



Australian Government

**Department of Education, Employment
and Workplace Relations**

HIGHER EDUCATION

Learning and Teaching Review

November 2011

Acknowledgements

The author would like to express her sincere thanks and gratitude to the professional support of the DEEWR secretariat in the delivery of this report, and also to all the respondents. Their commitment, interest and enthusiasm for this project, and the learning and teaching development agenda for Australian tertiary education, was incredibly impressive, with many respondents giving of their own time for evening consultations. Without their time, insights, experience and generosity, this report would not be possible.

This report has been commissioned by the Department of Education, Employment and Workplace Relations and prepared by Ms Alison Johns of the Higher Education Funding Council for England. The views expressed in this report do not necessarily reflect those of the Department of Education, Employment and Workplace Relations.

ISBN 978-0-642-78130-7 [PRINT]

ISBN 978-0-642-78131-4 [PDF]

ISBN 978-0-642-78132-1 [RTF]



With the exception of the Commonwealth Coat of Arms, the Department's logo, any material protected by a trade mark and where otherwise noted all material presented in this document is provided under a Creative Commons Attribution 3.0 Australia (<http://creativecommons.org/licenses/by/3.0/au/>) licence.

The details of the relevant licence conditions are available on the Creative Commons website (accessible using the links provided) as is the full legal code for the CC BY 3.0 AU licence (<http://creativecommons.org/licenses/by/3.0/au/legalcode>).

The document must be attributed as Higher Education Learning and Teaching Review, November 2011

CONTENTS

1. Executive summary	1
2. Recommendations	3
Navigating this report	5
3. Introduction—why we did this work	6
Background	6
Strategic context	6
4. Methodology—how we did it	8
5. Discussion—what we found	9
Praise for the ALTC	9
Grants, awards and fellowships	9
Other activities	12
Budget	13
Ideas for innovation/change	14
Inherent tensions	14
Concerns and benefits regarding the move to DEEWR	16
Information sharing/dissemination	16
6. Recommendations and next steps—what this means	17
New unit, new identity	17
Building partnerships	18
Program refinements	19
Governance	22
Research and evaluation strategy to underpin policy activity and future spending and budget submissions	23
Monitoring and auditing of activity reporting—risk based approach	23
Strategic priorities for learning and teaching	23
7. Conclusion—what to do next	25
Budget	26
8. Glossary	27
Appendix A—The consultancy	28
Appendix B—Current DEEWR Strategic Priorities in Higher Education	30
Appendix C—References	32
Appendix D—The full list of participants	33
Appendix E—The semi-structured interview agenda and workshop design	39
Appendix F—Post-it comments	40
Appendix G—Dots summary	45
Appendix H—Legacy funded networks	46

EXECUTIVE SUMMARY

1

The Australian Government has committed \$50.1 million in program funding over three and a half years, from 1 January 2012, towards the promotion of excellence in learning and teaching in higher education. The Government expects most of the money will be distributed in the form of:

- individual rewards for noted excellence and innovation in learning and teaching
- strategic priority projects that will be based on proposals received from universities and consortia.

The Government will manage the programs through a new unit within the Higher Education Group in the Department of Education, Employment and Workplace Relations.

This consultancy was tasked by Senator Evans with considering the suite of programs formerly offered by the Australian Learning and Teaching Council Ltd. (ALTC), including the success of the programs, how they were administered and the level of sector support. In addition, we were asked to consider innovative and effective ways to deliver the programs in the future.

The consultation took place over July and August 2011 with over 200 individual stakeholders contributing their ideas and experiences to shape the future support for learning and teaching.

The ALTC has engendered a high level of engagement and commitment to learning and teaching excellence in the sector and leaves a strong legacy for the new unit to build on. The people consulted confirmed many of the findings of reviews and evaluations recently conducted by the ALTC and provided useful insights for further development. These include moving towards a more strategic approach characterised by collaboration, support for systemic change and a focus on teaching scholarship. The critical importance of networks as a means of delivering systemic change in the sector was acknowledged. Continued support to address a number of perennial challenges, such as dissemination and embedding good practice, was considered critical to drive improvement.

To capitalise on this legacy, it is suggested that the unit (which is currently known as the Learning and Teaching Excellence Branch) be re-branded as part of the strategy to maintain the sector's sense of ownership of the learning and teaching agenda.

In terms of the value and effectiveness of current grants, awards and fellowships programs, there was overwhelming support for the continuation of the current suite of teaching and program awards and the citations, which were very highly regarded and seen as one of the most significant contributions to the teaching and learning agenda. There was a general consensus that there was now scope to reduce the number of awards and citations by 20–25 per cent as the 'backlog' in recognition had been addressed over the last five years.

The ALTC had a strong sense of ownership amongst the academic community and it is crucial this is maintained through the future governance arrangements. A governance structure reflecting that of the ALTC, including standing committees for awards, fellowships and grants, was universally supported. Stakeholders suggested the appointment of a strategic advisory committee, comprising Vice-Chancellors and Deputy Vice-Chancellors (Academic) and representatives from other key

stakeholder groups, be set up to: establish strategic priorities for future programs; advise on the budget; and receive recommendations from standing committees for approval.

The peer review arrangements were considered essential, although a number of people questioned whether the current format of bringing people together at an annual gathering solely to assess the award nominations (and grant applications) yielded best value for money, or would benefit from utilising the event for other activities such as dissemination of previous project outcomes and professional development.

In relation to the relative funding of program elements from 2012 onwards, there was general agreement that current funding for national teaching fellowships should be reduced. This would enable the establishment of a pool of funds for mid-career fellowships and secondments into the new unit in DEEWR to support work on strategic priorities identified by the sector. There was also support for a restructure in the funding ranges for the grants program to allow greater flexibility for commissioned work to address strategic priorities and seed funding for smaller projects as well as the current leadership and innovation and development grants.

There was strong endorsement for a more practice-based approach and securing a better return from award winners in terms of dissemination and follow-up activity. Individual institutions might also take advantage of these leaders by using them to a greater extent as change agents within the organisation. While the maintenance of a grants program to strengthen leadership at all levels was supported, it was the least understood element of the grants program and needs further development by the new unit. While the general consensus supported a more strategic investment approach, the creation of a small 'blue skies fund' for bottom up innovation was also proposed.

Finally, it is strongly recommended that criteria and guidelines should not be overly revised in the first year to ensure a smooth transition. Many universities are already preparing their applications and nominations for learning and teaching funding on the basis of existing criteria that have been embedded into institutional processes

Feedback from the higher education sector on this report is encouraged and should be provided to the Consultancy Secretariat at learningandteaching@deewr.gov.au for consideration by the Strategic Advisory Committee to inform program development from 2013.

RECOMMENDATIONS

2

Recommendation 1

That the new unit have a distinctive branding to maintain a focus on learning and teaching excellence in higher education.

Recommendation 2

That the unit make \$8 million available per annum for grants, for the following elements, with an indicative allocation of:

- seed projects: \$1 million
- innovation and development: \$4 million
- leadership: \$1 million
- extension grants: \$400,000
- strategic priorities: \$1.5 million
- special initiatives reserve fund: \$100,000.

Recommendation 3

Reduce the number of citations to 160 per annum. Retain funding at \$10,000 per citation.

Recommendation 4

Award and citation criteria should be refined to encourage recipients to contribute to systemic change.

Recommendation 5

Revise the number of teaching excellence awards—two awards in each of the eight discipline areas.

Recommendation 6

Revise the number of programs that enhance learning awards—12 awards across seven categories.

Recommendation 7

Retain the Prime Minister's Award for Australian University Teacher of the Year and the Career Achievement Award.

Recommendation 8

Offer up to five national teaching fellowships at funding of \$250,000 per fellowship for a period of 12 months each.

Recommendation 9

Offer up to five mid-career fellowships with funding of \$60,000 per fellowship.

Recommendation 10

Offer up to three secondments per annum in DEEWR for university staff to work on strategic priorities for the Government and the higher education sector.

Recommendation 11

Provide \$200,000 in annual funding for project management support including workshops for project managers.

Recommendation 12

Reserve up to \$200,000 annually to support further work on learning and teaching standards. The amount of funding should be reviewed annually.

Recommendation 13

That the Government agree to the indicative budget for the 2012 calendar year in Section 7.

Recommendation 14

That the Minister approves Option Three and appoints a Strategic Advisory Committee.
That DEEWR establish standing committees for each of the awards, grants and fellowship functions.

Recommendation 15

Develop a review and evaluation strategy to inform future activity and underpin future budget submissions. As a priority, a formal evaluation be commenced to confirm the effectiveness and outcomes of the Networks.

Recommendation 16

That a systematic review be undertaken of the risks associated with the current delivery of programs and that this review be used to inform any decisions made by the new unit concerning the delivery of functions by DEEWR.

Recommendation 17

That the Minister use the strategic themes established by this review to select grant and award priorities in 2012.

Navigating this report

Section 3: Introduction—why we did this work

Provides the reader with the context and an overview of the administration arrangements for the new grant and award funding.

Section 4: Methodology—how we did it

Sets out the approach in undertaking the consultancy.

Section 5: Discussion—what we found

Contains the detailed feedback from the series of meetings and structured conversations and provides a rationale for the recommendations.

Section 6: Recommendations and next steps—what this means

Brings the recommendations together in one place and includes a section on possible strategic priorities to guide the work of the unit in the first 12–18 months.

Section 7: Conclusion

Provides an indicative budget for the new unit and a timeline with key milestones. It is designed for use by the Department in particular and provides those in the sector, who have a more detailed interest in the work of the unit (such as the Institutional Contact Officers), with operational information including key dates for applications and nominations.

INTRODUCTION WHY WE DID THIS WORK

3

Background

In February 2011, the Prime Minister announced that the Australian Government would support the promotion of excellence in university teaching through the provision of \$50.1 million in project and award funding to June 2015. The grants and awards that were previously provided by the Australian Learning and Teaching Council Ltd. (ALTC) will be administered by the Department of Education, Employment and Workplace Relations (DEEWR) from 1 January 2012.

The Minister for Education, Skills, Jobs and Workplace Relations made a commitment to discuss with the sector the best way to continue the work of the ALTC and to ensure that the sector remains involved through peer review and advisory mechanisms. The Minister agreed to appoint an independent advisor/consultant to lead the project and advise on next steps.

