Deputy Vice-Chancellor (Academic), Charles Sturt University (AVCC nominee)
Professor Hilary Winchester, Pro Vice Chancellor and Vice President: Organisational Strategy and Change, University of South Australia (AVCC nominee)



Appendix 2: Participating Institutions

Table 11: Leadership for Excellence in Learning and Teaching Program

| Project Name | Lead Institution | Partner Institution(s) |
|---|--|--|
| Academic Leadership Capabilities for Australian Higher Education | University of Western Sydney | Australian Council for Educational Research |
| An Institutional Leadership Paradigm: Transforming Practices, Structures and Conditions in Indigenous Higher Education | Batchelor Institute of Indigenous Tertiary Education | Australian Catholic University |
| Australian Law Postgraduate Network (ALPN) | The University of New England | Australian Law Schools |
| Building Academic Leadership Capability at the Course Level: Developing Course Co-ordinators into Academic Leaders | Curtin University of Technology | Queensland University of Technology, University of South Australia, RMIT University, University of Technology Sydney |
| Closing the Gap in Curriculum Development Leadership | The University of Queensland | - |
| COMPASS Directions: Leading the Integration of a Competency-based Assessment Tool in Speech Pathology Learning and Teaching | The University of Newcastle | The University of Sydney, Charles Sturt University, Flinders University |
| Developing Multi-level Leadership in the Use of Student Feedback to Enhance Student Learning and Teaching Practice | RMIT University | - |
| Development of Distributed Institutional Leadership Capacity in Online Learning and Teaching | Australian Catholic University | - |
| Distributive Leadership for Learning and Teaching: Developing the Faculty Scholar Model | University of Wollongong | University of Tasmania, Flinders University |
| Enhancing the Student Educational Experience through School-based Curriculum Improvement Leaders | Murdoch University | - |
| Improving the Leadership Capability of Academic Coordinators in Postgraduate and Undergraduate Programs in Business | University of South Australia | - |
| Leadership and Assessment: Strengthening the Nexus | Macquarie University | - |
| Leadership for Implementing Improvements in the Learning and Teaching Quality Cycle | Monash University | - |
| Leading for Effective Partnering in Clinical Contexts | Griffith University | Queensland Health |
| Quantitative Diversity: Disciplinary and Cross-disciplinary Mathematics and Statistics Support in Australian Universities | Queensland University of Technology | - |
| Raising the Profile of Teaching and Learning: Scientists Teaching Scientists | Flinders University | The University of Adelaide, University of South Australia |
| Tiddas Showin' Up, Talkin' Up and Puttin' Up: Indigenous Women and Educational Leadership | Flinders University | Australian Catholic University |

