



Australian Government
Office for Learning and Teaching

2012

Leadership for Excellence in Learning
and Teaching Program
Seed Projects

Program Information

This information should be read in conjunction with the document *2012 Grants Programs Operational Information and Application Instructions*, available from the [OLT website](#).

Closing dates:

Thursday 1 March 2012

Friday 3 August 2012

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1 ABOUT THIS PROGRAM

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

1.1 Program priorities

There are three priorities for funding in 2012:

- 1. Institutional leadership to enhance learning and teaching through leadership capacity-building at the institutional level.**
- 2. Disciplinary and cross-disciplinary leadership to enhance learning and teaching through leadership capacity-building in discipline structures, communities of practice and cross-disciplinary networks.**
- 3. Consolidating leadership by building on the outcomes of projects funded in earlier years under the Leadership for Excellence in Learning and Teaching Program.**

Applications for **Seed Projects** will also be accepted in this program. Seed Projects are pilot projects which test and evaluate an original idea. Original ideas are understood to be any which have not already been funded by one of the OLT's predecessor organisations, or by an institution. Applications can address any of the priorities in this program, or in the Innovation and Development Program, or any other topic.

1.2 Program funding

Leadership: \$1.0 million (indicative).

Seed Projects: \$1.0 million (indicative). (Please note this funding also covers Seed Projects funded under other programs.)

1.3 Funding ranges and projects' duration

Seed Projects will be funded to a maximum of \$50,000. Duration: up to one year.

Applications building directly on completed projects funded by OLT's predecessor bodies have a funding range of \$50,000–\$150,000. Duration: up to two years.

For applications other than those building directly on previous work, there are two funding ranges: \$50,000–\$220,000, and \$220,000 and above. Applicants may specify the duration of these projects.

Applications for funding of \$220,000 and above must propose large, national projects, engaging a number of higher education institutions. Participation of accreditation bodies and/or councils of deans is strongly encouraged.

The OLT reserves the right to ask for a proposal to be modified and/or re-submitted for decision.

1.4 Program information review

June 2012.

2 LEADERSHIP FOR EXCELLENCE IN LEARNING AND TEACHING PROGRAM

2.1 Introduction

The Leadership for Excellence in Learning and Teaching Program is one of the OLT's Grants programs. Details of the other grants programs can be found at [OLT website](#).

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

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

Evidence suggests that leadership capacity-building in higher education is uneven across the sector, and that many academic leaders rely too much on learning on the job. By contrast, the OLT's position is that academic leadership is a highly specialised and professional activity. The OLT has therefore determined that the focus of this program is leadership for excellence in learning and teaching.

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

Prospective applicants for funding under the Leadership for Excellence in Learning and Teaching Program should familiarise themselves with this information, and the document *2012 Operational Information and Application Instructions* and the draft funding agreement (which is available at [OLT website](#)). Applicants are responsible for ensuring that their proposals are complete and accurate.

2.2 Program objectives

This program has the following objectives:

- (a) promote and support strategic change in higher education institutions for the enhancement of learning and teaching, and the benefit of the student experience.
- (b) raise the profile and encourage recognition of the fundamental importance of teaching in higher education institutions and in the general community.
- (c) develop effective mechanisms for the identification, development, dissemination and embedding of good individual and institutional practice in learning and teaching in Australian higher education.
- (d) identify learning and teaching issues that impact on the Australian higher education system and facilitate national approaches to address these and other emerging issues.
- (e) develop and enhance a deep understanding and knowledge of the learning process appropriate to the disciplines being taught.

2.3 Effective leadership in higher education

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

In this dynamic, sometimes uncertain and sometimes ambiguous context, the capacity of systems, institutions and individuals to respond appropriately to change and to facilitate further change requires forms of leadership that go beyond conventional models. This program adopts a rich and open view of leadership, allowing for multiple interpretations.

The program favours approaches that are distributed and multi-level and recognises that leadership in learning and teaching takes many forms. In some forms (e.g. pro-vice-chancellor (academic) and head of school or department) leadership is defined formally and is encapsulated in the position title and description. At the same time, many people have roles (such as policy developer, curriculum developer or classroom innovator) which are critical to quality learning and teaching, and within which leadership is more context-dependent and may not be formally defined. The program also recognises that, within this multi-level concept, there must be cross-level teamwork and integration of the levels in order to get the best out of all. Such models of leadership demand whole-of organisational commitment.

The areas of institutional leadership, and leadership for learning and teaching through disciplinary and cross-disciplinary approaches are the priorities for projects within the Leadership Program. Work will be commissioned to assist the further development of the Leadership for Excellence in Learning and Teaching Program and leadership initiatives in the higher education.