It is within this context that this consultancy was commissioned. Its purpose was to listen to the higher education sector's perspectives on current learning and teaching grant and award programs and the provision of advice to Government on:

- the value and effectiveness of current grant and award programs
- the sector's role in providing advice when grant and award programs transfer from the ALTC to the Department, including peer review arrangements and advisory structures
- the relative funding of program elements from 2012 onwards
- opportunities for innovation and program design improvements
- any other matters of interest raised during the consultation.

Through a national series of meetings and structured conversations, the consultant and the new team from DEEWR sought the views of the higher education sector on the current ALTC grants, awards and fellowship programs.

Appendix A provides details of the consultancy, including terms of reference.

Strategic context

Higher education in Australia is currently undergoing substantial reform and funding increases through the Government's reform package, Transforming Australia's Higher Education System, developed in response to the Bradley review¹.

Funding to the higher education sector in Australia has seen, and will see, significant improvements over the 2010 to 2015 calendar years, with increases in budget for additional places for students,

¹ Department of Education, Employment and Workplace Relations (2008) *Review of Australian Higher Education Final Report*.

improvements in teaching and learning, increased participation in higher education by students from low socio-economic status (SES) backgrounds and additional regional loading.

An improved formula for indexation of university grants will provide an additional \$3.15 billion in unrestricted funding over this period which can be used by universities to support quality outcomes. Infrastructure funding is also significant, with the \$4.55 billion Education Investment Fund (EIF) for higher education and VET, including \$500 million through an EIF Regional Priorities Round. Details of these can be found at Appendix B.

As part of the new package, in 2012, the higher education sector will move to a student demand-driven funding system with the concomitant consequences for higher education providers of a market-driven system. In addition, the Government has set ambitious targets for higher education attainment (40 per cent of 25 to 34 year olds by 2025) and low SES participation (20 per cent by 2020).

Coupled with the increases in funding and growth in student numbers are a suite of measures to ensure the focus on quality is maintained. These include the establishment of the Tertiary Education Quality and Standards Agency (TEQSA), the new performance funding arrangements and various initiatives to improve transparency and accountability and maintain a student focus, such as the *MyUniversity* website.

As the sector is operating in a more standards-driven regulatory environment, it will be important for the new DEEWR unit to work effectively with TEQSA to ensure that there is common understanding of learning and teaching standards across disciplines.

The Government has also commissioned a number of internal reviews, including a base funding review and Indigenous higher education review. The base funding review will establish the principles for public investment in Australian higher education. The Indigenous review will assist the Government in meeting the target set by the Council of Australian Governments to halve the gap for Indigenous students in Year 12 or equivalent attainment by 2020.

In addition to policy reform, economic and external factors are also driving change in higher education learning and teaching. Teaching quality needs to be high and a differentiating factor for the sector as the number of private providers grows and the level of international competition increases, particularly as the Australian dollar is predicted to remain strong for some time². There is also an increasingly diverse student population (with more post graduate, mature age and international students)³ and the casualisation and ageing of the academic workforce⁴ is a continuing challenge.

2 The Treasury (2011) *Economic Roundup Issue 2, 2011*, p. 114.

3 Department of Education, Employment and Workplace Relations (2008) *Review of Australian Higher Education Final Report*, p. 70.

4 Department of Education, Employment and Workplace Relations (2008) *Review of Australian Higher Education Final Report*, pp. 22–23.

4

The methodology for this review comprised two core elements: desk analysis of a suite of ALTC documentation (see Appendix C) and a four week intense consultation process consisting of meeting over 200 individual stakeholders, either one-to-one, or in small or larger groups. A broad spectrum of stakeholders was represented including senior staff in higher education providers (Vice-Chancellors, Deputy/Pro Vice-Chancellors), Councils of Deans, ALTC Discipline Scholars, ALTC fellows, ALTC award and grant recipients, students, Institutional Contact Officers, government and ALTC staff, peak bodies, and private higher education providers. One institution, the University of Tasmania, provided a day program and a case study visit for the consultation team. The full list of participants can be found at Appendix D.

A semi-structured interview process, shaped around the terms of reference, was used for the one-to-one and small meetings. A similar structure was used to design a workshop approach for the group meetings. The semi-structured interview agenda and workshop design can be found at Appendix E.

The broad areas for exploration during the discussions centred on:

- What areas of ALTC activity should be kept and held onto because they are valued by the sector and well serve the promotion and advancement of learning and teaching quality?
- What areas of ALTC activity should be changed, stopped or delivered differently, including ideas for innovation given the changing strategic context for higher education?
- What form should the new governance arrangements take?
- What fears, if any, participants had about the movement of ALTC activities into DEEWR.
- Prioritisation of the ALTC programs, activities and funding arrangements.
- Any other issues participants wished to raise.

The workshop meetings used a 'post-it' activity to identify three priority areas of ALTC activity to keep and three areas to change. A summary of these post-it comments can be found at Appendix F. This was followed by an in depth discussion of the issues raised plus any other areas raised by the group. The workshop closed with a prioritisation activity where each member prioritised existing ALTC activities using coloured dots. The summary graph for this is shown in Appendix G. While this is not an exact science, and tells us as much about what activities people are aware of as about what they value, it does provide a strong visual cue for areas valued highest and lowest by the participants.

Praise for the ALTC

There was widespread support for the work of the ALTC within the sector and praise for its achievements. Many people expressed the view that the ALTC had more impact than its predecessors and moved the learning and teaching agenda forward. While the ALTC maintained a focus on recognition and improving the esteem of the higher education workforce through the awards program, its role in supporting collaborative projects that were relevant to the sector more broadly was also highly valued, as was the move towards more commissioned work.

There was consensus that, through its competitive funding pool, the ALTC has legitimised the focus on learning and teaching within institutions and provided a counterbalance to the Australian Research Council (ARC), and other research funding bodies, and universities' traditional focus on research. Institutional acceptance of learning and teaching has also been enhanced through the ALTC's ability to promote different groups and universities working together. This has, in turn, increased the leverage and the influence that learning and teaching staff have within universities.

It was clear in the consultations that the sector has enjoyed significant levels of engagement with the ALTC and felt a great sense of ownership of the organisation. Particular strengths raised at consultations were the peer review process and the support provided by ALTC staff in working in partnership with applicants to refine their proposals.

Grants, awards and fellowships

In this report, the functions of the ALTC have been divided into three categories:

- grants
- awards (including citations)
- fellowships.

The ALTC's suite of programs reflects its remit of recognising excellence, promoting good practice and fostering innovation and change. Recognition occurs through the citations and awards and good practice, innovation and change is supported through grants and fellowships.

Grants

"Grant projects that work well have a scholarly basis linked to strategic priorities"

The ALTC describes one of its designated responsibilities as providing grants for academics and professional staff to investigate, develop and implement innovations in learning and teaching, and to develop leadership capabilities⁵. This is achieved through its grants program.

5 Australian Learning and Teaching Council (2010) *Transforming learning and teaching in Australian higher education ALTC Strategic Plan 2010–13*, p. 3.

In 2010, grants were awarded in the following categories:

- Competitive Grants
- Leadership for Excellence in Learning and Teaching
- Priority Projects
- Strategic (identified) Priority Projects.

The grants programs were universally supported because they are seen as a vehicle for systemic change. Discussions focussed on suggestions for improvements or changes to existing processes. It was considered important that DEEWR ensure it supports scholarship and research into learning and teaching that develops the practices of learning and teaching, rather than only supporting pure research capability.

Overall, the grants programs were praised as vehicles for collaboration between institutions and sectors. There were some comments on the need to ensure project-appropriate collaboration including building on institutions' common goals and existing collaborative activities to ensure more traction across the sector. Collaboration for the sake of meeting the program guidelines generally failed in embedding good practice. It was also felt that too many applications were now 'over collaborating' in order to secure the funding, that is, there were too many partners and this was not only producing the unintended consequence of diluting funding, but also of losing the spirit and purpose of collaboration.

Other suggestions for improvements included that the Government consider:

- restructuring the funding ranges (see section on Ideas for innovation and change)
- making funding available for seeded or small innovation projects with larger projects proceeding with co-investment from relevant stakeholders and beneficiaries
- retaining a small special initiatives reserve fund to fund peak bodies or other organisations not usually eligible for ALTC funding
- providing more flexibility in timelines for current projects
- making available details of assessors and assessment processes on the website.

Some concern was expressed that grants did not always provide a return on investment or value for money and that some projects focussed on aspects of curriculum change that individual universities should already be considering in house. It was also noted that, while many worthwhile outcomes had resulted from the provision of funding to education faculties, a greater focus should be placed on the provision of grants to the broad range of disciplines.

In relation to specific grants programs, some respondents expressed concern that the innovation and development grants program had the potential for duplication of previous projects rather than building on outcomes and that there was more scope for building on existing work. There was also some confusion expressed about the purpose of leadership grants as there is no coherent definition of what leadership means in the context of learning and teaching. There was, however, support for retention of this strand due to its potential for transformational change within institutions, particularly in relation to developing a better understanding of distributed leadership and its relevance to further the enhancement of the learning and teaching agenda.

In relation to evaluation, it was suggested that the new unit ensure better clarity about evaluation of individual grant projects. The current evaluation process is iterative where the grant holder chooses the evaluator and they evaluate throughout the project (a critical friend). While this approach is a valuable adjunct to the project, it is not the most effective evaluation tool. An alternative to this may be the presentation of a peer reviewed paper at a conference. In evaluating the grants program as a whole, participants highlighted the need to capture the outcomes two or three years after project completion to inform future investment.

A number of people expressed the opinion that small grants divert staff away from institutional priorities and it was not always evident that applicants had the full support of their institutions.

Awards

“To be nominated is to be recognised by people who know you; to win is to be recognised by people who don’t”

The ALTC awards scheme comprises five award programs which recognise teaching excellence and outstanding contributions to student learning. The five categories are:

- Citations for Outstanding Contributions to Student Learning
- Awards for Programs that Enhance Learning
- Awards for Teaching Excellence
- Prime Minister’s Award for Australian University Teacher of the Year
- Career Achievement Award.

The objectives of the scheme are to raise the profile and encourage recognition of the fundamental importance of teaching in higher education institutions and in the general community, and foster and acknowledge excellent teaching in higher education.

Awards for Programs that Enhance Learning are provided in seven categories:

- Education partnerships and collaborations with other organisations
- The First Year Experience
- Innovation in curricula, learning and teaching
- Postgraduate education
- Services supporting student learning
- Widening participation
- Flexible learning and teaching.

Awards for Teaching Excellence are provided in eight categories:

- Biological Sciences, Health and Related Studies
- Early career
- Humanities and the Arts
- Indigenous education
- Law, Economics, Business and Related Studies
- Physical Sciences and Related Studies
- Priority Area (2011: Teaching large classes)
- Social Sciences.

