State-Based Promoting Excellence Networks – Victoria/Tasmania

Final Report 2015

Monash University (Lead)
La Trobe University
Swinburne University
University of Tasmania

Project leader: Angela Carbone, Monash University

Project Team:
Rachel Saffer, Joy Whitton, Kerry Allison, Anicca Main (Monash University), John Hannon (La Trobe University),
Bella Ross (Swinburne University), Melody West (University of Tasmania)

Report authors:

Anicca Main, Rachel Saffer, Angela Carbone, Joy Whitton, Monash University

<www.vtasnetwork.com>

Twitter Handle: @VTASNetwork

Network summary

The VTAS Promoting Excellence Network has continued to build on the strong relationships developed over 2013-14 and has a proven record of successful events and workshops throughout the 2014-15 funding period.

Up until 2010 the state-based network met very infrequently and was not active in fostering collaboration. From Feb 2012, the network began active engagement through dissemination of project outcomes, findings and resources, and training of its constituent university PE team members. This continued funding to support the VTAS network was timely in that it confirmed the benefits of a committed and enthusiastic network for Victorian and Tasmanian institutions.

The table below contains a complete summary of all VTAS PE Network Events from both the 2013-14 and 2014-15 funding periods.

Event date	Event title, Location (city only)	Brief description of the purpose of the event	Number of participants	Number of HE institutions represented	Number of other institutions represented
8 Feb 2012	VTAS Network Workshop, Melbourne Host: Monash	Inaugural VTAS State-Based Promoting Excellence Network Workshop	40	9	1 (OLT)
29 Oct 2012	Networking to Succeed Workshop, Melbourne Host : La Trobe	VTAS PEN Workshop	78	11	1 (OLT)
12 Feb 2013	VTAS Network Workshop, Melbourne Host: Monash	Professional Development, grant writing and design – Tilly Hinton	27	8	1 (OLT)
5 June 2013	OLT Grants Workshop: How to Write a Successful Application, Melbourne Host: Swinburne	Assisting academic staff to write successful OLT grant applications	65		
27 June	Recognising and	VTAS/OLT hosted	35	10	2

2013	Promoting Staff Expertise in Teaching and Learning, Melbourne Host: Monash (on behalf of OLT)	seminar Professor Craig Mahoney, UK Higher Education Academy			(OLT/CSIRO)
13 Nov 2013	Learning Futures Workshop, Melbourne Host: RMIT	VTAS PEN Workshop	115	9	0
24 June 2014	Failure as a Pathway to Success Workshop, Melbourne Host: Deakin	VTAS PEN Workshop	88	9	
6 Nov 2014	Creative Forms of Teaching Evidence Workshop, Melbourne Host: Victoria University	VTAS PEN Workshop	106	9	
11-12 Dec 2014	Promoting Excellence in Partnership: Reflect, Review and Resolution, Hobart Host: UTAS	PEN Professional Learning Symposium	23	12	1 (OLT)

Through the above detailed events, the Network has successfully achieved all of our intended outcomes, as outlined below.

1. **Maintaining and sustaining an active VTAS network.**
   The VTAS network consists of a core project team of four Victorian/Tasmanian higher education institutions – Monash University, La Trobe University, Swinburne University and the University of Tasmania. In 2013, RMIT came on board as an adjunct member and both Deakin University and Victoria University agreed to host network workshops in 2014. We have also expanded the network and engaged with the teams at Federation University and Melbourne University, to ensure the full complement of Victorian and Tasmanian universities is included in the network. This has strengthened the project

team network to seven institutions which provides a much richer engagement with the network and provides a far wider reach for dissemination of information.

The project team meet on a regular monthly basis and planning meetings have been much more frequent than that outlined in the proposed activity timeline, which demonstrates a strong commitment to seeing success within the network.

Three showcase events were scheduled:
- June 2014 Themed "Failure as a pathway to success" hosted by Deakin University
- November 2014 Themed "Creative forms of teaching evidence" hosted by Victoria University
- PROPOSED: October 2015 Themed "Evidencing impact of a learning and teaching project" hosted by Monash University.

2. **Continued PE staff support and training.**
On the 11-12th December 2014, the University of Tasmania hosted a professional learning event for Promoting Excellence staff within the network. The two day event was organised around the following themes:

- To review the aims and progress of the network and develop a strategy looking forward, specifically in terms of:
  - sharing the best practice (including resources) and most challenging key areas of practice across all network institutions (in the awards, grants and fellowships space);
  - measuring the impact of the network and its activities;
  - enabling post-project dissemination and engagement, including measuring the impact of project outcomes and resources;
  - ensuring sustainability of the network with limited (or no) funds;
  - considering the changing nature of higher education and identifying opportunities to strengthen the impact and methods of our practice; and
  - better marketing the network via our website and Twitter presence.
- To develop a continuing and current understanding of how the network can promote the work and mission of the OLT;
- To consider how our practices can be enhanced to help realise the promoting excellence goals of our own institutions, our network, the OLT and for learning and teaching more broadly;
- To enhance the administrative processes and professional learning opportunities for staff working with network members who serve those functions; and
- To develop a better understanding (and adopt approaches and resources where relevant) of other promoting excellence network activities across the national landscape.

In addition to network members across Victoria and Tasmania, at least one member from each state-based promoting excellence network received an invitation to attend this event, or to share their practice via our website (or other appropriate means). Key members of the OLT were invited as presenters and attended with the view to developing a better sense of the work that the network is engaged with.

3. **Professional development related to sharing of systems, knowledge and processes that contribute to optimising learning and teaching.**
On 24 June 2014, the first VTAS showcase event was held at the Deakin City Conference Centre. It was entitled "Failure as a Pathway to Success". The workshop provided an opportunity for participants to hear from highly qualified professionals in their field about the experiences of taking failure and transforming it into something positive. Keynote speakers were Monica Curro from the Melbourne Symphony Orchestra and the Deputy Vice-Chancellor – Academic from James Cook University, Professor Sally Kift gave a keynote presentation. Two roundtable sessions were held which enabled the attendees to critically analyse failed grant applications to identify areas of improvement and/or transforming or reappropriating these projects into something else.

Registrations were capped at capacity (80) with 60 participants attending on the day. Feedback from 12 respondents provided post showcase has been very positive. Key positive themes that emerged are:

- The ability to network;
- Developing a shared interpretation of the OLT requirements;
- The selection of presenters and activities.

On 6 November 2014 the second VTAS showcase event was held at Victoria University's Flinders Lane campus. The event was entitled "Creative Forms of Teaching Evidence". (For recordings and slides, see: <http://vtasnetwork.com/category/events/events-2014/>).

Professor Denise Chalmers gave a keynote presentation, Kate Coleman, Deakin University spoke about ePortfolios and Prime Minister's Teaching Award winners, Professor James Arvanitakis, (University of Western Sydney), Associate Professor Mahfuz Aziz, (University of South Australia) Professor Stephen Barkoczy, (Monash University) gave a panel presentation on providing evidence of teaching success.

4. **Fostering collaborations between VTAS and interstate PE networks.**
Monash VTAS PEN staff are involved as team members in the OLT funded project entitled: "Mapping resources, activities and processes supporting the development of tertiary learning and teaching grant applications" led by Dr Gavin Sanderson of University of South Australia (UniSA). This project is identifying the diverse range of resources, activities and processes used by PE support staff to support their staff in engaging with the OLT grants program. Data from nearly all Australian and New Zealand tertiary institutions has been collected which will be used to allow sharing and benchmarking of their approaches by institutions across a broad range of activities. The project is led by UniSA, in collaboration with University of New South Wales, Curtin University, University of Auckland, Central Queensland University, Tabor College and Monash University. The project leaders presented initial findings at the HERDSA conference in July 2015.

5. **Enabling post-project dissemination, engagement and therefore impact of research project outcomes and resources.**
The network has actively engaged with and promoted each stage, or ladder rung, of the Impact Management Planning and Evaluation Ladder (IMPEL) framework to foster the different types of change that can be achieved through educational development projects.

In addition, the website provides a platform for post-project dissemination and the workshops/showcase events provide an opportunity to share project outcomes.

6. **Developing a sustainable social media presence for the network.**
    The Wordpress platform for the VTAS Network website (<http://vtasnetwork.com/>) is still proving to be the most successful form of communication between members of the network. Since the website was developed the site has had 9,803 views and we have uploaded over 90 posts. All posts to the website are automatically linked to Twitter and Facebook and we have 108 and 7 followers respectively. It provides a good dissemination platform for OLT final reports, as outlined above. There has been a drop in followers since its inception and we will need to properly market the benefits of the website at future network events, as well as engaging in further cross-promotion of the website and social media profiles. This will be achieved by:

    - Promoting the VTAS Network twitter profile on the VTAS network website by inviting users to follow @VTASNetwork.
    - Automatically re-directing VTAS network event participants to the VTAS network website or Twitter page as the last step in the event registration process.
    - Further enhancing the social media presence at VTAS network events by utilising a live Twitter feed where possible.
    - Automatically re-directing VTAS event participants to the VTAS network website as the last step in online post-event evaluations.

Contribution to learning and teaching

The VTAS Promoting Excellence Network has contributed to the improvement of learning and teaching across the two states in a variety of ways. By building the reputation of our Network, we have increased a culture of support for teaching and learning activities as well as a culture of respect and recognition for the people who provide that support. Secondly, we have increased awareness of the scholarship of Teaching and Learning across the Network through our knowledge-sharing, collaboration and dissemination activities, and improved the ability of academic staff to engage with the OLT's programs. As people become more aware of the Network's activities, they in turn become more supportive of - and involved with - learning and teaching.