Under the Disciplinary/Cross Disciplinary Priority projects should be designed with a view to strengthening learning and teaching throughout the higher education sector within a discipline, national community of practice or cross-disciplinary area. It is recognised that there are different levels of readiness and resources to undertake this type of project, depending on the organisations and networks that already exist to support disciplines and cross-disciplinary areas and communities of practice. While the intent of this program is to facilitate projects that provide support and leadership across the higher education sector, other approaches may be necessary in developing areas. (For an example of such an approach, see the McKenzie et al, (2005) description of "EFFECTS: The effective framework for embedding C&IT using targeted support" in *Dissemination, Adoption & Adaptation of Project Innovations in Higher Education (2005)*, available at <www.altc.edu.au/dissemination>).

2.4 Useful material

- Ideas of leadership underpinning proposals to the Carrick Institute: a review of proposals under the *Leadership for Excellence in Learning and Teaching Program* – Professors Don Anderson and Richard Johnson, 2006.
http://www.altc.edu.au/system/files/documents/grants_leadership_occasionalpaper_andersonandjohnson_nov06.pdf
- *Issues in the development of leadership for learning and teaching in higher education* – Professor Stephen Marshall.

http://www.altc.edu.au/system/files/documents/grants_leadership_occasionalpaper_stephenmars_hall_nov06.pdf

- Leadership and the impact of academic staff development and leadership development on student learning outcomes in higher education: A review of the literature – Deborah Southwell and Wendy Morgan, 2009.
http://www.altc.edu.au/system/files/ALTC_report_Lit-review_29Sep09_FIN.pdf
- *Leadership for Excellence in Learning and Teaching in Australian Higher Education: Review of the ALTC Program 2006 – 2008*, Emeritus Professor Lesley Parker, 2008.
<http://www.altc.edu.au/resource-altc-leadership-program-review-altc-2008>
- ALTC Leadership for Excellence in Learning and Teaching: Completed and continuing leadership projects May 2011
http://www.altc.edu.au/system/files/Completed%20and%20continuing%20leadership%20projects%202011_May%202011.pdf

3 PROGRAM CRITERIA

3.1 Overlap with other programs

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

3.2 Eligibility

Under the [Australian Government Other Grant Guidelines](#), institutions listed in Table A and Table B of the *Higher Education Support Act (2003)* and other approved higher education providers receiving places under the Commonwealth Grants Scheme are eligible to apply for grants. See Section 6 of *2012 Operational Information and Application Instructions* for the list of eligible institutions.

3.3 Selection criteria

Projects to be funded under the Leadership for Excellence in Learning and Teaching Program should demonstrate the following:

3.3.1 Priority One: Institutional Leadership

Outcome

The OLT expects the major outcome from the Institutional Leadership projects to be a demonstrable enhancement of learning and teaching through leadership capacity-building at the institutional level in Australian higher education (see Section 2 for background information).

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

Project Outcomes and Rationale

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

Approach

- A strong theoretical framework that is grounded in the literature
- An overall approach that is focused on leadership capacity building within institutions
- An approach that is in general alignment with the objectives under 2.2
- An approach which focuses on change and/or reform leading to significant improvements in learning and teaching in higher education
- A set of strategies which collectively are systematic, multi-level, and likely to build "leadership for excellence in learning and teaching" across the whole institution
- Alignment between plans for the dissemination and embedding of the successful strategies and outcomes that are integrated within the project design

Value/Need for Project

- Potential usefulness of the project and its outcomes to any of the following:
 - the sector as a whole
 - or to particular kinds of organisations within the sector
- The endorsement and sponsorship of the relevant executive of the proposing institution(s) and a statement of institutional commitment (including in-kind or monetary commitment where these are implied or explicit in the proposal)

Project Management

- A thorough approach to project management

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

Budget

- Budget justification appropriate to the project outcomes and importance.

Further information on the assessment process is set out below at 3.6.

3.3.2 Priority Two: Disciplinary and Cross-Disciplinary Leadership

Outcome

The OLT expects the major outcome from the Disciplinary and Cross-Disciplinary Leadership projects to be a demonstrable enhancement of learning and teaching through leadership capacity-building in disciplines structures, communities of practice and cross-disciplinary networks (see Section 2 for background information).

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

Projects should demonstrate the following:

Project Outcomes and Rationale

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

Approach

- A strong theoretical framework that is grounded in the literature
- A clear argument that the project will enhance learning and teaching through development of the proposed disciplinary or cross-disciplinary leadership
- An approach that is in general alignment with the objectives under 2.2

- Strategies to achieve specific measurable outcomes for the improvement of learning and teaching through a focus on change management
- Plans for the dissemination/embedding of the successful strategies and outcomes that are integrated within the project design

Value/Need for Project

- Potential usefulness of the project and its outcomes to any of the following:
 - the sector as a whole
 - or to particular kinds of organisations within the sector
- A clearly identified need for the project and demonstrated commitment to the outcomes by the proposing organisations and where relevant the support of professional bodies, Councils of Deans, etc.

Project Management

- A thorough approach to project management

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

Budget

- Budget justification appropriate to the project outcomes and importance.

Further information on the assessment process is set out below at 3.6.

3.3.3 Priority Three: Consolidating Leadership Outcomes

Outcome

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

All eligible institutions can apply under this category. Institutions not involved in the original project are particularly encouraged to apply. Applicants should also see 3.4 below.