Feedback from academic and non-academic staff confirmed that the ALTC awards and citation criteria have become embedded in most institutions, providing a continuum of recognition. National recognition for quality of teaching is seen as an effective mechanism for promotion and many institutions indicated that awards and citations are often included in the promotion criteria for staff.

Citations are the first step in engaging people with the learning and teaching agenda and consistently came out on top as a ‘must keep’ activity. They are valued as they recognise a broad range of staff, including those in professional and support functions, and are available to both teams and individuals. There was, however, a minority perception that the number of citations had flooded the market and devalued the brand. While not all participants agreed with this position, there was general consensus that any backlog of teaching and learning recognition had been addressed in recent years and there was broad support for reducing the number of citations to maintain their premium value. A reduction of approximately 25 per cent (from 210 per annum to 160) would produce a saving of \$500,000 for

investment elsewhere and was supported by the majority of consultation participants. It was also considered that a similar reduction could be applied to awards for teaching and programs.

There was a majority view that receipt of an award or citation should be used as an opportunity by the recipient to play a greater leadership role within their institution through, for example, formally mentoring or 'buddying' with early-career academics, or contributing to an in-house continuing professional development program.

Anecdotally, very positive feedback was received indicating that winning an award, and the funding that goes with it, improves teaching effectiveness either in the individual or more broadly, however, a better evidence base is needed to establish the impact of recognition programs.

Consideration should be given to revising and developing the awards scheme. Are awards purely symbolic to celebrate our best teachers? Should the primary purpose be to raise the profile of learning and teaching? Or should they also contribute to systemic change, that is, improve teaching effectiveness within an institution?

Fellowships

"A good fellowship is an engine for dissemination"

The National Teaching Fellowships Scheme supports educators to undertake a program of strategic activities in areas that support the mission of the ALTC. Both the academic and their institution receive funding for relief of their teaching duties.

The fellowships scheme received mixed reviews. A number of exemplar fellows were cited during the project. These were characterised by the fellow adopting a change agent/leadership role within the sector, by assisting other institutions in instilling good practices, establishing international conferences or symposia and by using their funding and time to the benefit of others.

Fellows were supported as strategic change agents within their institutions and beyond. Many participants suggested there should be a move towards a greater focus on leadership with a re-conception of fellowships, including the timeframe and the amount of money spent. Some respondents suggested a category of fellowships which are shorter term (three months or a semester) and discipline-based, for early-career or mid-career academics, as this would allow for longer term impact across the sector.

The possibility of seconding university staff members to DEEWR for a period of time to work on strategic priorities was also raised.

Other activities

Networks

Networks were consistently cited as instrumental in the delivery of the learning and teaching agenda. They were considered key to dissemination and were widely praised for their contribution to the implementation of grant project outcomes. It was generally agreed that there was a need to evaluate the impact of networks in the future, particularly when considering any funding that could be made available to support this activity.

There was consistent anecdotal feedback that networks have been instrumental in creating self-sustaining communities of practice and, through the dialogues they facilitate, are critical to the development of the higher education sector.

A full list of the networks funded through the ALTC's legacy program is at Appendix H.

Discipline standards and scholars

In discussing the role of discipline scholars during consultations, feedback from participants was that the perspective of the disciplines in learning and teaching is very important to ensure a lasting impact on classroom practice.

The ALTC has undertaken the Learning and Teaching Academic Standards (LTAS) Project to assist in the definition of academic standards by individual disciplines in preparation for the new higher education regulatory system and establishment of TEQSA. This project is now complete and participants at consultations were keen to understand how the outcomes of this project will be used and built upon in the future. There was significant support for the new unit within DEEWR to play a leading role in supporting further work in this area, particularly through its relationship with TEQSA.

Promoting Excellence Initiative

A surprise and runaway success, the Promoting Excellence Initiative (PEI) has contributed greatly to the embedding of learning and teaching enhancement and excellence in higher education providers' strategies and operations. This initiative was a one-off seed investment and a minority of respondents expressed a preference for this funding to continue. The majority requested that the PEI network continue to be supported but recognised that institutions should now continue to support their PEI activities through their internal resource allocation models. The ALTC has funded a project to do a meta-analysis of the outcomes of this initiative which will be used to inform its future.

Project management support

The project management support workshops run by the ALTC are highly valued by the higher education sector and serve the purpose of ensuring good stewardship of public funds. Research and evaluation of similar investment initiatives around the globe show that project management is a critical factor in the success or failure of development activity as funded by the ALTC.

Budget

In 2010–11, the Australian Government provided \$27.4 million in funding to the ALTC⁶. The amount set aside for program funding totalled around \$16.9 million with the remaining funds allocated for running costs. The future funding for the new unit totals \$50.1 million over the next three and a half years or \$14.3 million per annum. Consequently, the funding for the various program elements which continue will need to be restructured.

As learning and teaching is the core business of any university or higher education provider, it is helpful to articulate that the purpose of the \$50.1 million investment is to:

- promote the enhancement of learning and teaching for the benefit of the student experience
- develop and enhance a deep understanding and knowledge of the learning process appropriate to the disciplines being taught
- provide esteem and recognition for learning and teaching excellence in higher education institutions
- develop and share good practice
- fund projects and collaborations which have benefit more widely in Australia and address issues of national importance.

⁶ Australian Learning and Teaching Council (2011) Annual Report 2010–11.

Ideas for innovation/change

Feedback on the ALTC was overwhelmingly positive. In acknowledging the changed funding environment and transfer of functions to DEEWR, consultation participants provided several suggestions for innovation or change to ensure effective continuation of the ALTC's work. Suggestions focussed on strategic priorities, strengthening the process and structure of the grant and award programs and strategies to increase Indigenous participation.

With respect to strategic priorities, it was suggested that topics or themes of national significance should be identified through a process of consultation with the sector. There was support for DEEWR to focus on projects and activities to bring about systemic change across the higher education sector.

To assist in achieving this, the role of grant and award recipients as change agents and leaders could be reinforced. It was proposed that the application process for grants should focus on academics explaining capacity building outcomes. Possible guideline criteria could include support from the relevant deans' council and a statement as to how the deans' council would assist in disseminating outcomes. This would distinguish grants from the Australian Research Council and provide an increased focus on learning and teaching.

Grant and awards programs should be strengthened through more comprehensive feedback to applicants on why their applications were unsuccessful. It was also suggested that assessor forums could better use assessors' time, either through virtual assessment or inclusion of additional professional development activities in the face-to-face workshops. The pool of assessors could be widened through mentoring arrangements.

There was support for making explicit a broader range of grants, including:

- for top-down and bottom-up work
- extension grants and implementation projects
- smaller grants for scoping and feasibility studies or pilot projects and blue sky conceptualisation
- more projects on national strategic priorities
- more projects that are aligned to institutional priorities.

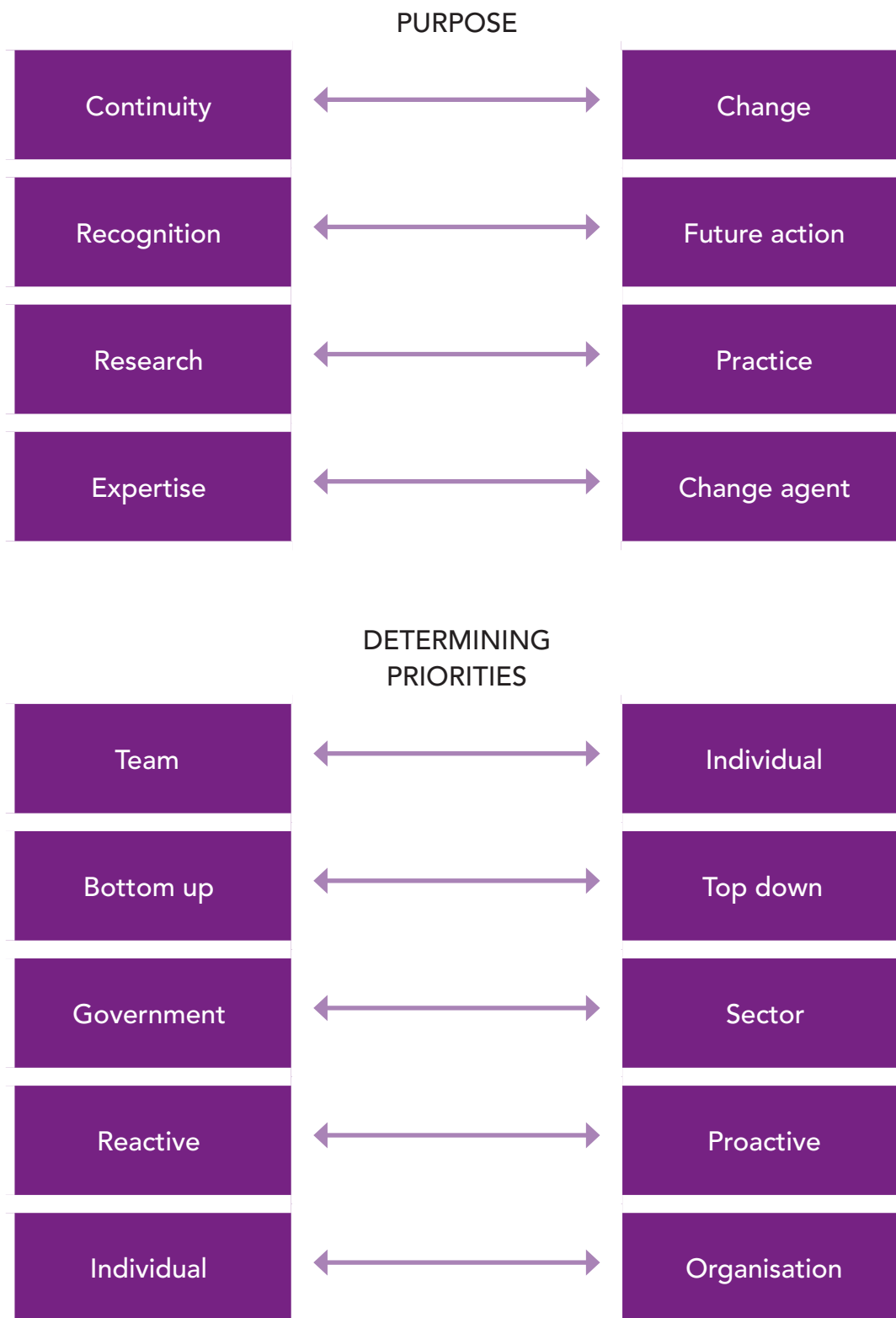
To improve Indigenous participation in the grant and award programs, it was suggested that DEEWR investigate the barriers to Indigenous academics in applying for grants and awards. It was also thought that the value and effectiveness of current grant and award programs could be improved through broader promotion of the awards and grants using Indigenous media. The creation of an Indigenous sub-category to some of the bigger award and grant programs was suggested. It was also suggested that the unit support universities to develop mechanisms to more broadly implement teaching strategies and methods developed by Indigenous scholars, particularly those who have won grants and awards, to embed change and improve long-term outcomes.