Each of the Network's events has been designed to enhance attendees' appreciation and understanding of the importance of learning and teaching. The two main aims of the VTAS Promoting Excellence events have been:

1. **To provide professional development of institutional PE staff, Continued PE staff support and training.**

On 11 and 12 December 2014, the University of Tasmania hosted a professional learning event for VTAS Promoting Excellence staff entitled "Promoting Excellence in Partnership: Reflect, View and Resolution" held at the Sandy Bay Campus in Hobart which was a great success (see Event Report – "Promoting Excellence in Partnership: Reflect, View and Resolution" attached to this final report).

As well as representatives from Monash, RMIT, Swinburne, La Trobe, and UTAS, we extended the invitation to other state-based networks and were fortunate to have representation from NSW, SA/NT, QLD and WA: Ms Brondalie Martin (University of Wollongong), Dr Jurg Bronnimann (Batchelor Institute), Dr Fernando Padro (University of Southern Queensland) and Andrea Fraser (University of Western Australia). Ms Ellen Poels from the Office for Learning and Teaching provided an overview of the aims and objectives from a network perspective and participated in all the round table discussions on day 2.

2. **Provision of information and support for academic staff interested in engaging in OLT programs.**

On the 24th of June 2014 the network ran a professional development workshop entitled "Failure as a Pathway to Success" which was attended by close to 90 people. **Monica Curro**, Assistant Principal 2nd Violin from the Melbourne Symphony Orchestra, gave a powerful keynote entitled "What can auditions teach us? Learning from failure". This was followed by another informative keynote by **Sally Kift**, Deputy Vice Chancellor – Academic, James Cook University: "Transforming a failed grant application into success".

Two roundtable sessions workshopping failed grant applications then allowed attendees to brainstorm effective ways to move forward after an unsuccessful application.

On 6 November 2014, Victoria University hosted the second 2014 event, entitled "Creative forms of teaching evidence workshop" at their city conference centre in Melbourne. (Annexure 2) The workshop invited a range of experts and leaders in the area, with presentations from Professor Denise Chalmers from the University of Western Australia (Keynote), Joy Whitton (Monash) and Melody West (UTAS), Kate Coleman (Deakin University) and a panel of three previous winners of the OLT Prime Minister's Award for Teaching Excellence (Professor James Arvanitakis, Associate Professor Mafhuz Aziz and Professor Stephen Barkoczy).

Attendance was excellent with 106 registrations. Feedback from the survey post-workshop netted 47 responses and was very positive). There was overwhelming support for these types of events as networking opportunities and for extending connections with other members of VTAS, but we need to look more carefully at the venue space and the types of activities.

Factors contributing to productive networking

Funding to maintain and sustain an active VTAS network

- Core project team meetings
- Host and run events
- Administration and communication
- Maintaining a social media presence – Twitter Feed, Website, Facebook Page
- Licence fee for website

Communication Plan and Strategy

- Event planning and advertising

Fostering collaborations between VTAS and interstate PE networks

- Each of our events in 2014-15 has engaged at least one member from state-based networks across Australia which has fostered continued collaboration with our interstate colleagues.

- In addition, three members of the VTAS network also participated in the National OLT PEN network meeting hosted by the NSW-ACT network in Sydney in November 2014 which included discussions of how to demonstrate value of the network to key stakeholders and how to sustain network beyond the life of the funding agreements.

Barriers to productive networking

Communication
While we now have an active website with a reasonably large following, we are still looking at ways of increasing our subscriber base and social media presence.

Staff Turnover
The high turnover of staff and restructuring of learning and teaching centres within higher education institutions has made engagement with the project team challenging at times. There have been several changes to project team members throughout the project. People's heavy workloads have also made it difficult to remain in regular contact with some team members.

Engagement
Getting all Victorian universities to engage has been a continuous challenge. While we have come a long way since the beginning of this grant and have contacts at each institution, there are still several institutions that are not actively engaged with the Network. Seeking input from the project team and the wider network as to the specific areas of interest/need that they wish to be addressed in our workshops has been difficult without active involvement from others.

Event Attendance
Non-attendance at events has been an issue, particularly for the June 2013 workshop, where approximately 25% of the registered attendees did not turn up on the day of the event. In order to work around this issue we now ensure that we have a waiting list which we draw upon when cancellations are received and are considering charging a small cancellation fee.

Sustainability
Sustainability of the network is something we are strongly concerned about. Without ongoing funding from the Office for Learning and Teaching it will not be possible to continue to facilitate workshops and provide further networking opportunities.

As we are sure will be the case with all state-based networks, it has become apparent that financial support from the Office for Learning and Teaching is critical to the continuance of the VTAS network. The project team institutions have indicated that further funding of such events is not possible post OLT funding.

What the network offers

- Workshops, seminars and networking events on issues of relevance to academic and professional staff from all VTAS institutions interested in learning & teaching;
- Professional development and training opportunities for staff from all VTAS institutions interested in learning & teaching;
- Support and training for staff in Promoting Excellence teams at all VTAS institutions;
- Dissemination channels;
- Networking opportunities that could lead to collaboration on learning and teaching projects;
- Knowledge sharing that could lead to improved processes and quality;
- Notification of other relevant learning and teaching events and funding opportunities.

Benefits to OLT

- Provision of feedback on guidelines and processes;
  Review and promotion of resources leading to better engagement by the sector with OLT programmes;
- Focus on projects/innovations that lead to improved teaching practice;
- Developing capacity in academics to effectively use OLT resources.

Event Report:

Promoting Excellence in Partnership: *Reflect, Review and Resolution*

February 2015

Collating the ideas and outcomes from the VTAS Promoting Excellence Network event, hosted by the University of Tasmania (Sandy Bay Campus, Hobart) on 11th/12th December, 2014

Report collated by:
Melody West
Associate Lecturer – Learning and Teaching
University of Tasmania
Melody.West@utas.edu.au
03 6324 3321

With assistance from Emily Cole

Contents

Introduction

In December 2014, the Victorian/Tasmanian Promoting Excellence Network (VTAS PEN) supported the University of Tasmania to host a professional learning event for VTAS PEN members and a number of invited guests, including a representative from each of the other state-based Promoting Excellence Networks (PENs), and the Office for Learning and Teaching (OLT). Historically, the VTAS PEN seeks to host events which are outreach in nature and which uphold the key aspirations and expected outcomes of the network. The outcomes, as framed in the VTAS PEN Expression of Interest document to the then Australian Learning and Teaching Council (VTASa, 2011) are as follows:

- Outcome 1: The establishment of an active Victorian and Tasmanian (VTAS) network;
- Outcome 2: PEI staff support and training/PD related to sharing of systems, knowledge and processes that contribute to optimising student learning;
- Outcome 3: Fostering collaborative development of learning and teaching research grant projects between VTAS institutions;
- Outcome 4: Enabling post-project dissemination, engagement and therefore impact of research project outcomes and resources;
- Outcome 5: Catalysing initiatives that connect existing peer groupings – early career staff, faculty groups, to provide opportunities to share, encourage and value teaching excellence and innovation.

The VTAS PEN member universities have been very successful in promoting these outcomes through a series of events. These events have attracted in excess of 500 staff (academic and professional) across the region since an extension to the original Promoting Excellence Initiative funding agreement was provided in 2012. Most of these events have necessarily aimed to bring together groups of people for the purposes of networking, disseminating practice, projects and resources, developing (or redeveloping) collaborative relationships, and engendering a collective voice to enhance the value of learning and teaching in higher education. The UTAS hosted event, *Promoting Excellence in Partnership: Reflect, Review and Resolution*, was an attempt to address Outcome 2 (above); to host an event specifically aimed towards professional learning for VTAS PEN members and invited guests, and to address questions of PENs sustainability post-funding.

The latter theme had recently been addressed at the NSW/ACT PEN event held in Parramatta earlier in 2014: *Building Success Through Network Connections: National Symposium of Promoting Excellence Networks*. As outlined in a follow up document to that day (NSW/ACT PEN, 2014), seven key messages were agreed upon:

1. There is high quality, scholarly and interesting work being undertaken by the PENs.
2. PENs are efficient; they use limited funding to reach many.
3. To maintain this efficiency continuance of a social model of interaction is essential.
4. Sustainability is promoted by distributed leadership and a 'train the trainer' model of professional development.
5. The strength of PENs is their diversity. There is no 'one size fits all' model of an effectively functioning PEN.
6. A national network of PENs would increase cross-PEN connections and collaborations for even greater efficiency and sustainability of support for OLT programs.
7. An annual PEN symposium is an essential communication channel between PENs and the OLT.

The UTAS hosted event was programed in a way which built on many of these themes and other findings from the national symposium, whilst providing sufficient professional learning and collaborative networking opportunities for members of the VTAS and other state based PENs. Unique to this program was a chance for administrative staff – staff who have an increasingly strategic and coordination role to play across the entire promoting excellence domain – to engage in professional learning of their own. This was a highlight, and undoubtedly, a key marker of success from this event.