Projects should demonstrate the following:

Project Outcomes and Rationale

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

Approach

- A strong theoretical framework that is grounded in the literature

- A clear argument that the project will enhance learning and teaching through the embedding approaches or further developing/testing ideas and resources developed in predecessor bodies' leadership projects
- An approach that is in general alignment with the commitments of the objectives under 2.2
- Strategies to achieve specific measurable outcomes for the improvement of learning and teaching through a focus on change management
- Alignment between plans for the dissemination/embedding of the successful strategies and outcomes that are integrated within the project design

Value/Need for Project

- Potential usefulness of the project and its outcomes to the institution/discipline or community of practice
- A clearly identified need for the project and demonstrated commitment to the outcomes by the proposing organisations and where relevant the support of professional bodies, councils of deans etc

Project Management

- A thorough approach to project management

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

Budget

- Budget justification appropriate to the project outcomes and importance.

Further information on the assessment process is set out below at 3.6.

3.4 Consolidation of Previously-Funded Projects

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

3.5 Project Leaders and Project Teams

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

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

The OLT acknowledges that project leaders and team members will be required to allocate time to the successful implementation of a project. All project proposals must include a letter from the respective head of school/department for each team member stipulating support for teaching relief or relief from normal duties for the team member to participate in the project. Letters of support *must* be included whether or not teaching relief or relief from normal duties has been requested from the the OLT.

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

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

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

Collaborative Projects

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

The lead institution must be authorised to act on behalf of all members of the consortia or collaborative group, and enter into agreements which are binding on them. For the purposes of the application, all consortia members and the lead institution should be clearly identified.

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

Single Institution Projects

In keeping with the principles of diversity, collaboration and high impact, the principles for funding single institution projects are:

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

Proposals for single institution projects should clearly address these principles in addressing the Approach and Value/Need for the Project criteria.

3.6 Budget Items and Purpose Of Grant

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

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

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

The budget can contain provision for:

- Salaries and on-costs. The rate used for on-costs should be 28%;
- Teaching relief – to a maximum of \$35,000 per year per institution associated with a project, with a letter of agreement from the relevant head of school;
- Dissemination activities;
- Travel associated with the project's conduct and/or dissemination;
- Technical and expert support, evaluation and resources essential to the conduct of the project.
- Remuneration of advisory or reference group members;
- Up to 10% for administration costs and overheads; and
- Editing and desktop publishing of the final report.

The budget should include an allocation of \$3,000 for attendance at OLT events in the first year of the project. For those institutions with high cost travel, once this amount is used up the OLT will consider case-by-case applications for an additional allowance.

Non-approved Use of the Grant

The grant may not be used for:

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

4 Appendix 1: LEADERSHIP PROJECT PLANNING CHECKLIST

Leadership projects in the context of the Leadership Excellence in Learning and Teaching Program focus on the development of leadership capacity. The OLT favours approaches that are distributed and multi-level. The OLT sees a need to recognise that leadership in learning and teaching takes many forms. In some forms leadership is defined formally and is encapsulated in the position title and description. At the same time, many people have roles which are critical to quality learning and teaching, and within which leadership is more context- dependent and may not be formally defined. The OLT also sees a need to recognise that, within this multi-level concept, there must be cross-level teamwork and integration of the levels in order to get the best out of all.

	YES	NO
Have you read the two occasional papers: <i>Ideas of leadership underpinning proposals to the Carrick Institute</i> and <i>Issues in the development of leadership for Learning and Teaching in Higher Education</i> ?	<input type="checkbox"/>	<input type="checkbox"/>
Have you checked the leadership projects already completed and underway and identified how your project complements or builds on these? See Completed and continuing Leadership Projects May 2011 and Grants Project Summaries on www.altc.edu.au	<input type="checkbox"/>	<input type="checkbox"/>
Have you clearly articulated your understanding of 'leadership' and its relationship to the learning and teaching aspects of your proposal in your theoretical framework?	<input type="checkbox"/>	<input type="checkbox"/>
Have you the expertise in the type of research methodology that underpins your project?	<input type="checkbox"/>	<input type="checkbox"/>
If the project team does not have expertise in this research methodology, have you determined where you could gain support from within your university or elsewhere to ensure a robust methodological design and approach?	<input type="checkbox"/>	<input type="checkbox"/>
If your team does not have expertise in the research methodology underpinning your project, have you planned to include someone on your Project Reference Group/Steering Committee with that expertise?	<input type="checkbox"/>	<input type="checkbox"/>
Have you considered whether ethics approval will be necessary and for what components and at what stages?	<input type="checkbox"/>	<input type="checkbox"/>
Is there a carefully thought through project management strategy in your proposal?	<input type="checkbox"/>	<input type="checkbox"/>
If your project involves collaboration, is there a plan for how the collaboration will be managed?	<input type="checkbox"/>	<input type="checkbox"/>
Have you demonstrated in your proposal how you have addressed the above points?	<input type="checkbox"/>	<input type="checkbox"/>