Inherent tensions

In designing any funding program, inherent tensions exist. Experience in the UK shows that the stage of development and maturity of any funding scheme, coupled with the availability of resources, determines where the emphasis will lie.

Participants highlighted the importance of considering and balancing the factors below in the development of the programs within DEEWR. For example, many of the people consulted felt that a bottom up approach to grants was a valuable tool for innovation; however, this did not always provide the sector with direction on strategic priorities as could occur under a more top-down approach.

Tensions identified included:



Concerns and benefits regarding the move to DEEWR

As part of the consultancy, concerns about the move of activities to DEEWR were explored. Interestingly, this discussion also identified a number of potential benefits.

Concerns raised centred largely on loss, including loss of independence and autonomy, loss of advocacy for learning and teaching in the sector, loss of recognition and esteem for the profession, loss of ownership of the learning and teaching agenda by the academic community, and loss of recognition of and incentives for those doing a first rate job in the classroom who would otherwise not be noticed.

Concerns were also raised that there may be a lack of funding to engage with the sector or that funding by DEEWR will in the future be allocated to TEQSA or solely guided by TEQSA's regulatory agenda. There was also a concern about DEEWR staff being posted elsewhere and the need for continuity in staffing and in understanding of the sector.

Many of these concerns were allayed during discussions and others will inform the future practice of the new unit in DEEWR. Relationships between the new unit and other key stakeholders are explored further on in this report.

There are, however, some benefits from being in the Department. These include:

- developing a greater understanding within government of the higher education learning and teaching landscape and culture
- strengthening of the advocacy role for learning and teaching within Government, including an enhanced ability to influence policy and program development within DEEWR
- leveraging other Government programs and funding, for example, the compacts and performance funding, to enhance teaching quality and ensure a good quality student experience.

Information sharing/dissemination

Effective dissemination of good practice is a universal challenge in both higher education and in other sectors. The ALTC commissioned work provides a helpful platform to carry forward improvements in this area. The work itself would benefit from being translated into simple and easy to use checklists and toolkits.

A key area for improvement was identified as better sharing/dissemination of information coming out of funded projects. It is vitally important to provide consistent and ongoing easy access to resources but this should not be in the form of a re-creation of the ALTC Exchange which was not considered successful by the sector. The dissemination of outcomes is considered critical to drive improvement.

RECOMMENDATIONS & NEXT STEPS

WHAT THIS MEANS

6

New unit, new identity

While acknowledging that the new unit in DEEWR operates within a government department, it should strive to retain the sense of ownership that the higher education sector currently has for the ALTC through developing a distinctive identity. Locating the unit in Sydney is a positive in that regard. Suggestions for a name include the Office for Learning and Teaching (OLT) or the Office for Learning and Teaching Enhancement (OLTE).

Recommendation 1:

That the new unit have a distinctive branding to maintain a focus on learning and teaching excellence in higher education.

Operating principles

A number of operating principles for the new unit became evident during the project. These are captured diagrammatically below.



These principles will underpin the future strategic and operational plan for the new unit.

How to go about it

The key goals of the new unit should be:

- developing capability and capacity to deliver learning and teaching excellence and enhancement
- embedding good practice.

These could be achieved through:

- commissioning work on strategic priorities identified in consultation with the sector
- seconding academics from the higher education sector (for example, to support further work on standards)
- influencing policy and program development within DEEWR, for example, the new unit having representation on the reference groups for developing new performance measures (University Experience Survey, the Collegiate Learning Assessment, and Teaching Quality Indicators)
- enhancing an expectation of impact in all programs and ensuring value for money
- developing an experts' database for peer review and assessment drawing on a broader range of people in addition to previous awardees and grant recipients
- anticipating problems and encouraging institutions to think about emerging issues and creative responses
- using IT to maintain effective communication between various stakeholders
- incorporating peer review processes
- collaborating with private providers and the VET sector
- retaining and enhancing a national awards ceremony
- granting licences to institutions to use the Commonwealth's Intellectual Property.

Building partnerships

Key stakeholders for the new unit should include:

- the higher education sector, particularly peak bodies such as the Indigenous Higher Education Advisory Council, Universities Australia—particularly its Deputy Vice-Chancellor (Academic) committee, Innovative Research Universities, the Group of Eight, Australian Technology Network, deans' councils (including the Deans and Directors of Graduate Studies), National Union of Students, the National Tertiary Education Union and the Council of Australian Postgraduate Associations.
- TEQSA—it is essential to work hand in hand and develop a shared conceptual platform of quality learning and teaching with TEQSA.

The new unit should also build strategic partnerships with international bodies focussed on learning and teaching excellence in universities, for example, the Higher Education Academy in the United Kingdom, the Scottish Higher Education Enhancement Committee and Ako Aotearoa—New Zealand's National Centre for Tertiary Teaching Excellence.

Program refinements

Grants

Grants should be continued to facilitate scholarship and research into learning and teaching and to disseminate the learning more widely. The importance of grants in providing esteem for learning and teaching scholarship and practice is an important and much needed counterbalance to research and Australian Research Council funding. The categories and numbers of each grant should be reconsidered to address current priorities while still allowing for smaller innovations to be supported. Collaboration should normally be an essential criterion for funding, however, there should be scope within the funding arrangements for an individual institution to submit a project which would clearly address a strategic need and make a significant contribution to learning and teaching enhancement.

Considerable good practice development has been achieved in recent years and a greater emphasis on 'extension funding' to support embedding and dissemination of new learning should also be considered. It will be important not to fund implementation *per se*. Therefore, the criteria for such extension grants will need to clearly articulate that the support would be for broader systemic change and for addressing particular contextual barriers to taking on the good practice identified. In short, extension funding should be made available to continue with or develop existing projects where further work would be of benefit to the sector.

As the new unit is operating in a reduced funding environment, the funding ranges will need to be reassessed for each element of the grants program. Funding limits for the grants program should be revised. Currently, projects in the range of \$80,000 to \$220,000 are funded. To enable support for smaller seed-type projects and larger strategic projects of national interest, the following funding ranges could be applied:

- Grants up to \$30,000 (for example, extension grants, feasibility/scoping studies for strategic projects)
- Grants up to \$50,000 (for example, seed funding for blue-sky projects)
- Grants from \$50,000 to \$220,000 (for example, innovation and development or leadership)
- Grants beyond \$220,000 (for example, commissioned work on strategic priorities).

A greater emphasis should be placed on commissioned work (strategic priorities) in the future and criteria for seed funding and for innovation and development grants will need to reflect a more practice-based systemic change requirement. A robust, effective and efficient grants assessment process will be established commensurate with the nature of the program element, the quantum of funding sought and the complexity of the overall project.

Recommendation 2:

That the unit make \$8 million available per annum for grants, for the following elements, with an indicative allocation of:

Seed projects: \$1 million

Innovation and development: \$4 million

Leadership: \$1 million

Extension grants: \$400,000

Strategic priorities: \$1.5 million

Special initiatives reserve fund: \$100,000.

Awards

A consensus emerged through the consultancy that the citations and awards should continue as a vehicle for recognition of achievements in learning and teaching, however, the majority of participants also believed that award recipients could contribute to systemic change through knowledge sharing and dissemination. To achieve both the budgetary restructuring needed and to address feedback on citation and awards, numbers in both categories should be reduced and the categories of awards should be refined to address current priorities in higher education.

Recommendation 3:

Reduce the number of citations to 160 per annum. Retain funding at \$10,000 per citation.

Recommendation 4:

Award and citation criteria should be refined to encourage recipients to contribute to systemic change.

Recommendation 5:

Revise the number of teaching excellence awards—two awards in each of the eight discipline areas.

Recommendation 6:

Revise the number of programs that enhance learning awards—12 awards across seven categories.

Recommendation 7:

Retain the Prime Minister's Award for Australian University Teacher of the Year and the Career Achievement Award.

Fellowships

Fellows are strategic change agents worthy of continuation but fellowships are also an area in need of refinement with a re-conception of timeframes and funding.

Recommendation 8:

Offer up to five national teaching fellowships at funding of \$250,000 per fellowship for a period of 12 months each.

Recommendation 9:

Offer up to five mid-career fellowships with funding of \$60,000 per fellowship.

Secondments

Secondments to DEEWR from the higher education sector should be considered to support learning and teaching policy development. They could work from DEEWR on identified projects of interest to the strategic advisory committee and/or Government.

Recommendation 10:

Offer up to three secondments per annum in DEEWR for university staff to work on strategic priorities for the Government and the higher education sector.

Program support and project management

Support for program management within institutions provided by the ALTC (including project management training, the Promoting Excellence Initiative and day-to-day advice) was highly valued and this approach should be continued by the new unit. The Promoting Excellence Initiative has been finalised, however, state based promoting excellence networks have been funded through the ALTC Legacy Program to ensure that new staff coming into learning and teaching units in institutions are equipped to engage effectively with their peers and DEEWR.

Recommendation 11:

Provide \$200,000 in annual funding for project management support including workshops for project managers.

Networks

As part of its Legacy Program, the ALTC has also funded a number of discipline-based learning and teaching networks. The networks foster dissemination, the implementation of project outcomes and information sharing between institutions and communities of practice. As part of the review and evaluation strategy (see below) the unit should investigate and report on the impact of the networks to determine the need for ongoing funding.

Support for standards work

The ALTC has made significant progress in work on learning and teaching standards. As TEQSA and the new Standards Panel further develop their thinking and approaches, it will be important for the new unit to be in a position to commission and carry out appropriate standards work on the advice of the sector. Therefore, a budget for this should be set aside.

Recommendation 12:

Reserve up to \$200,000 annually to support further work on learning and teaching standards. The amount of funding should be reviewed annually.

Section 7 of this report contains full details of the budget and timelines for the above program refinements.

Recommendation 13:

That the Government agree to the indicative budget for the 2012 calendar year in Section 7.