Agenda

The event agenda was planned around the following themes:

- renewing our understanding of the OLT aims and objectives from a PEN perspective;
- sharing good practice (including resources) and highlighting the most challenging areas of practice across all network institutions (in the awards, grants and fellowships space);
- hearing from members representing all national networks about their practice and focus areas;
- seeking to find ways of measuring the impact of the VTAS PEN and its activities;
- discussing innovative ways of enabling post-project dissemination and engagement, including measuring the impact of project outcomes and resources;
- ensuring sustainability of the network (PENs) in the potential case of limited (or no) continuing funds; and,
- considering the changing nature of higher education and identifying opportunities to strengthen the impact and methods of our practice.

In addition, specific sessions for the administrators were planned to:

- provide collaborative (two-way) feedback (between each other as member institutions and between member institutions and the OLT);
- share current practice and work towards developing strategies for streamlining administrative processes; and
- highlight the future professional learning needs of staff in administrative roles.

The specific sessions over the two days were structured as follows:

DAY ONE – Thursday 11th December

11:30	**Arrive and Registrations**
12:00-12:45	**Lunch and networking**
12:45-13:00	**Official Open and Welcome by Natalie Brown**
	Head, Tasmanian Institute of Learning and Teaching, UTAS
13:00-13:45	**Linking PEN Contributions with the Office for Learning and Teaching Programs**
	Ellen Poels – Assistant Director, Grants and Fellowships
	Office for Learning and Teaching
13:45-14:30	**National Plenary**
	Perspectives from the OLT and visiting members of the National Promoting Excellence Networks
14:30-15:15	**Q&A**
15:15-17:00	**Provocation: Are we collaborating or are we competing?**
	Presentation and discussion led by Professor Justin Walls, Associate Dean Learning and Teaching and Head, School of Medicine, University of Tasmania
18:00	**Drinks and Dinner**
	Monty's on Montpelier -37 Montpelier Retreat, Battery Point

DAY TWO – Friday 12th December

9am	**Arrive, Coffee and Overview**
9:30-12:00	**Concurrent Roundtables**

- Sharing Practice Roundtable: National PEN Networks
- Administrative Teams Roundtable: Improving systems, communication and Q&A session

The roundtables involved short presentations on resources which support awards, grants and fellowship application development for national programs. Participants came prepared to talk to at least one resource which they were able to make available to all participants.

12:00-12:30   **Drawing together the resources**

A discussion on sharing, embedding and evaluating shared resource in an ongoing and collaborative way, in the context of the competitive environment in which we work.

12:30 – 13:30   **Working Lunch – Building on Shared Resources: An Open Source Solution?**

Led by Luke Padgett, OER Project Leader – Copyright and Engagement, UTAS

13:30 – 15:00   **Where else does our work count?**

Developing strategies for Network Impact, Promotion and Sustainability

A discussion on future strategies and how awards, grants and fellowship activities can be repurposed (including: as Teaching Performance Indicators and evidence for promotion; publication and scholarship outputs). How are PEN networks contributing to this space?

Led by Kristin Warr Pedersen, UTAS

15:00 -   **Final discussions and close**

Attendees

The list of attendees at the event (n=23, names outlined below) included VTAS members and invited guests. The majority of people in attendance (other than guests) predominantly work in either an awards, grants, fellowships and/or promoting excellence role, or in an administrative/program management role.

Name		Institution	Email Address	Representing
Alison	Gilmore	La Trobe University	A.Gilmore@latrobe.edu.au	VTAS
Alison	Healy	La Trobe University	a.healy@latrobe.edu.au	VTAS
Andrea	Fraser	The University of Western Australia	andrea.fraser@uwa.edu.au	WAND
Angela	Carbone	Monash University	angela.carbone@monash.edu	VTAS
Bella	Ross	Swinburne University of Technology	bross@swin.edu.au	VTAS
Brondalie	Martin	University of Wollongong	bronm@uow.edu.au	NSW/ACT
Charntel	Marais	RMIT University	charntel.marais@rmit.edu.au	VTAS
Diana	Cousens	RMIT University	diana.cousens@rmit.edu.au	VTAS
Ellen	Poels	OLT	Ellen.Poels@education.gov.au	Guest
Emily	Cole	UTAS	emily.cole@utas.edu.au	Guest
Fernando	Padró	University of Southern Queensland	Fernando.Padro@usq.edu.au	QPEN
Jo	Osborne	UTAS	jo.osborne@utas.edu.au	Guest
Joy	Whitton	Monash University	joy.whitton@monash.edu	VTAS

Judith	Gullifer	Charles Sturt University	jgullifer@csu.edu.au	NSW/ACT
Jurg	Bronnimann	Batchelor Institute of Indigenous Tertiary Education	jurg.bronnimann@batchelor.edu.au	SANTPEN
Justin	Walls	UTAS	J.Walls@utas.edu.au	Guest
Kerry	Allison	Monash University	kerry.allison@monash.edu	VTAS
Kristin	Warr Pedersen	UTAS	kristin.warr@utas.edu.au	VTAS
Linden	Clarke	Swinburne University of Technology	lindenclarke@swin.edu.au	Guest
Luke	Padgett	UTAS	luke.padgett@utas.edu.au	Guest
Melody	West	UTAS	melody.west@utas.edu.au	VTAS
Natalie	Brown	UTAS	natalie.brown@utas.edu.au	VTAS
Rhonda	Hallett	La Trobe University	R.Hallett@latrobe.edu.au	VTAS

Outcomes and Ideas: Awards, Grants and Fellowships

The following section of this report details the ideas, documents and specific practices shared as a result of discussions across the entire event. They are listed a collections of ideas and comments rather than providing any analytical or theoretical position about the activities and work undertaken by staff in the promoting excellence area. An overall discussion and key outcomes and actions are provided at the end of this report under the Summary and Recommendations section.

Awards

- Potential resources are:
  - A wiki which lists internal deadlines, instructions and exemplars of applications;
  - Workshops for information and to provide feedback on drafts;
  - Past recipients of awards who can be called upon to reflect on their journeys and applications preparation;
  - 1:1 email support on drafts;
  - Administrative support to upload applications to appropriate portals (internal and OLT).
- Resources to support applicants should be provided as a suite of artefacts which seek to support a variety of work contexts and learning styles.
- One practice exemplar to support award applicants is the Charles Sturt University Anonymous Workshop. This is where staff can call in to a workshop anonymously and listen to the content without being physically present in the room. The numbers are generally 18

on the phone and 8 in the room. This supports an ongoing pipeline of applicants but importantly, helps to overcome the 'sticky/unfamiliar/uncomfortable' nature of seeking support to apply for an award.

- WAND uses a video (on their website: http://wand.edu.au/)

Key Documents Shared:

- *Appendix 1: Addressing the five citation/teaching excellence award criteria supported by evidence*
- *Appendix 2: Using Memes in Guiding OLT Citation Applicants*
- *Appendix 3: Four Quadrants to help collect and organise evidence of practice.*

Grants

- Support for Grant writers needs to be a staged process and structured. Need to reduce 'ad-hoc' development
- Communication about and throughout the process is fundamental to successful outcomes for applicants.
- Monash has a Grants Process (see Appendix 4) which is supported by other administrative documents and resources (such as the internally available 'dates document'). The Grants Process is a single document which provides a clear process.
- RMIT provides grant writing workshops.
- La Trobe are streamlining their processes and are using existing research infrastructure to help administrate the process.
- The La Trobe internal grants schemes are aligned with the OLT program.
- UTAS have an 'intent to submit' process where full feedback is provided from the Deputy Vice Chancellor – Students and Education on all proposed ideas. The top 6 of all submissions (believed to be the strongest ideas with key strategic and sector wide application) have access to the awards, grants and fellowships team on a 1:1 basis, as well as to an online resource. The remaining applicants have access to the same online resource as well as a blind peer review process (involving two reviews/feedback of final draft applications).
- WAND/Edith Cowan University provide a generic support resource which is transferable to all institutions (available on the website: http://wand.edu.au/). All information is available in the one spot.

Key Documents Shared

- *Appendix 4: OLT Grants Application Process*
- *Appendix 5: Intent to Submit Template*

Fellowships

- There was a general consensus that all PENs need to learn more about supporting Fellowships and to promote them more.
- WAND has a video resource available on their website (http://wand.edu.au/).
- Fellowship Mentoring Program, where a former fellow mentors a candidate through a mock interview process. This assists to build a concrete language about the proposed fellowship, and how to 'talk specifics'.
- Fellow will be an ambassador for the Office for Learning and Teaching and therefore should think about their presentation and communication style.
- A way of identifying potential fellows is to seek people who have implemented change and who have the capacity to build teams and influence others.
- An excellence resource provided by the OLT about Fellowships can be found on their website: (http://www.olt.gov.au/fellowships/ideas-workshop).

Key Documents Shared:
Appendix 6: A Fellowship, not a Project (OLT Resource)

Outcomes and Ideas: Network Sustainability and Embedding our work in Alternative Contexts

One of the key drivers for this event was born out of a need to review and systematically plan for the sustainability of VTAS PEN activiti**es, and to ascertain how other s**tate **b**ased PENs were planning on working beyond the current funding structures. Below is a list of strategies and ideas stemming from the Roundtable activities on day two, a discussion and summary of which will be brought together in the following section of this report. It was identified prior to the event that a strategic position that all PENs could take would be to ensure our work is contextual and applicable in other higher education contexts. Thus, the following lists are split into two: Network Impact, Promotion and Sustainability; and Where Else Does Our Work Count.

