

# Leadership for Excellence in Learning and Teaching

## Program Guidelines

# Leadership for Excellence in Learning and Teaching Program

## Introduction

This document sets out the rules for applying for grants under the Leadership for Excellence in Learning and Teaching Program. The Grants Scheme Guidelines, Information for Applicants and Supporting Information should be consulted as well as this document which contains the information specific to this 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.

The Institute has identified the need for systematic, structured support for academic leadership as a key focus for its activities in 2006-8. Evidence suggests that leadership capacity-building in higher education is uneven across the sector, and that many academic leaders rely too much on learning on the job. By contrast, the Carrick Institute position is that academic leadership is a highly specialised and professional activity. The Institute has therefore established a Program focused on Leadership for Excellence in Learning and Teaching as one of three proposed Programs under the umbrella of the Grants Scheme. The anticipated budget for this Program over 2006-2008 is in the order of \$11 million.

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

## Carrick Objectives

While all Programs are designed to support the mission and objectives of the Carrick Institute this Program specifically addresses the following Carrick objectives (see [www.carrickinstitute.edu.au](http://www.carrickinstitute.edu.au)):

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

## Carrick Responsibilities and Program Outcomes

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

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

## **Description**

The Leadership for Excellence in Learning and Teaching Program has several different strands focused, at the national, institutional, discipline-based and specific project levels. It will also have some emphasis on ensuring appropriate attention to models of leadership that enhance community partnering (including with professional communities), and that contribute effectively to institutional and community recognition of the fundamental importance of teaching in higher education.

The anticipated budget for this program in 2006 is \$5 million.

## **The Carrick Perspective on Effective Leadership**

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

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

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

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

## **Funding Priorities 2006**

Two of the three priorities for 2006 are developed below. For priority one, institutional leadership and priority two, disciplinary and cross-disciplinary leadership, details regarding the types of projects, levels of

funding and timelines follow. The third priority will be 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. This third priority will not be treated in detail in the Guidelines, but will be developed during 2006.

## 1. Institutional Leadership

### Outcome

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.

### Criteria

In line with the Institute’s perspective on leadership, *Institutional Leadership for Excellence in Learning and Teaching in Higher Education Projects* to be funded in 2006-2007 should demonstrate the following:

- A clear argument that the project will enhance learning and teaching through institutional leadership;
- An overall approach that is focused on leadership capacity building within institutions and is in general alignment with the commitments of the Carrick Institute;
- An approach which focuses on change / reform leading to significant improvements in learning and teaching in higher education;
- A set of strategies which collectively are systematic, multi-level, and likely to build “leadership for excellence in learning and teaching” across the whole institution.
- The endorsement and sponsorship of the relevant executive of the proposing institution(s) and a statement of institutional commitment (including in-kind or monetary commitment where these are implied or explicit in the proposal);
- Potential usefulness of the project and its outcomes to the sector as a whole (or to particular kinds of organisations within the sector);
- Plans for the dissemination/embedding of the successful strategies and outcomes;
- A thorough approach to project management; and
- Budget justification appropriate to the outcomes of the project.

If a project is particularly innovative or creative, this should be substantiated in the proposal.

### Funding and Project Duration

Funding will be available in the range \$150,000 to \$200,000 for projects which meet the criteria listed above. Projects can be designed to take up to 2.5 years.

## 2. Disciplinary and Cross-Disciplinary Leadership Projects

### Outcome

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.

## **Description**

In line with the Institute's perspective on leadership, *Disciplinary and Cross-Disciplinary Leadership Projects* are to build capacity for leadership for learning and teaching across a discipline/ field of study or an important cross-disciplinary area. Projects should be designed with a view to strengthening learning and teaching throughout the higher education sector within a discipline, national community of practice or cross-disciplinary area. The Carrick Institute recognises that there are different levels of readiness and resources to undertake this type of project, depending on the organisations and networks that already exist to support disciplines and cross-disciplinary areas and communities of practice. While the intent of this program is to facilitate projects that provide support and leadership across the higher education sector, other approaches may be necessary in developing areas. (For an example of such an approach, see the McKenzie et al (2005) description of "EFFECTS: The effective framework for embedding C&IT using targeted support" in *Dissemination, Adoption & Adaptation of Project Innovations in Higher Education (2005)*, available on Carrick Institute Website [www.carrickinstitute.edu.au](http://www.carrickinstitute.edu.au)).

## **Criteria**

All projects will need to be sponsored through a lead higher education institution as defined in the eligibility criteria under the Grants Scheme Guidelines. Projects to be funded in 2006-2007 should demonstrate the following:

- An overall approach that is focused on the development of capacity building for leadership for learning and teaching in higher education within a discipline or community of practice or cross-disciplinary network;
- A clear argument that the project will enhance learning and teaching through development of the proposed disciplinary or cross-disciplinary leadership;
- An approach that is in general alignment with the commitments of the Carrick Institute;
- An approach with a strong theoretical framework;
- Strategies to achieve specific measurable outcomes for the improvement of learning and teaching through a focus on change management;
- Potential usefulness of the project and its outcomes to the sector as a whole;
- Plans for the dissemination/embedding of the successful strategies and outcomes;
- A clearly identified need for the project and demonstrated commitment to the outcomes by the proposing organisations and where relevant the support of professional bodies, Councils of Deans etc;
- A thorough approach to project management; and
- Budget justification appropriate to the outcomes of the project.

## **Funding and Project Duration**

Funding will be available in the range \$80, 000 to \$200,000. Projects can be designed to take up to 2 years.

## **Program Deliverables and Timelines**

### **Deliverables**

A comprehensive report for publication should document the ways in which the program outcome has been met through the project.

The report should include:

- a description of the approach, with reference to the above criteria;
- information on how the project uses and advances existing knowledge about academic leadership capacity building;
- an analysis of the factors that were critical to the success of the approach and of factors that impeded its success;
- an analysis of the extent to which the approach is amenable to implementation in a variety of institutions;
- a description of the ways in which the project outcomes have been or will be (using project funding) shared across the higher education sector, both nationally and internationally;
- an appendix providing any proformas or other material produced for or used in the project; and
- a discussion of links between the project and the Carrick agreed Strategic Priority Areas.

### **Expressions of Interest / Full Proposals**

There will be two rounds of funding for this Program in 2006. However, only one call will occur and that call will give institutions the option of submitting **either** a full project proposal **or** an expression of interest (see Grants Scheme Guidelines).

Full project proposals will be assessed and a decision regarding funding will be made in the first funding round in 2006.

Expressions of interest will be assessed and proposers will be advised as to whether they have been selected to prepare full proposals to go forward to the second round of funding in 2006. (At least \$1 million will be reserved for the second funding round.)

The Carrick Institute reserves the right to ask for a full proposal to be modified and re-submitted for a subsequent funding round.

## **Time-lines**

<i>Funding Rounds</i>	<i>Open</i>	<i>Close</i>
Calls for expression of interest/full proposals	February 1	March 17
Second funding round (full proposals arising from short-listed projects only)		May 29