Governance

Retaining ownership and sector engagement

A central principle of future governance arrangements for the new unit must be to retain the engagement and ownership of the sector in the activities and investment in the new unit. It is clear from the feedback that the existing governance arrangements work well and it would benefit the new unit to replicate them. However, this needs to be done within the context of a government department.

Within this framework, a small (eight to ten members) Strategic Advisory Committee (SAC) should be established with the head of the new unit as an ex-officio member. The advisory committee should be drawn from the former ALTC board, representatives from Universities Australia's DVC(A) Committee, and three members representing private higher education providers, students and Indigenous higher education.

The decision making processes and delegations are key to the success of the SAC. The final decision making authority for DEEWR lies with the Minister. The future governance arrangements need to address this and allow for the input to and ownership of the learning and teaching program by the sector.

Options for the decision making authority include:

- The head of the new unit (a public servant) approves funding on advice from the strategic advisory committee.
- The advisory committee decides.
- The Minister approves funding on advice from the strategic advisory committee.

Option One simplifies the decision making process, however, this would not achieve the goal of transparency in decision making.

Option Two allows for decisions to be made by the sector without the perception of government interference, however, this would not address the departmental legislative arrangements and requirements, as only the Minister or the Minister's delegate can authorise payments of funding.

Option Three meets the legislative requirements around funding approvals and transparency could be assured by publication of the SAC's advice to the Minister at the same time funding for grants and awards is announced.

The advisory committee should be appointed by the Minister. The role and function of the advisory committee should be clearly stated in the appointment documentation and included on the unit's website.

Under a SAC structure, the new unit should establish and maintain standing committees for the grants, awards and fellowships and ensure that there is student representation. These standing committees would carry out specific roles in relation to grants, awards and fellowships. To ensure transparency, the new unit should establish and publish details of the nomination process for the SAC and standing committees. These committees could be appointed by the Minister or the Secretary of DEEWR. As with the SAC, it will be important to have clear roles and responsibilities for the standing committees which are made publicly available.

Recommendation 14:

That the Minister approves Option Three and appoints a Strategic Advisory Committee. That DEEWR establish standing committees for each of the awards, grants and fellowship functions.

Research and evaluation strategy to underpin policy activity and future spending and budget submissions

Feedback in consultations identified several opportunities for the unit to conduct ongoing research and evaluation of activities to identify areas of improvement and provide an evidence base for future funding. The new unit should develop a comprehensive research and evaluation strategy to collect and analyse data on the effectiveness and value for money of the awards, grants, networks and fellowships. This will enable continuous improvement of the programs and inform policy and funding decision making.

Recommendation 15:

Develop a review and evaluation strategy to inform future activity and underpin future budget submissions. As a priority, a formal evaluation be commenced to confirm the effectiveness and outcomes of the Networks.

Monitoring and auditing of activity reporting— risk based approach

The new unit should undertake a systematic review of the risks that are of concern in the current delivery of the programs and carry out a risk identification process for the programs following the adoption of any recommendations for change in this report. In identifying risks, the probability and impact of each risk should be considered.

The tools and resources that the ALTC has used to address risks should be used as a basis for possible redesign or redirection of contract management efforts in line with available funding. Risk mitigation efforts should reflect the level of identified risk of projects and programs and be appropriately designed and implemented to ensure effective use of resources.

Recommendation 16:

That a systemic review is undertaken of the risks associated with the current delivery of programs and that this review is used to inform any decisions made by the new unit concerning the delivery of functions by DEEWR.

Strategic priorities for learning and teaching

To develop strategic priorities, the new unit should establish a 'College of Experts' and hold occasional forums and workshops to gain advice. The Indigenous Higher Education Advisory Council expressed its wish to be regularly consulted to ensure Indigenous policy issues are considered.

Possible strategic priorities raised at consultations include:



Impact of a demand-driven system

- learning and teaching in a demand-driven system
- large class sizes, including the role of the performing lecturer and tutorial sizes
- evolution of the teaching model from first to final year and for the diverse student body
- standards work
- responding to the outcomes of the Base Funding Review



Indigenous higher education

- support for Indigenous students, Indigenous teachers and the teachers of Indigenous students
- targeting projects and awards towards specific Indigenous Issues
- responding to the outcomes of the Indigenous review



Technology

- rethinking teaching in a cyber environment



Higher education workforce

- what has most effectively improved the teaching skills of academics
- professionalisation of the higher education workforce



Assessment

- measuring the quality of assessment (external examiners)



Students

- completion rates of second chance students
- equity groups (low-SES, mixed ability, Indigenous)
- enhancing the employability of graduates

Recommendation 17:

That the Minister use the strategic themes established by this review to select grant and award priorities in 2012.

CONCLUSION WHAT TO DO NEXT

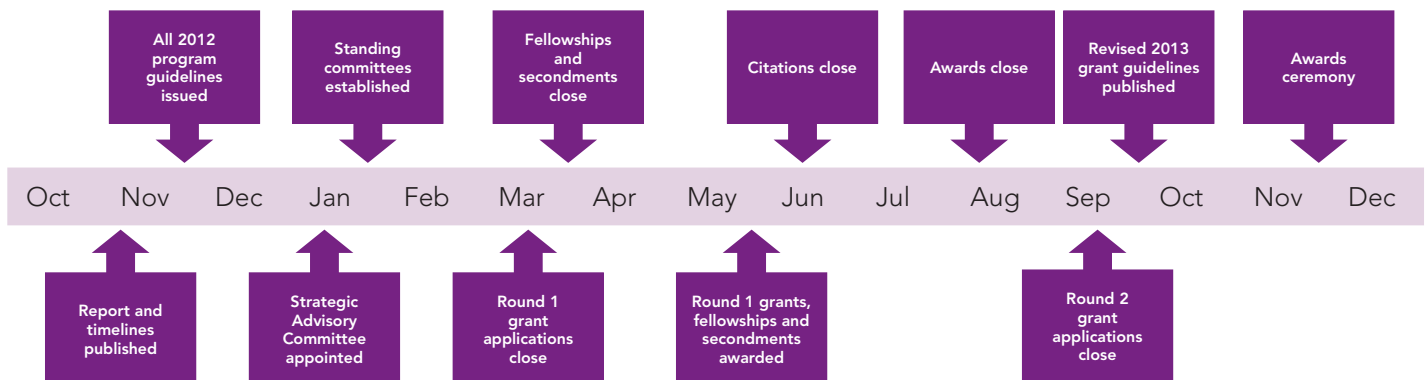
7

The consultations held in July and August 2011 confirmed that the ALTC had significant support among the higher education sector. There was overwhelming consensus that it had been effective in enhancing the quality of learning and teaching in higher education institutions. It is the recommendation of this report that the grants, awards and fellowships should continue with the innovation and program design improvements suggested above. The governance structure of the new unit in DEEWR will be vital in ensuring that the sector's role in this important work is maintained.

Pending the Government's response to the recommendations in this report, it will be essential that the new unit inform the higher education sector of the timeframes and key dates for the 2012 grants and awards as soon as possible. Full revised guidelines for 2012 should be released by the end of 2011.

Feedback from the higher education sector on this report is encouraged and should be provided to the Secretariat for consideration by the Strategic Advisory Committee to inform program development from 2013.

Indicative Timeline



Budget

The unit has been funded for \$50.1 million to June 2014 (approximately \$14.3 million per annum). An indicative budget for the awards and grants programs for the 2012 calendar year is available in the following table. Eligibility for funding will continue to be limited to higher education providers in receipt of Commonwealth-supported places for any year.

PROGRAM	FUNDING (\$m)	TOTALS (\$m)
Awards		2.35
Citations (160 @ \$10,000)	1.60	
Teaching Excellence Award (2 per 8 study areas)	.40	
Programs that Enhance Learning (2 per 6 priorities)	.30	
Prime Minister's Award for Australian University Teacher of the Year	.05	
Fellowships		1.85
National Teaching Fellowships (up to 5 @ \$250,000)	1.25	
Mid-career Fellowships and secondments	.60	
Grants ⁷		8.00
Seed funding	1.0	
Innovation and Development	4.0	
Leadership	1.0	
Strategic priorities (commissioned work)	1.5	
Special Initiative Reserves Fund	.1	
Extension grants	.4	
Program Support (review and evaluation strategy, peer review and assessment, presentation events, governance arrangements etc.)	1.70	1.70
Project Management Support		.20
Standards Support		.20
GRAND TOTAL		14.3

In addition to the above funding, almost \$1.8 million has been awarded by the ALTC to strengthen learning and teaching networks over the next two years. The funds will be used by national discipline bodies and state-based clusters to mobilise existing connections, and establish new links, to advocate for learning and teaching, and to provide leadership and expertise in addressing Australian higher education priorities.

⁷ The allocations to each program element are nominal and funding may be moved between elements to address emerging needs.

GLOSSARY

8

ACPET	Australian Council for Private Education and Training
ALTC	Australian Learning and Teaching Council Ltd.
ARC	Australian Research Council
ASQA	Australian Skills Quality Authority
DDOGS	Deans and Directors of Graduate Studies
DEEWR	Department of Education, Employment and Workplace Relations
DVC(A)	Deputy Vice-Chancellor (Academic)
IDG	Innovation and Development Grants Program
IHEAC	Indigenous Higher Education Advisory Council
LTAS	Learning and Teaching Academic Standards
Low SES	Low socio-economic status
OLT	Office for Learning and Teaching
PEI	Promoting Excellence Initiative
SAC	Strategic Advisory Committee
TEQSA	Tertiary Education Quality and Standards Agency
VET	Vocational Education and Training

APPENDIX A

THE CONSULTANCY

The Consultant

The author of this report, Ms Alison Johns, is Head of Policy for Leadership, Governance and Management (LGM) at the Higher Education Funding Council for England (HEFCE). She has held a number of senior positions with particular responsibility for HR strategy, strategy development, structural reviews, senior leadership development and organisational culture change.

Ms Johns has a wide range of specific policy responsibilities to support the enhancement of LGM capacity and capability in the sector. These include LGM development, working closely with the Committee of University Chairs and the Leadership Foundation for Higher Education for which she has funding responsibility, the Higher Education workforce, and sustainable development (including carbon reduction). Additional LGM responsibilities involve equality and diversity and the Equality Challenge Unit, as well as benchmarking with particular interest in the value for money, and efficiency and effectiveness agendas, and supporting the development of procurement capacity.