Developing strategies for Network Impact, Promotion and Sustainability

- Review mechanisms for sustainability which are already established programs: an OLT Secondment for example.
- A National PEN Symposium should be organised annually to mobilise and disseminate our work for the purposes of impact. Piggy back this event on other established events such as CADAD (Council of Australian Directors of Academic Development).

- Engage in benchmark analysis to determine state by state capacity and impact and use this information to develop practice or drive strategy.
- Focus on project management expertise and enabling expertise and professional learning for managers and leaders of OLT funded projects.
- Project Curation: leading the design and dissemination of projects by utilising our state based and national networks.
- Input into web architecture/maintenance to ensure our roles and capacity as PENs is represented accurately and with up to date contacts etc. Currently, our searchability is very limited.
- Seek alternative financial resources (is it a conflict of interest to apply for OLT funded grants?).
- Continue with strategic communication, with greater emphasis on feedback to our network institutions about the value of the networks.
- Secretariat/admin support needs to be consistent and resourced.
- Collaboration should be enhanced, within and across state based PENs.
- Manage our own individual institution performance indicators, with collaborating PEN partners with the view to:
    o Win awards and grants with home institution as lead; and
    o Meet our own faculty targets.
- 'AUS-PEN' – Consider the option of building a national PEN, continuously bringing together the academic/professional staff (both physically and in e-contexts). The key national promoting excellence network would potentially:
    o Work with key lobby groups and professional bodies to improve networking and development;
    o Host national meetings made up of state based reps (or regional/otherwise classified);
    o Develop guidelines around strategic priorities, roles and capacity so as to remove individual university or state based PEN priorities;
    o Networking and discussion/smaller working parties around other strategic learning and teaching priorities – e.g. participation; indigenous education; employability skills etc.
    o A national body such as AUS-PEN might provide an objective framework where colleagues from different universities can share their work in an academic setting without fear of affecting competition. A competition based system will reward institutions, no matter how small, for their innovative practices. AUS PEN might encourage more collaboration between institutions

doing similar things, regardless of their status, research standing and/or prestige;

- o AUS PEN should include contributions from student representatives regarding the measurement of learning and teaching quality and the student experience.

Where else does our work count?

- PEN activities should link with promotion and annual performance development for our own stakeholders (groups of staff applying for awards, grants and fellowships, and people who lead and manage OLT funded projects).
- Our work helps to establish internal networks to promote excellence institutionally.
- We assist unsuccessful OLT proposals to focus on different programs, funding bodies or even journals for lit reviews and other scholarly outputs to be published.
- Our internal programs to support promoting excellence activities compliment the OLT and its programs.
- Between the state based PEN institutions, we would have a significant data base of potential project managers, and evaluators.
- We currently use OLT applications as exemplars to support mentoring and professional development for staff learning how to design and propose project ideas and awards.
- PENs sometimes collating OLT feedback (which is first de-identified) and circulate for the purpose of informing institutions as to the commonalities of successful (and unsuccessful) applications.
- PENs engage in the sharing of resources and reports.
- PENs engage with key events such as the OLT roadshow: and invite poster presentations by OLT funded project leads/managers.
- PENs link in with university wide events with similar priorities as OLT e.g. Employability events.

Summary and Recommendations

Many of the concluding discussions at the event held in Hobart focused around the need for all PENs (including the potential for a nationally focused AUS PEN) to continue to communicate their value to staff, institutions and the OLT. The diagram below (Figure 1 - developed by one of the working groups on day two) depicts the nature of communication and value between each of the highlighted groups. Central to these two way modes of communication and value are a number of principles:

- That each of the PENs recognises the strengths and expertise of staff, institutions and the OLT in determining the best courses of action for support and guidance in promoting excellence activities;
- That PENs facilitate the sharing of resources and processes between the identified groups at all times;
- That PENs facilitate networking and collaborative opportunities through events and other outreach programs, in a sustainable and consistent manner.

It was also identified that the value of PEN activity in light of the abovementioned principles could be articulated as:

- Enhancing professional development and enhancing support and services in an increasingly under-resourced higher education sector;
- Improving the student experience and enhancing the focus on student learning and graduate outcomes;
- Enhancing the vocabulary, practice and scholarship in learning and teaching more broadly;
- Encouraging a more reflexive teaching practice and professionalism;
- Lifting the overall quality of the sector (via staff, institutions, the OLT and learning and teaching) through promoting excellence activities.

Though the scope for any future aims and aspirations of the state based PENs seems to be limited in terms of funding, investigating potential links to established OLT mechanisms (secondments, grant applications etc.) was agreed to be a likely next step for leads (and other key members) of each of the state based PENs to take. However, other steps were identified as useful ways in which we can mobilise the value of the work PENs are engaged with, including:

- Spruiking our value and mission to senior members of staff;

- Engaging in scholarship and reporting on our work and outcomes in formal academic settings (conferences, journal articles and other symposiums)
- Marketing ourselves across staff, institutions and via the OLT;

It was also agreed that there would be great value in ensuring members of the administrative teams become members in the PEN networks. Since the event in December, the group of administrators have formed their own community of practice and are already in contact about keeping in touch regularly.

Figure 1: Relationships and communication between PENs, Staff, Institutions and the OLT

References

VTASa (2011) *Expression of Interest to the Australian Learning and Teaching Council for the VTAS State-based Promoting Excellence Network,* https://vtasnetwork.files.wordpress.com/2013/03/2011-state-based-promoting-excellence-networks-eoi-monash-university.pdf, accessed 03/03/15

NSW/ACT PEN (2014) *The Power of the PEN Communique for Networks,* contact corresponding author and NSW/ACT PEN lead, Coralie McCormack, Coralie.McCormack@canberra.edu.au

Addressing the five citation/teaching excellence award criteria supported by evidence

Collecting evidence

Evidence takes planning :

- keep your *evidence cap* on at all times.

Why am I collecting evidence?

- Summative, formative

- For reviewing my practice in order to improve my teaching; to check if my teaching is effective ; to help set goals for performance development; for promotion, quality assurance, an award application

Use multiple sources to substantiate a claim, or to reach a deeper understanding – qualitative and quantitative and from different viewpoints – your own, your students', your peers', and forms that can substantiate improvements in student learning itself.

Addressing the five citation/teaching excellence award criteria

You will need to tell the reader *first* about your teaching context and a brief reflection on what your teaching philosophy is. This will help them to make sense of your approaches. Your teaching context should include the relevant facts like unit name, enrolment and level, characteristics of the cohort that present particular challenges (e.g. 90% international students; a core course taken by several degrees etc.), etc., and your role in the teaching team (e.g. unit coordinator).

1 - Approaches to learning and teaching that influence, motivate and inspire students to learn.

This criterion asks you to discuss how you engage students in your units with your discipline and the intended learning outcomes while inciting their curiosity or desire to learn. Provide one or two detailed examples of how you have done this in your classroom or in various units of study at one or more levels and link them to your teaching context and philosophy. If you attribute the effectiveness of your approach to team collaboration, detail your role and other key roles and the methods of management/coordination if relevant.

Examples of **forms of evidence** that can be used to demonstrate or indicate your claims include:

- SETU unit evaluation data - quantitative, qualitative http://opq.monash.edu.au/us/surveys/setu/index.html. Show it over time, consider

using a graph or table to show the data accessibly, and record the response rate as people will need it to assess the data you present.

- De-identified student comments from SETU or testimony from unsolicited emails or specific surveys or from student journals (with permission).
- student achievement through samples of student work that demonstrates learning. Once again, you will need to adhere to privacy and copyright policies and get written permission from the student.
- Impact as unit/course coordinator as evident in student achievement and measured in pass and failure rates, proportionate increases in your students achieving distinction or high distinction
- success of past students
- number of hits on your website
- Other analytics e.g. number of student posts in a discussion forum (to indicate student engagement in learning communities, for example)
- School or Faculty records showing strong or improving enrolment, retention and completion rates in a unit across a period of no less than two years
- student progression to Honours/post-graduate programs
- peer review/assessment of your teaching
- personal letters of congratulation from the VC/OVPLT
- teaching awards

Note: listen to the video on this topic.

2 - Development of curricula, resources or services that reflect a command of the field.

Under this criterion you would address how you have contributed to writing or re-designing curriculum for a new unit or course/program of study. Ask yourself:

- What problems or issues was the course design/curriculum designed to address?
- Why did you decide to design it a certain way? (Tell us about the decisions you took)
- How did you believe it would engage or benefit your particular range of students?
- How is it innovative – at least in your context/discipline?
- Is it an effective collaborative design or implementation of a cross-faculty, cross-campus or team-taught course? Provide details.
- Did it link to Monash education strategies like Better Teaching, Better Learning or to Monash graduate attributes or enhance employability skills or preparedness for work? If so, how?
- Did it recognise and extend student aspirations, align with Faculty strengths or priorities or a change in external contexts (e.g. a new accreditation requirement, or national or international trend in the field, or new national research or learning and teaching priority)? If so, how?
- Can you show effective engagement of professional or industry partners to develop, implement and evaluate courses of study you are responsible for?
- Did it involve the design and or delivery of student volunteering, service, mobility or leadership program or Peer Assisted Learning (PAL) opportunities? If so, how?
- Did it involve design and successful implementation of Work-Integrated Learning (WEL) units or activities that encourage students to engage with contexts outside of

Monash (e.g. industry visits and excursions, engagement with commercial documents and other materials relevant to practice? If so, how?