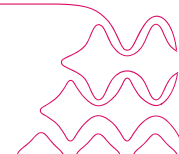


Table 12: Competitive Grants Program

| Project Title | Lead Institution | Partner Institution (s) |
|---|-----------------------------------|--|
| A New Enabling Technology for Learning and Teaching Quantitative Skills | The University of Queensland | - |
| Australian Writing Programs Network (AWPN) | University of Canberra | The University of New England, Queensland University of Technology |
| Bridging Gaps in Music Teacher Education: Developing Exemplary Practice Models Using Peer Collaboration | University of Southern Queensland | University of Tasmania, Deakin University, Griffith University |
| Creating a Student Centre Online Learning Environment for Report Writing in the Sciences and Engineering | The University of Sydney | The University of New South Wales |
| Development, Deployment and Educational Assessment of an Advanced Immersive Learning Environment for Process Engineering Design and Operations | The University of Queensland | Curtin University of Technology, Monash University, The University of Melbourne, The University of Sydney |
| Digital Learning Communities (DLC): Investigating the Application of Social Software to Support Networked Learning | University of Canberra | RMIT University, Queensland University of Technology |
| Diversity: A Longitudinal Study of How Student Diversity Relates to Resilience and Successful Progression in a New Generation Australian University | Edith Cowan University | - |
| Educating the Net Generation: Implications for Learning and Teaching in Australian Universities | The University of Melbourne | University of Wollongong, Charles Sturt University |
| Embedding Development of Intercultural Competence in Business Education | The University of Sydney | The University of New South Wales, The University of Melbourne, University of South Australia |
| Innovation with Quality Assurance: Online Curriculum Development for the University of New England's Multi-Institutional Collaborative Programs in German at UNE, James Cook and Newcastle Universities | The University of New England | The University of Newcastle, James Cook University |
| New Technologies, New Pedagogies: Using Mobile Technologies to Develop New Ways of Teaching and Learning | University of Wollongong | - |
| Physclips: Multi-level, Multi-media Resources for Teaching First Year University Physics | The University of New South Wales | RMIT University |
| Project EnROLE: Encouraging Role-based Learning Environments | University of Wollongong | Macquarie University, The University of New South Wales, The University of Sydney, University of Technology Sydney |
| Remotely Accessible Laboratories – Enhancing Learning Outcomes | University of Technology Sydney | Curtin University of Technology |
| Teaching and Assessing Meta-attributes in Engineering: Identifying, Developing and Disseminating Good Practice | University of Wollongong | The University of Queensland, RMIT University, The University of Sydney, Engineers Australia |
| The Academic's and Policy-Maker's Guides to the Teaching-Research Nexus: A Suite of Resources for Enhancing Reflective Practice | The University of Melbourne | James Cook University |
| The Impact of Web-based Lecture Technologies on Current and Future Practice in Learning and Teaching | Macquarie University | The University of Newcastle, Murdoch University, Flinders University |
| Disseminating Strategies for Incorporating Australian Indigenous Content into Psychology Undergraduate Programs Throughout Australia | University of South Australia | Victoria University |
| Peer Instruction in the Humanities | Monash University | The University of Melbourne |

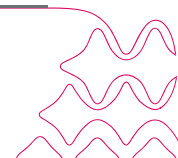


Table 13: Priority Projects Program – Institutions Involved

| Project Title | Lead Institution | Partner Institution(s) |
|--|-----------------------------------|--|
| Benchmarking Clinical Learning in Speech Pathology to Support Assessment, Discipline Standards, Teaching Innovation and Student Learning | The University of Sydney | Flinders University, Charles Sturt University, The University of Newcastle |
| Dancing between Diversity and Consistency: Improving Assessment in Postgraduate Studies in Dance | Edith Cowan University | Queensland University of Technology, Deakin University, Tertiary Dance Council of Australia, Australian Dance Council |
| Designing Next Generation Places of Learning: Collaboration at the Pedagogy-Space-Technology Nexus | The University of Queensland | Wilson Architects |
| Develop and Implement a Pilot Program of 'External Peer Review of Teaching' in Four Australian Universities | The University of New South Wales | The University of Adelaide, University of Canberra, Griffith University |
| Development of the Clinical Assessment of Physiotherapy Skills (CAPS): A Standardised and Valid Approach to Assessment of Clinical Competence in Physiotherapy | Griffith University | Monash University, La Trobe University |
| Generating Academic Standards for Planning Practice Education | RMIT University | La Trobe University, Griffith University |
| Improving the Formative and Summative Assessment of Novice Computer Programmers | University of Technology Sydney | Monash University, Queensland University of Technology, The University of Sydney, University of Southern Queensland |
| LinuxGym: A Sustainable and Easy-to-Use Automated Development Assessment Tool for Computer Scripting Skills | University of Technology Sydney | The University of Sydney, The University of New South Wales |
| Supporting Student Self-and-Peer Assessment in Large Group Work Projects (Computing and Information Science) | University of Technology Sydney | Queensland University of Technology, Curtin University of Technology |
| Benchmarking Archaeology Honours Degrees at Australian Universities | The University of New England | The Australian National University, The University of Sydney, The University of Queensland, James Cook University, Flinders University, La Trobe University, The University of Melbourne, Monash University, The University of Western Australia |
| Computer Aided Feedback and Assessment System | University of South Australia | - |