Ms Johns holds an MA in Management Learning from the University of Lancaster. She speaks regularly on the subject of Leadership, Governance and Management of Higher Education nationally and internationally. Prior to working in higher education, Ms Johns worked in the private sector as a management consultant, and before that was a career civil servant.

Secretariat

The secretariat was comprised of the following DEEWR officers:

Ms Suzi Hewlett, Branch Manager, Learning and Teaching Excellence Branch

Ms Marguerite de Sousa, Director, Awards Unit, Learning and Teaching Excellence Branch

Ms Sylvia Schmidt, Assistant Director, Grants Unit, Learning and Teaching Excellence Branch.

Thanks also to Mr Billy Crawford, Ms Victoria Ross and Ms Nicci Riley from DEEWR for providing administrative support to the consultancy.

Terms of Reference

Background

In February 2011, the Prime Minister announced that the Government will support the promotion of excellence in university teaching through the provision of \$50.1 million in project and award funding over four years. The grants and awards that were previously provided by Australian Learning and Teaching Council (ALTC) will be administered by the Department of Education, Employment and Workplace Relations from 1 January 2012.

The Minister for Education, Skills, Jobs and Workplace Relations has made a commitment to discussing with the sector the best way to continue the work of the ALTC and ensure that the sector remains involved through peer review and advisory mechanisms.

Purpose

To listen to higher education sector perspectives on current teaching and learning grant and award programs and provide advice to Government on:

- the value and effectiveness of current grant and award programs
- the sector's role in providing advice when grant and award programs transfer from the ALTC to the Department, including peer review arrangements and advisory structures
- the relative funding of program elements from 2012 onwards
- opportunities for innovation and program design improvements
- any other matters of interest raised in consultations.

Methodology

Through a national series of meetings and structured conversations, the consultant will seek the views of the higher education sector on the current ALTC grants, awards and fellowship programs.

The consultant will consider the suite of programs offered by the ALTC, the success of the programs, how they are administered and the level of sector support. In addition, the consultant will consider innovative and effective ways to deliver the programs.

Timeframe

The review will be undertaken from July to September 2011. The sector consultations will take place in August 2011. A Report on the consultations will be delivered by 30 September 2011.

Support

The consultant will have secretarial and administrative support provided by the Department, in consultation with the ALTC.

Report

The consultation will report to the Minister on the feedback received from the sector and make recommendations on future program arrangements.

APPENDIX B

CURRENT DEEWR STRATEGIC PRIORITIES IN HIGHER EDUCATION

Increased budget for additional student places

From 2012, the Government will no longer specify how many undergraduate student places it will fund public universities to provide (with the exception of courses of study in medicine). It will provide its funding contribution for every domestic student enrolled in an undergraduate course of study. Under the demand-driven funding system, public universities will decide how many places they will offer and in which disciplines. Universities will be able to make decisions about these matters based on student demand and the needs of employers.

Changes to indexation

Revised indexation for higher education funding will be introduced from 2012 with transitional arrangements for non-research funding in 2011. The increase in indexation will provide funding security and certainty for institutions to support improved student-to-staff ratios and greater student engagement.

Base Funding Review

The review's role is to establish the principles for public investment in Australian higher education, the funding levels required for Australia to remain internationally competitive and the appropriate level of public and private contribution.

Additional regional loading

The Australian Government will increase funding for the regional loading and improve the way the regional loading is provided to universities. Funding will be targeted to the campuses that most need support and it will be provided through a transparent process that responds to student demand.

Education Investment Fund

The role of the EIF is to build a modern, productive, internationally competitive Australian economy by supporting world-leading, strategically-focused infrastructure investments that will transform Australian tertiary education and research.

Advancing Quality in Higher Education

TEQSA

The Tertiary Education Quality and Standards Agency will be a new national regulatory and quality assurance agency for higher education. Its primary task will be to ensure that students receive a high quality education at any of our higher education providers.

Mission-based Compacts

Mission-based Compacts are agreements that outline the relationship between the Australian Government and individual universities. They provide a framework for jointly achieving the Government's reform agenda and individual university missions.

Performance funding

The Performance Funding framework will ensure that universities target their efforts to improve outcomes for students. Performance Funding has two components: Facilitation Funding and Reward Funding.

MyUniversity

The *MyUniversity* website will support the move to a student-centred higher education system, improving transparency and informed choice. It will allow universities to benchmark their performance against each other while giving students the opportunity to make well informed choices about higher education study options.

Structural Adjustment Fund

The Structural Adjustment Fund will assist universities to prepare for the new operational requirements of a demand driven funding system, with a strong focus on quality.

Promotion of Excellence in Learning and Teaching in Higher Education

The Promotion of Excellence in Learning and Teaching in Higher Education program will fund commissioned projects that pursue strategic teaching and learning priorities as well as funding awards that recognise excellence in teaching and learning in Australian higher education.

The University Experience Survey

The University Experience Survey is part of a suite of performance measurement instruments that will improve transparency in university performance. Other initiatives are the Collegiate Learning Assessment, the composite Teaching Quality Indicator and a strengthened Australian Graduate Survey.

The Collegiate Learning Assessment

The Collegiate Learning Assessment is part of a suite of performance measurement instruments that will improve transparency in university performance. Other initiatives are the University Experience Survey, the composite Teaching Quality Indicator and a strengthened Australian Graduate Survey.

A composite Teaching Quality Indicator

The composite Teaching Quality Indicator is part of a suite of performance measurement instruments that will improve transparency in university performance. Other initiatives are the University Experience Survey, the Collegiate Learning Assessment and a strengthened Australian Graduate Survey.

A strengthened Australian Graduate Survey

A strengthened Australian Graduate Survey is part of a suite of performance measurement instruments that will improve transparency in university performance. Other initiatives are the University Experience Survey, the Collegiate Learning Assessment and a composite Teaching Quality Indicator.

Geocoding software for universities

The provision of one-off funding for universities to access geocoding software will allow them to target their services to students from low SES backgrounds. This will in turn ensure that low SES students are not left behind in a time of significant growth in higher education.

Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People

The Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People is an important component in ensuring a high quality and inclusive higher education sector. It will identify key priorities to ensure that Aboriginal and Torres Strait Islander people are able to fully participate in and succeed in higher education.

APPENDIX C

REFERENCES

Australian Learning and Teaching Council (2011) *Annual Report 2010–11*.

Australian Learning and Teaching Council (2010) *Transforming learning and teaching in Australian higher education: ALTC Strategic Plan 2010–13*.

Australian Learning and Teaching Council (2009–10) *Connecting communities in higher education: Annual Report 2009–10*.

Department of Education, Employment and Workplace Relations & the Australian Learning and Teaching Council (2011) *2011 Transition Agreement*.

Dow, Kwong Lee (2005–08) *An Evaluation of the Australian Learning and Teaching Council 2005–2008*.

Department of Education, Employment and Workplace Relations (2008) *Review of Australian Higher Education Final Report*. [Retrieved from <http://www.deewr.gov.au/highereducation/review/pages/reviewofaustralianhighereducationreport.aspx>]

The Treasury (2011) *Economic Roundup Issue 2, 2011*. [Retrieved from <http://www.treasury.gov.au/contentitem.asp?NavId=&ContentID=2130>]

DEEWR internal working documents

ALTC internal working documents and evaluations

APPENDIX D

LIST OF PARTICIPANTS

Participants in the consultations included:

Name	Organisation
Professor Greg Craven	Australian Catholic University
Professor Anne Cummins	Australian Catholic University
Ms Fleur Edwards	Australian Catholic University
Professor David Johnston	Australian Catholic University
Professor Nereda White	Australian Catholic University
Ms Claire Field	Australian Council for Private Education and Training
Mr Martin Cass	Australian Council for Private Education and Training
Associate Professor Tony Koppi	Australian Council of Deans of ICT
Professor Janet Verbyla	Australian Council of Deans of ICT
Professor John Rice	Australian Council of Deans of Science
Professor John Beynon	Australian Council of Engineering Deans
Emeritus Professor Robin King	Australian Council of Engineering Deans
Ms Francine Bailey	Australian Learning and Teaching Council
Ms Lindy Baker	Australian Learning and Teaching Council
Ms Neridah Baker	Australian Learning and Teaching Council
Ms Tracey Bruce	Australian Learning and Teaching Council
Ms Charlotte Cambier	Australian Learning and Teaching Council
Mr Semir Cerbic	Australian Learning and Teaching Council
Mr Indhi Emmanuel	Australian Learning and Teaching Council
Professor Christine Ewen	Australian Learning and Teaching Council
Ms Sandy Kinch	Australian Learning and Teaching Council
Ms Margaret McCafferty	Australian Learning and Teaching Council
Ms Yamini Naidu	Australian Learning and Teaching Council
Ms Wendy Ng	Australian Learning and Teaching Council
Dr Carol Nicoll	Australian Learning and Teaching Council
Mr Richard Spink	Australian Learning and Teaching Council
Ms Lorraine Walsh	Australian Learning and Teaching Council
Emeritus Professor John Hay	Australian Learning and Teaching Council Board
Emeritus Professor Daryl Le Grew	Australian Learning and Teaching Council Board
Dr Sandy O'Sullivan	Batchelor Institute of Indigenous Tertiary Education
Professor Richard Hays	Bond University
Dr Shelley Kinash	Bond University

Name	Organisation
Ms Kayleen Wood	Bond University
Professor Sharon Bell	Charles Darwin University
Associate Professor Martin Carroll	Charles Darwin University
Professor Steven Larkin	Charles Darwin University
Professor Ross Chambers	Charles Sturt University
Mr John Nowakowski	Council of Australian Postgraduate Associations
Professor Patrick Crookes	Council of Deans of Nursing and Midwifery
Dr Jaya Earnest	Curtin University of Technology
Dr Allan Goody	Curtin University of Technology
Professor Jeanette Hacket	Curtin University of Technology
Ms Linda Lilly	Curtin University of Technology
Professor Beverley Oliver	Curtin University of Technology
Professor Robyn Quin	Curtin University of Technology
Dr Debra Bateman	Deakin University
Professor Jane den Hollander	Deakin University
Professor Marcia Devlin	Deakin University
Professor Joe Graffam	Deakin University
Associate Professor Sarah Paddle	Deakin University
Professor Jennifer Radbourne	Deakin University
Ms Juliana Ryan	Deakin University
Mr Robert Griew	Department of Education, Employment and Workplace Relations
Mr James Hart	Department of Education, Employment and Workplace Relations
Ms Lisa Paul AO PSM	Department of Education, Employment and Workplace Relations
Ms Catherine Vandermark	Department of Education, Employment and Workplace Relations
Ms Anne Baly	Department of Innovation, Industry, Science and Research
Dr Caroline Perkins	Department of Innovation, Industry, Science and Research
Associate Professor Tony Fetherston	Edith Cowan University
Professor Ron Oliver	Edith Cowan University
Professor Andrew Parkin	Flinders University
Associate Professor Heather Smigiel	Flinders University
Ms Helen Stephenson	Flinders University
Associate Professor Heather Alexander	Griffith University
Professor Stephen Billett	Griffith University
Professor Kerri-Lee Krause	Griffith University
Professor Ian O'Connor	Griffith University
Dr Calvin Smith	Griffith University
Ms Karen van Haeringen	Griffith University
Professor Keithia Wilson	Griffith University