Evidence

Detailed discussion about the above are important and will explain your claims and your thinking which underpins them. Other forms of evidence that can be used to demonstrate or indicate the reliability of your claims could include:

- appointment and impact as unit or course coordinator
- relevant student comments from formal SETU evaluations
- quantitative SETU scores for the relevant question
- Demonstrated use of evaluation data that has informed or changed your teaching
- results of student achievement e.g. samples of student work, examination results or other assessments. (You will need to adhere to privacy and copyright policies and may need written permission from the student.)
- i-Tunes or youtube video screenshots for online resources you or your students have created
- esteem factors such as invited presentations and teaching awards
- number of hits on your website created for a course/Unit.
- textbook or teaching /learning resources adopted by others
- course design elements adopted by others
- Results of external examiners reports on units (e.g. through QVS)
- Successful employer or schools linkage

3 - Approaches to assessment, feedback and learning support that foster independent learning.

The following questions may prompt you to recall and reflect on your activities, and to guide what you write about:

- How do you conceptualise student feedback on learning? Describe the nature of the assignments you ask of students. What were the principles underlying the choice, timing and design of assessment tasks? Are they innovative? (If so, how?)
- How do you develop your students' capacity to gain and use feedback on their learning – from you and their peers?
- How do you teach students to judge and critically appraise their developing skills and to evaluate/monitor their own learning achievements? (metacognition)
- How do you make clear your learning intentions, targets, success criteria? Do you provide models? Worked examples?
- How do you provide students with guidance on 'where do I go next'?
- Do you/how do you pitch feedback - 1. to the text? 2. To the process of learning error detection strategies? ('e.g. tell me where you think you went wrong'?) 3. to self-regulation?
- How do you get students to ask more questions?

- How do you prepare them to work with and understand the marking criteria/rubrics?
- What opportunities have you provided for them to develop the skills of critical judgement or evaluation on their learning through reflection, receiving feedback from peers, and from academic staff including yourself? How do you assist students to become responsible for and manage their own learning, to identify problems early, and seek and gain assistance?
- How do you ensure timely feedback so that they can use it to improve?
- Do you provide flexibility or choice in assessment?
- How do the various forms of assessment address the diverse student cohort you have (if you do) and the kind of knowledge, understandings, attributes and skills you are trying to have them develop?
- What supports to learning have you set up, particularly for large enrolment units or multi-campus cohorts? Have you engaged professional staff to assist? Tell how. Have you evaluated how any support programs are working? How? And if so, how have you responded to the student feedback to improve them further?

Useful Resources

David Boud's *Assessment 2020: Seven propositions for assessment reform in higher education at DEEWR* (ex ALTC) Resources Library.

Re-engineering assessment practices in higher education, University of Strathclyde, 2007, at http://www.reap.ac.uk/home.aspx

Evidence

Forms of evidence you can use include the detailed examples to answer the questions above. Others forms that can be used to demonstrate or indicate the reliability of your claims include:

- peer review/assessment
- results of external examiners reports on units (e.g. through QVS)
- SETU scores for the question on assessment and feedback
- trend data showing improved and sustained student performance after the development of formative assessment tasks and the provision of timely and constructive feedback.
- examples of student creative outputs.
- unit materials showing the provision of learning activities and assessment tasks that develop student capacities in a logical and achievable fashion and over time.

4 - Respect and support for the development of students as individuals.

The first and second criteria allow you to address how you engage cohorts of students in learning. But no two students are the same. This fourth criterion asks how you or your curricula/unit offers flexibility to students to allow for a diversity of aspirations, backgrounds, intellectual capacity, career goals, equity issues, choices, etc.

It is also the criterion in which you might discuss how you try to understand their experiences in a holistic way, not just what they do in the three hours a week you see them, and how you respond to individual students who seek guidance, advice or mentoring.   Provide de-identified examples of when you have made an impact on someone's decision to, for example, go on to Honours or post-graduate study, to seek Monash accommodation/counselling services, not to drop out, or to gain relevant work experience.

Evidence

- how you learn or use the names of individual students
- discussion of examples illustrating effective collaborative customisation of teaching activities in a cross-campus or international course to enhance the learning outcomes of a cohort.
- leadership or other positions/activities/responsibilities for transitioning students, engaging students, or academic progress of individuals
- peer review/assessment
- students' achievements and successes

5 - Scholarly activities that have influenced and enhanced learning and teaching.

For many people this criterion is the hardest. It is different from the others and you may need to make numerous individual paragraphs rather than a few well developed ideas. Underpinning this criterion is the expectation that after you have been teaching for a time, and developed expertise in learning and teaching, you will have shared your expertise to influence your peers in ways that make them better teachers – through a variety of means. This criterion is about *broadening the sphere of your influence* on learning and teaching – undertaking leadership, in other words. To evidence this criterion, you might discuss various activities and their impact:

- published papers in peer reviewed teaching or disciplinary education journals
- enumerate the invited presentations/papers you have given to school, faculty or professional organisations and national and international conferences etc.
- teaching and learning grant and attainment of outcomes/impacts.
- editorship of journals or organisers of conferences on the teaching of your discipline.
- leadership of curriculum renewal in your faculty or program
- authorship or contributor to student textbook/s or other materials e.g. slides, web pages or creative outputs *that are used as prescribed or recommended texts or materials in subjects at other institutions*. Numbers of copies sold or institutions who adopt the text is also valuable (contact your publisher or your royalty statements for these figures).
- Impact of professional teaching qualifications achieved e.g. GCAP, GCHE
- contribution to training courses on learning and teaching

- a university or external competitive teaching and learning Fellowship or OLT Discipline Scholar appointment
- impact of a university or external competitive teaching and learning Fellowship or OLT Discipline Scholar appointment
- impact of external high level education-related committees
- impact of successful establishment of networks, interest groups, communities of practice

Using Memes in Guiding OLT Citation Applicants

Presentation by Dr Diana Cousens
RMIT University
to the PEI Network VICTAS event
Promoting Excellence In Partnership
 Hobart 11 & 12 December 2014

www.rmit.edu.au

RMIT
UNIVERSITY

Meme Design – Generator | Creator | Maker for Memes

By JSV Ventures, LLC.

Open iTunes to buy and download apps.

Description

TOP 10 Entertainment app in 25 countries, July 2014
Easiest & Most Elegant Meme Maker in the appstore!
4.5 Star Rating since 2012

Meme Design – Generator | Creator | Maker for Memes Support ▶

...More

What's New in Version 2.6

iOS 8.1 Support

View in iTunes

➕ This app is designed for
both iPhone and iPad

You need to set aside some time
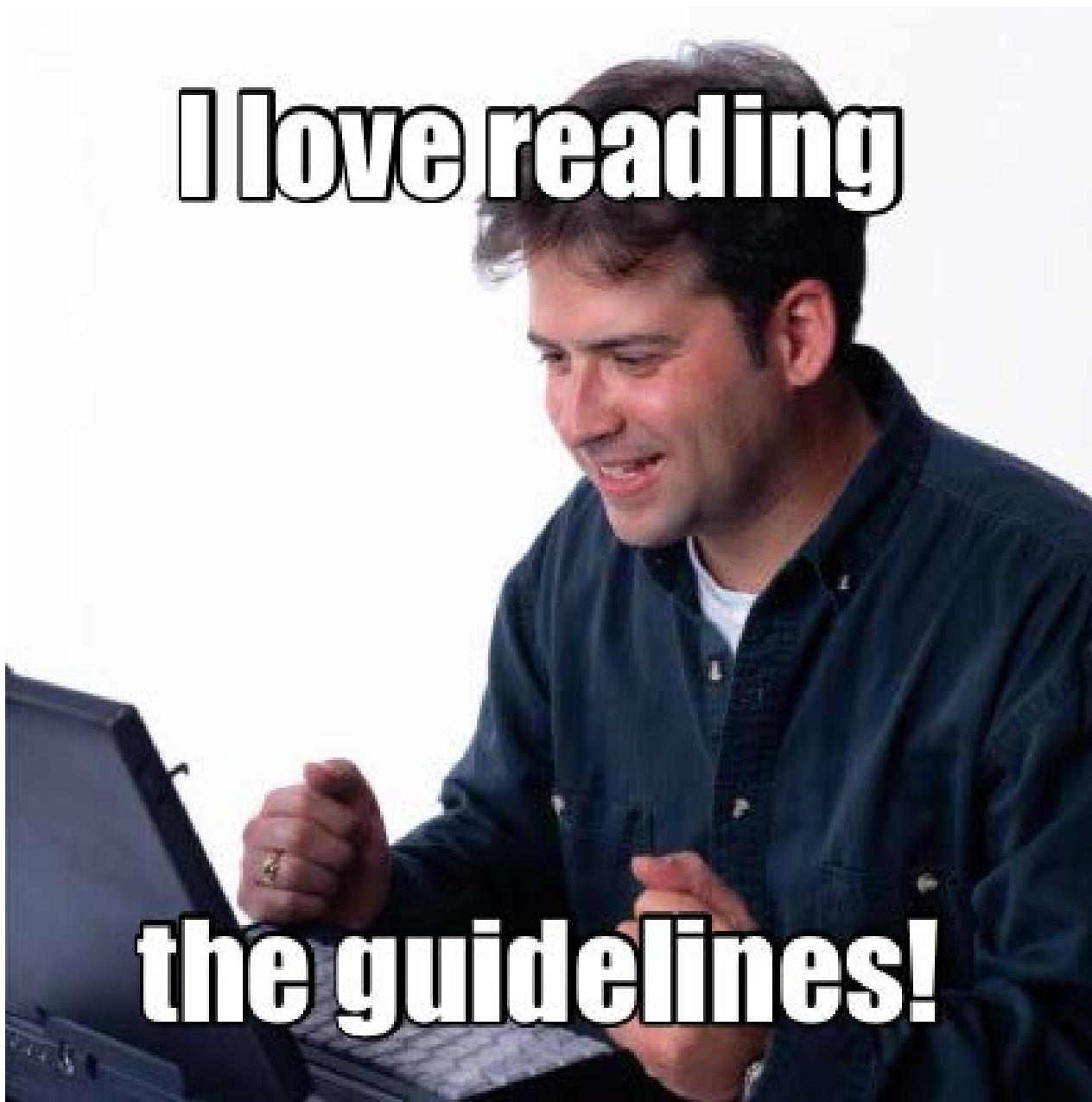
Provide an overview

Show!

Don't tell.

It's not about you -

It's about the students!
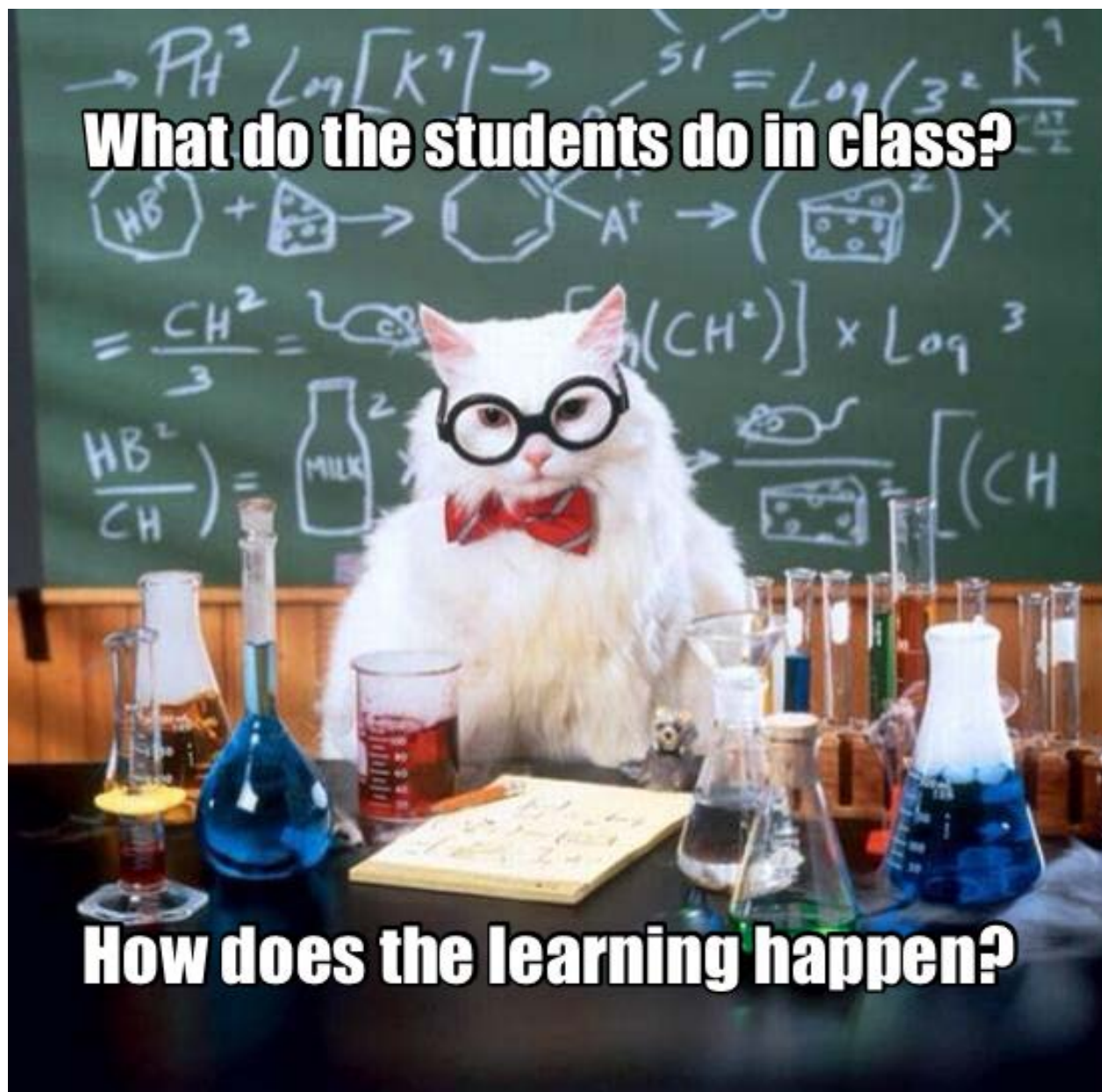
How do you make your course accessible?
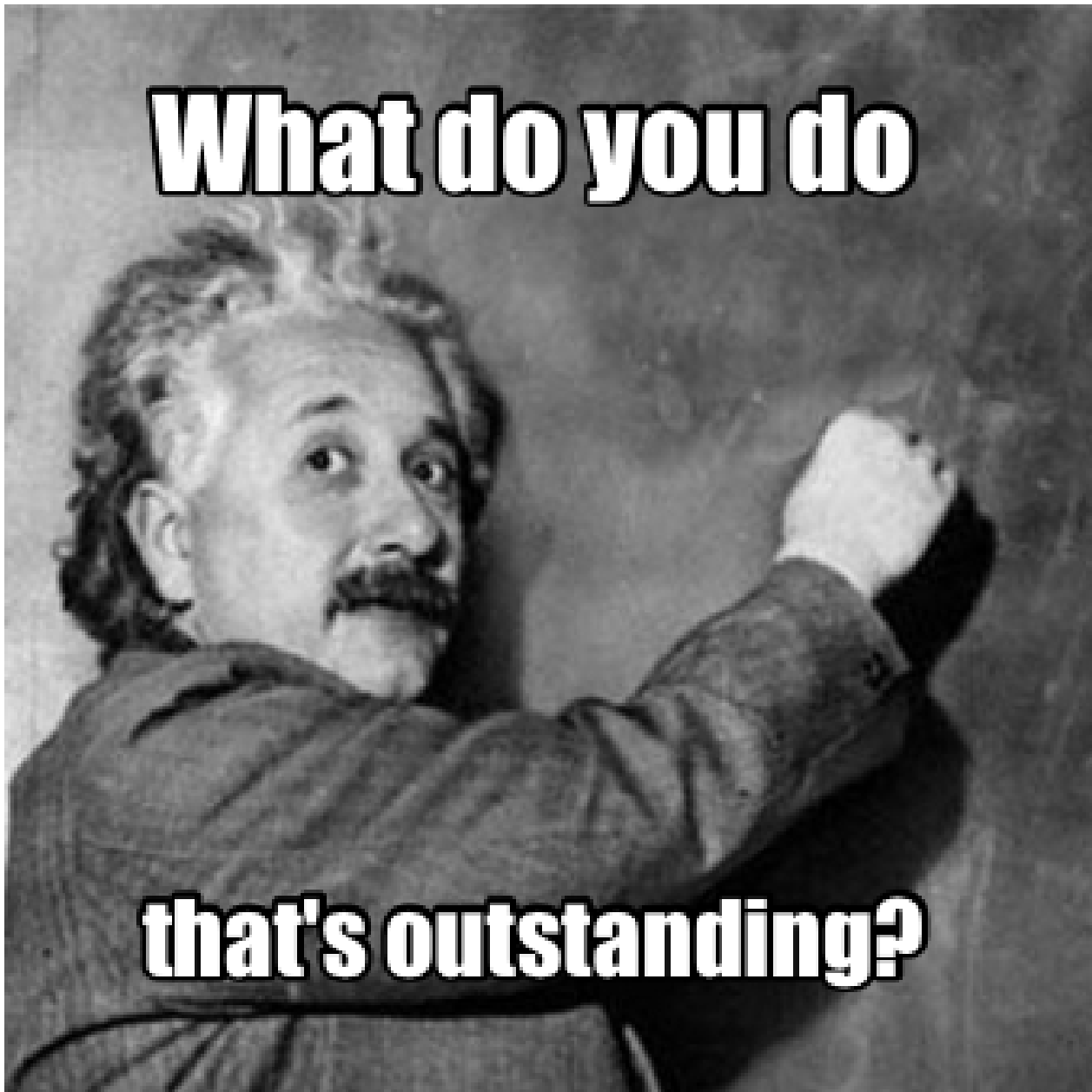
Have you been using jargon?

It's now how good you are

It's how good your application is

Four Quadrants to Collect and Organise Evidence of Practice

Melody West &
Kristin Warr Pedersen
University of Tasmania

Activity 1: Sticky note exercise

Take a quick moment to write down the most innovative piece of evidence you might have NOW to support a claim for effective teaching.