Name	Organisation
Mr Mike Gallagher	Group of Eight
Mr Mike Teece	Group of Eight
Professor Sandra Harding	James Cook University
Ms Lisa Westcott	James Cook University
Professor Tom Angelo	La Trobe University
Dr David Hirst	La Trobe University
Dr Judith Lyons	La Trobe University
Professor James Dalziel	Macquarie University
Ms Barb McLean	Macquarie University
Professor Judyth Sachs	Macquarie University
Associate Professor Ian Solomonides	Macquarie University
Ms Kerry Allison	Monash University
Associate Professor Jonathon Clough	Monash University
Dr Michael Grace	Monash University
Professor Marnie Hughes-Warrington	Monash University
Ms Carolyn Sutherland	Monash University
Ms Joy Whitton	Monash University
Professor Rick Cummings	Murdoch University
Professor David Hill	Murdoch University
Associate Professor Rob Phillips	Murdoch University
Professor Bev Thiele	Murdoch University
Mr Andrew Dempster	Office of the Minister for Tertiary Education, Skills, Jobs and Workplace Relations
Professor Sally Kift	Queensland University of Technology
Ms Rae-anne Diehm	Queensland University of Technology
Professor Robyn Nash	Queensland University of Technology
Professor Karen Nelson	Queensland University of Technology
Ms Georgia Smeal	Queensland University of Technology
Professor Stephen Towers	Queensland University of Technology
Professor Suzi Vaughan	Queensland University of Technology
Dr Diana Cousens	RMIT University
Professor Geoffrey Crisp	RMIT University
Professor Margaret Gardner AO	RMIT University
Professor Peter Lee	Southern Cross University
Professor William MacGillivray	Southern Cross University
Professor Janet Taylor	Southern Cross University
Professor Janet Gregory	Swinburne University of Technology
Associate Professor Tony Lobo	Swinburne University of Technology
Dr Denny Meyer	Swinburne University of Technology

Name	Organisation
Ms Catherine Moore	Swinburne University of Technology
Associate Professor Alex Stojcevski	Swinburne University of Technology
Dr Rose Mulraney	Tabor College Inc. (SA)
Emeritus Professor Denise Bradley AC	Tertiary Education Quality and Standards Agency
Ms Alice Crawford	The Australian National University
Professor Elizabeth Deane	The Australian National University
Mr Christian Dent	The Australian National University
Associate Professor Simon Pyke	The University of Adelaide
Professor Pascale Quester	The University of Adelaide
Associate Professor Sophie Arkoudis	The University of Melbourne
Professor Richard James	The University of Melbourne
Professor Kwong Lee Dow AM	The University of Melbourne
Professor Philippa Pattison	The University of Melbourne
Professor Stephen Marshall	The University of New South Wales
Ms Julie Moulton	The University of Newcastle
Ms Rebecca Reynolds	The University of Newcastle
Associate Professor Sofia Elliot	The University of Notre Dame Australia
Dr Sean Cox	The University of Notre Dame Australia
Ms Anne Bennison	The University of Queensland
Dr Tim Besley	The University of Queensland
Ms Majella Card	The University of Queensland
Professor Fred D'Agostino	The University of Queensland
Ms Deanne Gannaway	The University of Queensland
Dr Clair Hughes	The University of Queensland
Associate Professor Lydia Kavanagh	The University of Queensland
Professor Michael Keniger	The University of Queensland
Associate Professor Carl Reidsema	The University of Queensland
Professor Deborah Terry	The University of Queensland
Professor Derrick Armstrong	The University of Sydney
Associate Professor Simon Barrie	The University of Sydney
Associate Professor Rafael Calvo	The University of Sydney
Ms Helen Drury	The University of Sydney
Associate Professor Mark Freeman	The University of Sydney
Dr Alison Kuiper	The University of Sydney
Associate Professor Manjula Sharma	The University of Sydney
Winthrop Professor Denise Chalmers	The University of Western Australia
Winthrop Professor Shelda Debowski	The University of Western Australia
Winthrop Professor Mark Israel	The University of Western Australia

Name	Organisation
Professor Alan Robson AM	The University of Western Australia
Professor Sally Sandover	The University of Western Australia
Associate Professor Peter Whipp	The University of Western Australia
Dr Raymond Archee	The University of Western Sydney
Professor Stuart Campbell	The University of Western Sydney
Ms Judy Holman	The University of Western Sydney
Professor Peter Hutchings	The University of Western Sydney
Professor Janice Reid AM	The University of Western Sydney
Associate Professor Yenna Salamonson	The University of Western Sydney
Dr George Brown	Think: Education Group
Dr Nathan Cassidy	Universities Australia
Dr Pamela Kinnear	Universities Australia
Associate Professor Lorraine Bennett	University of Ballarat
Associate Professor Neil Trivett	University of Ballarat
Professor Todd Walker	University of Ballarat
Professor Gerlese Akerlind	University of Canberra
Professor Carole Kayrooz	University of Canberra
Associate Professor Wendy Beck	University of New England
Associate Professor Jennifer Clark	University of New England
Ms Rhonda Leece	University of New England
Professor Margaret Hicks	University of South Australia
Professor Peter Hoj	University of South Australia
Professor Joanne Wright	University of South Australia
Professor Lynne Hunt	University of Southern Queensland
Dr Michael Sankey	University of Southern Queensland
Professor Belinda Tynan	University of Southern Queensland
Ms Colleen Wilson	University of Southern Queensland
Dr Andrea Adam	University of Tasmania
Associate Professor Pamela Allen	University of Tasmania
Mr Paul Barnett	University of Tasmania
Dr Sara Booth	University of Tasmania
Dr Natalie Brown	University of Tasmania
Ms Jacqueline Craig	University of Tasmania
Associate Professor Aidan Davison	University of Tasmania
Associate Professor Greg Dicoski	University of Tasmania
Dr Ashley Edwards	University of Tasmania
Associate Professor Sharon Fraser	University of Tasmania
Dr Martin Harris	University of Tasmania

Name	Organisation
Professor Jonathan Holmes	University of Tasmania
Dr Colin Jones	University of Tasmania
Professor Sue Jones	University of Tasmania
Ms Emily Marshall	University of Tasmania
Professor David Rich	University of Tasmania
Professor David Sadler	University of Tasmania
Professor Pam Sharpe	University of Tasmania
Dr Sharon Thomas	University of Tasmania
Ms Kristin Warr	University of Tasmania
Ms Melody West	University of Tasmania
Professor Imelda Whelehan	University of Tasmania
Professor John Williamson	University of Tasmania
Professor Brian Yates	University of Tasmania
Professor Shirley Alexander	University of Technology, Sydney
Professor Larissa Behrendt	University of Technology, Sydney
Professor Jenny Edwards	University of Technology, Sydney
Associate Professor Les Kirkup	University of Technology, Sydney
Professor Jill McKeough	University of Technology, Sydney
Associate Professor Jo McKenzie	University of Technology, Sydney
Ms Katrina Waite	University of Technology, Sydney
Dr Phillip Ablett	University of the Sunshine Coast
Ms Tilly Hinton	University of the Sunshine Coast
Mr Don Maconachie	University of the Sunshine Coast
Ms Kylie Readman	University of the Sunshine Coast
Associate Professor Johanna Rosier	University of the Sunshine Coast
Ms Tania Stevenson	University of the Sunshine Coast
Professor Robert Castle	University of Wollongong
Professor Ron Adams	Victoria University
Ms Rhonda Hallett	Victoria University
Professor Anne Jones	Victoria University

APPENDIX E

THE SEMI-STRUCTURED INTERVIEW AGENDA AND WORKSHOP DESIGN

Interview agenda

A semi-structured interview process, shaped around the terms of reference, was used for the one-to-one and small meetings. Participants were asked to explain their relationship with the ALTC and detail their thoughts on the closure of the ALTC. They were then asked to discuss what they liked about the current workings of the ALTC and what they believed could be improved. The consultant was able to ask questions as appropriate to give the speaker the opportunity to elaborate on something they had raised or to prompt discussion of specific areas.

Workshop design

The Institutional Contact Officers group meetings and the recipients' forums were structured on an informal basis, allowing time for thought sharing and individual opinion on the current workings of the ALTC and how its functions could be best continued into the future.

Participants were asked to introduce themselves and briefly describe their roles in their institutions and their relationship with the ALTC. In groups of two or three, participants were then asked to identify three areas per group, under the current arrangements, that were positive and worthy of keeping and three areas that were open to change. These ideas were placed on post-it-notes, put on posters and became the main topics of discussion for the meeting. All participants were able to comment on any post-it note and share their thoughts, whether in agreement or disagreement with the post-it note comment. A summary of the results of the post-it note exercise is at Attachment F. This led to an open sharing of ideas and covered all areas in the terms of reference.

Following this discussion, participants were invited to raise any issues that had not already been addressed. This again became a group discussion to share thoughts on any ideas raised.

Finally, as participants were leaving, each was given four coloured dots to place on a poster to indicate the four most important factors for each individual. The dots could be placed against a list of the major functions of the activities of the ALTC. The list consisted of:

- Citations
- Awards:
 - teaching
 - program
- Fellowships
- Grants scheme:
 - innovation and development
 - leadership
 - strategic
- Discipline networks
- Other networks
- Promoting excellence initiative

A summary of the results of the dots exercise is at Attachment G.