Stick these on the paper on your table

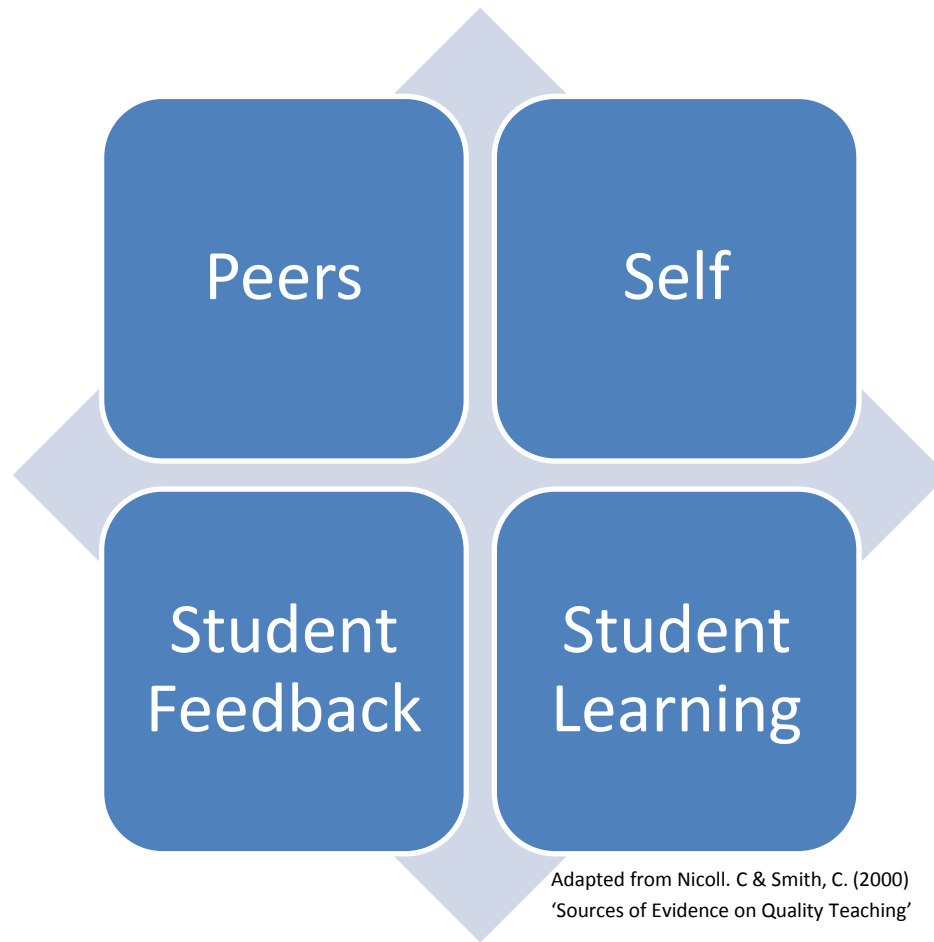Present the evidence to the person next to you

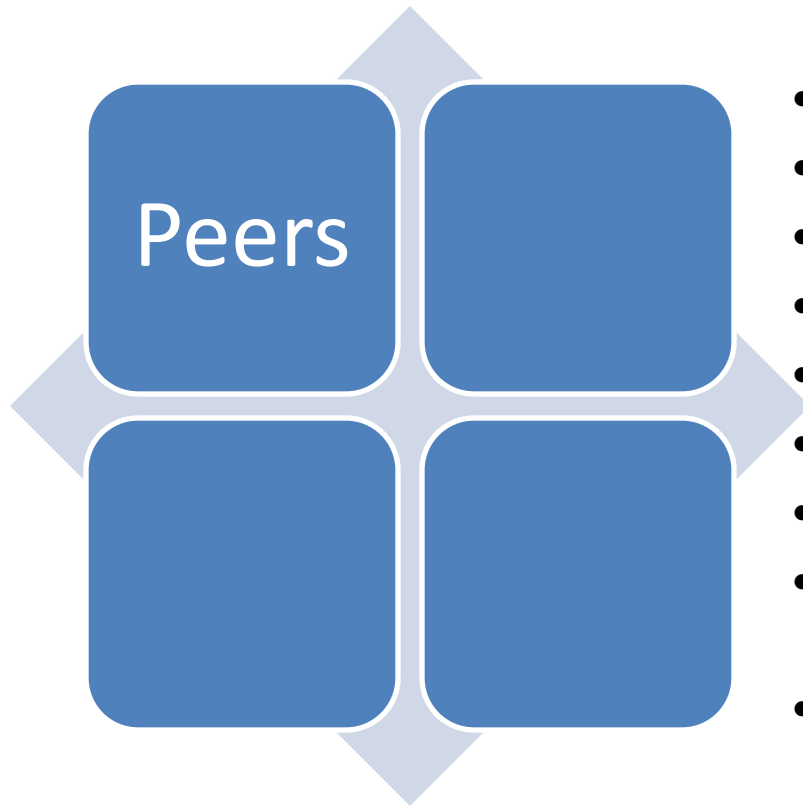Sticky note posters will be stuck up on a wall in the venue for you to review later.

Evidence takes planning : keep your evidence cap on at all times.

Why am I collecting evidence?

Evidence Quadrants as a framing tool: thinking about evidence that is qualitative, quantitative, from peers, self, students and the literature.

Peers

Self

Student Feedback

Student Learning

Adapted from Nicoll. C & Smith, C. (2000)
'Sources of Evidence on Quality Teaching'

Peers

- Classroom performance (peer review)
- Course materials and content
- Assessment practices
- Scholarship of teaching and publications
- Management of teaching
- Learning and teaching strategies
- Leadership roles
- Levels of peers – senior, supervisor, reviewers, colleagues etc.
- Industry and professional associations
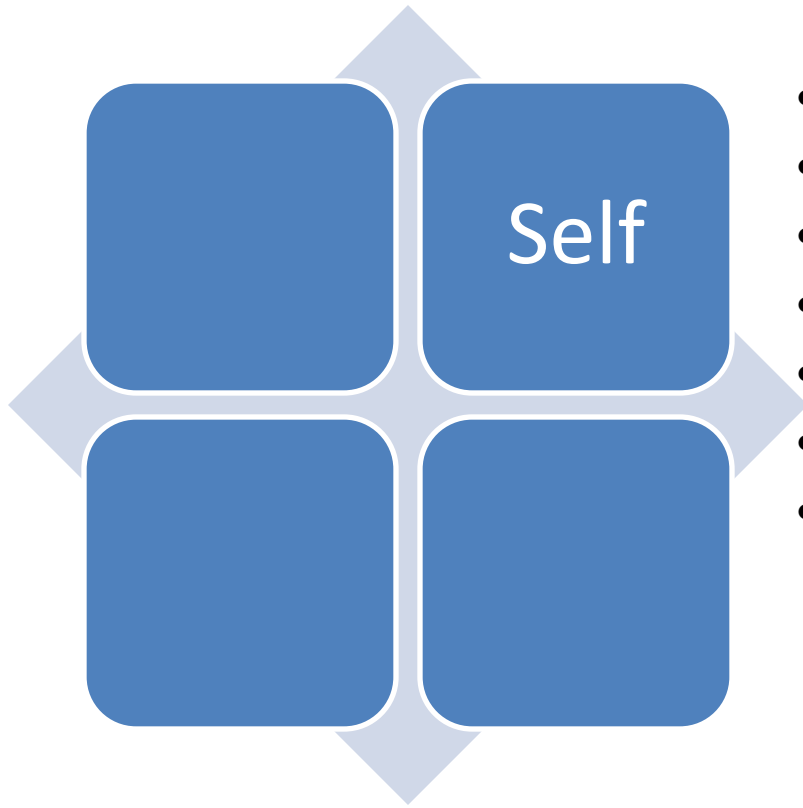
Self

- Teaching journal
- Teaching philosophy
- Self reflections, analysis and evaluation
- Reflective course memo
- Responsiveness to student feedback
- Publications
- Leadership roles

Student Reactions
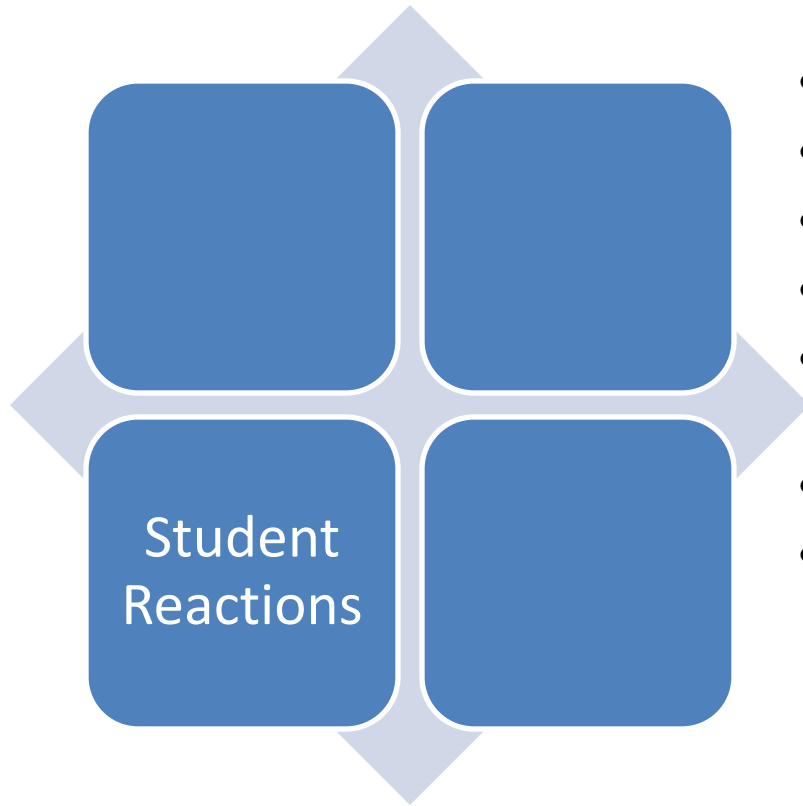
- Student evaluation processes
- Student interviews
- Informal class student feedback
- Course experience questionnaires
- Unsolicited (and solicited) student feedback
- Student logs and journals
- Online feedback

Student Learning
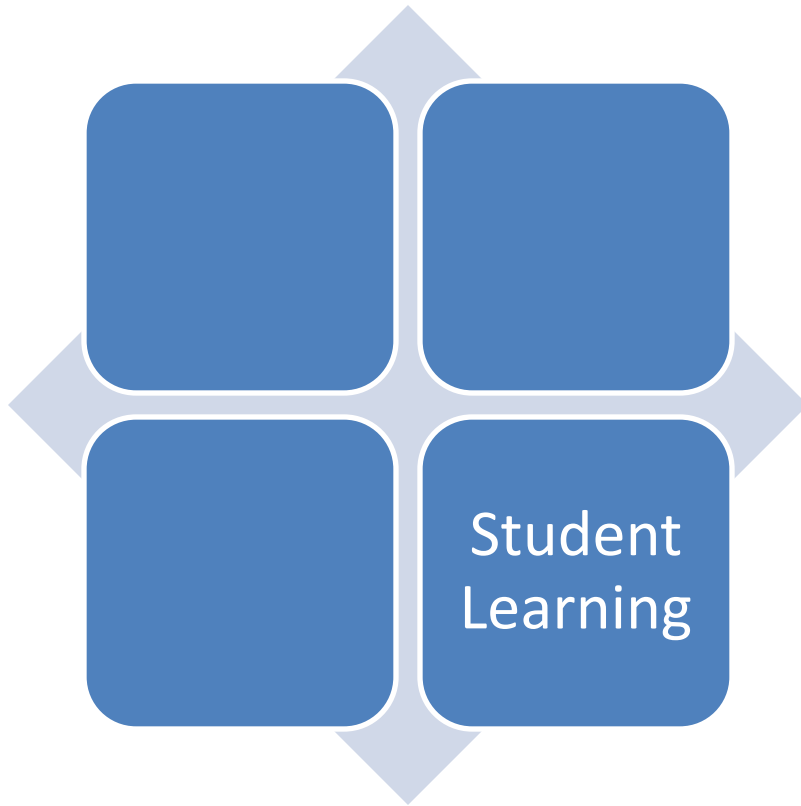
- Students' self reported knowledge/skills
- Rates of attrition/failure progression to honours/postgraduate
- Course identification and evaluation of generic attributes
- Student work (assessments, theses, projects)
- Employer/workplace feedback
- Graduate feedback

MONASH University   **Office of the Vice-Provost (Learning & Teaching)**

OLT grants application process

Approach
- Applicant approaches PE team
- Face-to-face or phone meeting with PE team arranged
- Checklist, resources and dates provided for applicant
- Applicant reviews all resources and completes checklist

Drafting
- Applicant drafts proposal
- PE team provides comprehensive feedback on draft
- Applicant revises draft according to feedback - can be multiple times
- Process can take **upwards of 8 weeks** from approach to submission
- Near-complete draft submitted to PE team by internal closing date

Internal Submission
- Monash Education Grants Committee (chaired by PVCLT) reviews all Monash submissions
- Committee meets to discuss applications and decide on whether insitutional support should be provided
- **There is no guarantee of endorsement by committee**
- Feedback and advice provided on all proposals
- PE team advises all applicants of outcome of committee meeting

Endorsed by Committee
- If institutional support is provided, applicant redrafts proposal according to committee's feedback
- Applicant finalises proposal and all relevant attachments, including budget
- PE team provides applicant with institutional support letter, which must be attached to proposal
- Proposal is uploaded to OLT online portal by closing date

Not endorsed by Committee
- If institutional support is not provided, applicant should review feedback and consider reapplying in a future round, or seeking alternative funding (such as OPVCLT Better Teaching, Better Learning Small Grants)

APPENDIX 5

Intent to Submit:
Office for Learning and Teaching Grants Programs

Email to: Awards.Grants@utas.edu.au

This form is based on the information required by the OLT when submitting applications via the online portal. Intent to Submit forms can be submitted in the tabular format as below *(please remove comments in italics)*.

Name/s and School/s of UTAS applicants	
Are you applying as a Lead or Partner?	*If Partner please list the lead institution.*
Type of Application	*Will you be submitting a full application or an Expression of Interest?*
Working Title of Project:	*Project names should be no more than 15 words long and should clearly and succinctly describe what the project will be doing.* *If the project is based in a discipline or field of study, this information must be included in the title.*
Grant Program:	*Select the name of the program under which the application is being submitted, i.e. Innovation and Development, Seed Project, Extension Grant, or Strategic Priority Projects. Refer to OLT website.*
Program Priority Area:	*Select the program priority area being addressed by the application. Only one priority area can be selected.*

Funding range being applied for (in 1,000s): **N/A for SEED Grants**	40-100	100-150	150-200	200-250	250-300	300-350	350-400	400-450	450-500

Partner Institution/s:	*List other higher education institutions and relevant other bodies who will be partners in the project.*
Endorsed By: **(HoS and A/Dean)**	*Please state names of Head/s of School/Section **and** Associate Dean Learning and Teaching. By providing these names you confirm that support has been given by the named Head/s of School/Section and Associate Dean Learning and Teaching.*
Draft Aims: **(55 word limit)**	*Provide a succinct outline of what the project has been designed to achieve **(55 word limit)**. Please write simply and avoid technical jargon.*
Draft Abstract: **(155 word limit)**	*Summarise the rationale/need for the project and what the project sets out to address/achieve **(155 word limit)**. Note: impact of this project on the sector should be made explicit in this abstract.*
Are you currently involved in any projects funded by the OLT or its predecessors?	*Yes or No. If Yes, please provide details.*
Does this application build on a project funded by the OLT or its predecessors?	*Yes or No. If Yes, please provide details.*

Your Fellowship – are you proposing a program or a project?

Question	Then what you propose is more likely to be:	
	a program of activities (this is good)	a project (this is not so good)*
How visible will what you do during your fellowship be while you are doing it?	Highly.	I don't expect there'll be much to show until the fellowship is completed.
How much basic work has been done in the area of your fellowship?	Quite a bit (some by me) and I intend building on it.	Not much at all, a lot of work will need to be done during the fellowship before something useful is likely to emerge.
How would you describe the leadership aspects of your fellowship?	My leadership will focus on inspiring others within and beyond my institution/discipline to drive systemic change/enhancement.	My leadership will focus on attracting and guiding a team from my institution who will assist me in achieving the goals of the fellowship.
Do you intend to get people talking about your fellowship from week 1?	Absolutely –conversations are already happening and I'm going to push them along.	The talking will start once I've done the work – until then there won't be much to talk about.
When will you get your peers (say your reference group) involved in your fellowship?	Immediately – I will seek their advice and continue to do so as one means of dissemination.	I probably won't need them till the near the end (I'll likely use them to review the work I've done).
Can most of your fellowship be done in your office at university or a similar venue?	No, it is key that I meet and interact with students, academics, senior administrators, peak bodies etc.	Yes, though I will need to go overseas to see what others have done.
Have you shown in your fellowship nomination how you will involve your institution?	Yes, I will try out some of my ideas at home before I translate them to other settings.	Yes, I will use the library and online resources to assist my research into my fellowship topic.
What will your dissemination consist of?	Workshops, seminars, use of existing networks, consultations with my fellowship reference group, a newsletter, invited talks and presentations at regular intervals throughout the fellowship.	Papers at conferences and in peer reviewed journals.
What will the participants do at your workshops?	Explore educational issues as highlighted through the fellowship from their perspective.	Explore educational issues as highlighted through the fellowship from my perspective.
When and how will you involve your evaluator?	Throughout the fellowship period, as a source of ideas, a critical friend and someone to assist in dissemination.	At the end of the fellowship period at which point I would like them to review what I've done and give advice on avenues for publication/dissemination.
Is there work done in previous ALTC/OLT fellowships and ideas that have emerged that you can adapt?	Yes, I intend bringing strands of previously ALTC/OLT-supported work together and these will form an important element of my fellowship.	No, this is quite a new area and I expect to break quite a lot of new ground during the fellowship.
What do you expect to be an outcome of your fellowship?	Demonstrable changes in [whatever] as a result of my fellowship within and beyond my own institution.	Firm progress on [whatever] so that the ground is laid for applying for another grant.
What will others do as a result of your fellowship?	Adapt approaches to [whatever], or try new ones, in their own contexts or institutions; form their own networks.	Read my report and invite me to give talks at their institutions.
What for you would be a couple of key indicators of successful fellowship?	High visibility of what I've done and clear evidence of changes in practice across several universities.	Several papers in high quality peer-reviewed journals and invitations to give keynotes at conferences.
What will happen when the funding runs out?	The changes will be sustainable and proliferate without the necessity for further funding.	I will apply for another grant.

*We have exaggerated the difference to make it clear (we hope). Many of the approaches in this column would not be regarded favourably in a grant application!

Written by Australian Learning and Teaching Fellows Professor Les Kirkup, UTS, and Professor Geoff Crisp, RMIT, October 2013.