APPENDIX F

POST-IT COMMENTS

Keep:

Citations (17 references)

- Keep the same subject categories, e.g. early career
- Continue having a contact officer
- Continue having university executives engaged
- Retain breadth and scope of the citations—important for career recognition
- Retain with differentiated structure
- Make citations fewer and harder
- Increase number, make more inclusive
- Retain citations to continue to drive innovation



Awards (23 references)

- Keep the same subject categories, e.g. early career
- Retain with differentiated structure
- Reward/recognition opportunities
- Retain peer review process
- Retain to continue to drive innovation
- Can be used as model and stepping stone for internal institutional processes
- Diversity of opportunities for career progression/experience

Grants and projects (28 references)

- But done differently
- Retain for teaching and learning
- Retain for innovation and institutional
- Good for reward/recognition opportunities
- Retain the EOI system
- Retain priority grants and projects (but not leadership)
- Good for collaboration/cross disciplinary
- Be careful not to over-extend funding
- Target to teaching and learning/HE research
- Enable collaboration and wide impact
- The different levels of grants and addition of commissioned grants has been very beneficial
- Diversity of opportunities for career progression/experience
- Retain peer review process



- Innovation and Development grants—must have two rounds
- Retain a body to who you can apply to for funds to develop innovative ideas that could be applied across the sector
- Find new ideas and genuine innovation
- Ensure academics can gain recognition for grants awards (consider as research funding)
- Used as model and stepping stone for internal institutional processes
- Retain leadership grants with focus on outcomes for students—retain incentives for improving practice
- Diversity of opportunities for career progression/experience
- Two day workshop at start of grant or project

Fellowships and Discipline Scholars (18 references)

- Vital to retain—starting to reach critical mass
- Are a facility to support sector-wide research to inform new standards approach (TEQSA) to ensure leadership from informed academics rather than driven by bureaucratic funding focus
- Used as model and stepping stone for internal institutional processes
- Retain national fellowships with focus on outcomes for students
- Retain incentives for improving practice
- Building a network of resources and knowledge
- Fellowships—large number of smaller fellowships
- Need for learning and teaching leaders
- Retain for networking, support and mentoring



Networks—including PEI (11 references)

- Value of ALTC as a broker of network, for connecting people with each other
- Valuable to support and mentor each other
- Allows for building of resources and knowledge
- Collaboration and networks = wide dissemination
- Support national and State based PEI networks and meetings
- Supporting of different kinds and at different levels—
DVC/PVCs, leaders, academics, general staff and build community
- Networking and collaboration—cross disciplinary, within institutions, between institutions



Collaboration (10 references)

- Cross disciplinary collaboration
- Inter-institutional collaboration
- Collaboration leads to wide dissemination
- Important to retain—there are few opportunities from cross-institutional collaborating within the sector
- Ensure collaboration is transparent—tie to learning teaching standards

Peer review process (9 references)

- Excellent for both individuals and institutions
- Peer reviewers and developing input to guidelines should be retained and fostered
- Independence of peer review process
- Peer review should be retained—it is superior to ARC experts panel
- Peer review process values, validates and raises the profile of teaching and learning
- Need to retain and build on the expertise and knowledge of ALTC assessors

Dissemination (7 references)

- Strengthen the dissemination of results from grants projects
- On-line portal is a good idea but it needs to be streamlined and simplified.
- Ensure the on-line portal is a historical record/repository
- Ensure easy to use and searchable

Promotion of learning and teaching—identity for learning and teaching (16 references)

- Vital to continue to promote the importance and recognition of teaching and learning compared to research
- Do not focus on political priorities—need to maintain distance from bureaucratic processes
- Advocacy for all tertiary stakeholders
- Connection to a global, scholarly world in learning and teaching and not just local
- National recognition/honouring of excellence in teaching
- Maintain breadth of activities—recognition and research



Source of funding (2 references)

- Provision of alternative (to research) source of funding for learning and teaching
- Opportunity in the sector for some recognition and funding for research and development in learning and teaching

Career progression (4 references)

- Receipt of an award, grant or fellowship assists in academic career progression

Building of standards (2 references)

- Further support and development of learning and teaching academic standards project
- Must work closely with TEQSA in the area of standards

Support (2 references)

- Personalised staff support/management

Change:

Citations (10 references)

- Reconsider timelines based on teaching semesters
- More emphasis on teams



- Clarity distinctions among the elements e.g. citations vs. program awards
- Revisit selection criteria
- Reduce number of citations
- Improve the quality of feedback for unsuccessful applicant
- Transparency regarding use of money attached to citations

Awards (16 references)

- Reconsider timelines based on teaching semesters
- Keep but further develop to build sharing, dissemination and leadership
- Follow-up award winners
- Mentoring of award candidates by national figures—-independent pool, exemplars
- Improve the quality of feedback for unsuccessful applicant
- Review the section and application process for awards—balance peer and expert review
- Reduce the number
- Scrap teaching excellence

Grants and projects (29 references)

- Strengthen selection criteria to include the dissemination and sharing of results
- Improve the quality of feedback for unsuccessful applicant
- Careful consider priorities areas to make them more relevant to the sector with less emphasis on the need to bend projects to fit current priority areas
- Actively bringing together teams of supporting projects and long term visions
- Expand extension grants to allow for same person/same university to continue with projects
- Better clarity/distinction between the different types of grants
- Increase funding—large portion of funding is currently used for project management
- Encourage universities to make strategic commitments to projects
- Allow projects to change and build, not be restricted to the original idea if they evolve
- Reserve funding for non-collaborative projects
- More encouragement to build on existing projects
- Reconsider timelines based on teaching semesters
- Use outcomes of projects to drive sector wide implementation of good practice
- Ensure better synergies and coordination
- Allow grants to be counted as research income
- Formalise requirement for early career academics to participate in grant projects
- Grant funding increases linked to CPI
- Allow grants to expand into research projects
- Ensure opportunities for pure teaching scholarship



Fellowships & Discipline Scholars (12 references)

- Directed towards early-career and mid-career only
- Remove altogether—too much overlap with grants
- Danger of elitism
- Reduce funding
- Increase length of fellowships

Networks—including PEI (5 references)

- Grow and sustain networks
- Maintain a collegial relationship network
- Networking and face to face activities need to be simplified and more cost effective
- More focus on dissemination and networking, less on location and catering

Collaboration (4 references)

- More strategic, transparent process for the assessment of grants towards delivering value, real collaboration, dissemination across institutions
- Support for collaborative tie to learning and teaching standards
- Need a clear and shared multi-institutional process for partnered agents

Peer review process (2 references)

- Continue the current peer review process

Dissemination (20 references)

- An easy to use, searchable website for details/results of current and past projects
- Do not revisit the ALTC exchange—create something new

Promotion of learning and teaching—identity for learning and teaching (2 references)

- Ensure that teaching and learning is accorded due recognition to be on a par with research in universities
- Help the sector overall improve and develop the learning and teaching profile

Communication (6 comments)

- ALTC concepts and practices reaching beyond the 'converted' to reach across institutions
- Increase awareness of the ALTC within the universities and what opportunities exist
- Strengthen communication between DEEWR and senior management within institutions
- Consult with academics annually about priorities of the section especially by site visits
- Establish and make more formal the links with ALTC equivalent organisations—international potential for partnerships
- Triennial consultation with sector to determine priorities and commission grants based on themes

Others

- Promoting opportunities for early career academics across programs
- Become the accrediting body for the graduate certificates—provide qualifications for sessional lectures, tutors
- Caution against bureaucratic process and involvement
- Review evaluation process re value for money

Change...
















allow fellows to build a community of practice and continue networking and engaging with the sector, including mentoring

Change...

establish and make more formal the links with ALTC equivalent organisations—international potential for partnerships

APPENDIX G

DOTS SUMMARY

CITATIONS		87
AWARDS		4
Teaching		44
Program		32
FELLOWSHIPS		23
GRANTS SCHEME		36
Innovation and Development		39
Leadership		16
Strategic		44
DISCIPLINE NETWORKS		34
OTHER NETWORKS		9
PROMOTING EXCELLENCE INITIATIVE		22
PROJECT MANAGER SUPPORT		8
STRATEGIC PRIORITY INITIATIVES RESERVE		43
NEW IDEAS/ INNOVATION/SANDPIT		39

APPENDIX H

LEGACY FUNDED NETWORKS

Discipline Learning and Teaching Networks

1. Discipline Learning and Teaching Network for Engineering and Information & Communications Technologies (Lead Institution: Australian Council of Engineering Deans Inc.)
2. Network of Associate Deans Learning and Teaching in the Discipline of Education (NADLATE) (Lead Institution: Australian Council of Deans of Education Inc.)
3. Australian Business Deans Council Discipline Learning and Teaching Network (Lead Institution: Australian Business Deans Council Incorporated)
4. Occupational Therapy Academic Leaders Network (OTALN) (Lead Institution: The University of Queensland)
5. Australian Pharmacy Network: Learning Outcomes for Pharmacy Curriculum (Lead Institution: University of New England)
6. Chemistry Discipline Network (Lead Institution: Queensland University of Technology)
7. Collaborative University Biomedical Education Network (CUBENET) (Lead Institution: RMIT University)
8. The Law AD Network (Lead Institution: Deakin University)
9. Learning and Teaching Network for Architecture and Building (Lead Institution: Queensland University of Technology)
10. Vision and Innovation in Biology Education (VIBE.net) (Lead Institution: The University of Sydney)
11. Australian Indigenous Studies Learning and Teaching Network (Lead Institution: The University of Queensland)
12. Journalism, Media and Communication Network (JoMeC) (Lead Institution: Journalism Education Association of Australia)
13. Creative Arts Learning and Teaching Network (CALTN) (Lead Institution: University of Tasmania)
14. National Forestry Education Network (Lead Institution: The Australian National University)
15. Australian Mathematical Sciences Learning and Teaching Network (AMSLaTNet) (Lead Institution: Queensland University of Technology)
16. The Australian and New Zealand Paramedic Learning and Teaching Network (Lead Institution: Monash University)

State-based Promoting Excellence Networks

17. State-based Promoting Excellence Networks—Victoria/Tasmania (Lead Institution: Monash University)
18. Western Australian Network for Dissemination (WAND) (Lead Institution: Murdoch University)
19. Q-PEN—Queensland Promoting Excellence Network (Lead Institution: Griffith University)
20. State-based Promoting Excellence Network—NSW/ACT (Lead Institution: The University of New South Wales)
21. South Australia and Northern Territory State/Territory-based Promoting Excellence Network (SANTPEN) (Lead Institution: Flinders University)

Other Networks

22. National Networking Initiative (Lead Institution: Charles Sturt University)
23. Facilitation of advocacy and leadership in enhancing learning and teaching in the higher education community by HERDSA (Lead Institution: The University of Western Australia)
24. Discipline Scholars Network (Lead Institution: University of Tasmania)
25. Fellows Alumni Network (Lead Institution: Curtin University)

