Office for Learning and Teaching (OLT) Fellowships

An Australian Learning & Teaching Fellows (ALTF) Workshop
2013 OLT National Teaching Fellow

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2012 OLT National Senior Teaching Fellow

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Why are you here?
A Message from OLT

• https://www.youtube.com/watch?feature=player_detailpage&v=zXbkJfsAVHU&t=538
OLT Fellowships – Overview

• Recognition of educational expertise and leadership

• Fellowships support leading educators to:
  – undertake strategic, high-profile activities
  – develop knowledge of broader higher education environment
  – practise and further develop leadership skills

Types of Fellowships

• National Senior Teaching Fellowships $250k
  – outstanding scholars
  – one year release academic duties
• National Teaching Fellowships $90k
  – early to mid career scholars
  – 12 week release academic duties
• Academic secondments for strategic projects
Getting ready for a Fellowship
Angela’s Stories

• Director of Education Quality, Faculty of Information Technology (2008-2010)
• Quality control processes:
  – unit guides,
  – grade distribution reports,
  – lecturer reflective summary reports,
  – Student evaluations

Faculty targets
  • Not more than 5% < 3.0
  • At least 75% of units >= 3.5
  • At least 25% >4.0
Faculty Operational Plan (2008-2010)

Unit Evaluation Questions
Item 1: The unit enabled me to achieve its learning objectives
Item 2: I found the unit to be intellectually stimulating
Item 3: The learning resources in this unit supported my studies
Item 4: The feedback I received in this unit was helpful
Item 5: Overall I was satisfied with the quality of this unit

Two open-ended questions:
What were the best aspects of the unit?
What aspects of this unit are most in need of improvement?

University Targets

<table>
<thead>
<tr>
<th>Colour Code</th>
<th>Interpretation</th>
<th>Unit Measure</th>
<th>Characteristics of unit response distribution</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purple</td>
<td>Outstanding</td>
<td>“overall” item median ≥ 4.7</td>
<td>A considerable majority of responses are “strongly agree”</td>
<td>5% of units have medians ≥ 4.7</td>
</tr>
<tr>
<td>Green</td>
<td>Meeting aspirations</td>
<td>“overall” item median between 3.6 - 4.69</td>
<td>Responses are generally above “neutral”, the great majority are “agree” or “strongly agree”</td>
<td>80% of units fall in this band</td>
</tr>
<tr>
<td>Orange</td>
<td>Needing improvement</td>
<td>“overall” item median between 3.01 – 3.59</td>
<td>Responses are generally “neutral” or bimodal with no clear trend</td>
<td>10% of units fall in this band</td>
</tr>
<tr>
<td>Red</td>
<td>Needing critical attention</td>
<td>“overall” item median ≤ 3.0</td>
<td>Responses generally below “neutral”, majority “disagree” or “strongly disagree”</td>
<td>5% of units have medians ≤ 3.0</td>
</tr>
</tbody>
</table>
Angela’s story continued

In fact,

• **National CEQ** results showed Engineering and Information and Communication Technology did not perform as well as other discipline areas on the good teaching scale

• **MEQ results** showed ICT and Engineering were ranked second lowest and lowest respectively on the good teaching scale 2005, 2007, 2009 data

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Response Rate</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law</td>
<td>53.62%</td>
<td>4.01</td>
</tr>
<tr>
<td>Arts</td>
<td>55.94%</td>
<td>3.99</td>
</tr>
<tr>
<td>Art &amp; Design</td>
<td>57.55%</td>
<td>3.91</td>
</tr>
<tr>
<td>Science</td>
<td>63.03%</td>
<td>3.83</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>23.93%</td>
<td>3.81</td>
</tr>
<tr>
<td>University</td>
<td>52.20%</td>
<td>3.79</td>
</tr>
<tr>
<td>Medicine</td>
<td>49.94%</td>
<td>3.78</td>
</tr>
<tr>
<td>Business &amp; Economics</td>
<td>50.74%</td>
<td>3.73</td>
</tr>
<tr>
<td>Engineering</td>
<td>53.47%</td>
<td>3.64</td>
</tr>
<tr>
<td><strong>Information Technology</strong></td>
<td><strong>42.80%</strong></td>
<td><strong>3.61</strong></td>
</tr>
<tr>
<td>Education</td>
<td>45.92%</td>
<td>3.60</td>
</tr>
</tbody>
</table>
• Less than 15% of academic staff hold a degree in university teaching and less than 12% hold a general education qualification (Bexley, et al. 2011)
• More than 70% of the academic workforce have not undertaken any teacher preparation program, not even a short course (Norton, 2103)
Getting ready for a Fellowship
Maree’s Story
Getting ready for a Fellowship
Lynne’s Story

Research Fellow
Evidence Based Practice

to

Lecturer
Evidence Based Teaching

Initial 12 month contract to demonstrate teaching ability
# Steps Along the Way

## Teaching Roles
- Lecturing and tutoring
- Year Coordinator
- Honours Coordinator
- Director of Teaching and Learning

## Teaching & Learning Research
- Small grants
- Conference presentations
- Book chapter
- Journal articles

## Recognition of Teaching
- Grad Cert Tertiary Teaching
- Student Guild Teaching Nominations and Award
- Early Career Faculty Teaching Award
- University Teaching Award
- OLT Teaching Citation
Getting ready for a Fellowship
Romy’s Story
Over to you . . .

Nomination

• Written statement from nominee (3 pages max)
• Nominees should include a description of previous and current activities and roles that demonstrate a record of leadership and influence in learning and teaching in higher education, and highlight the leadership and innovative and creative aspects of the proposal.

Selection Criteria

1. Capacity of the nominee to play a continuing, substantive leadership role in higher education learning and teaching

Which will be judged by such factors as the nominee’s:

• record of leadership in teaching and learning;
• positive influence upon the Australian higher education community, within or across disciplines;
• record of achievement as an educator in higher education, including an ability to influence students positively and to influence and inspire colleagues;
• standing and academic record, including the influence on theory and practice in learning and teaching through academic publications in recognised journals or refereed materials.

Brainstorm what evidence you would put on your 3 pages
Applying for a Fellowship

Top Tips

• Attend application sessions (most states)
• Read previous successful applications
• Focus on campaign, not project
• Demonstrate how your campaign builds on previous research projects/fellowships
• Seek feedback before submitting
Being a Fellow - Angela’s Story

2008-2010
Director Education Quality, FIT
Pilot PATS

2010-2011
Associate Director, OPVCLT
(Carbone, 2011; Carbone, Wong & Ceddia, 2011; Carbone & Ceddia, 2012)

2011-2012
Institutional Rep CADAD
Trial across five universities
(Carbone, 2012; Carbone 2013)

2012-current
Director Education Excellence, OVPLT
Developing L&T excellence Sector
(Carbone et al 2013)
Being a Fellow - Maree’s Story
Being a Fellow - Lynne’s Story

**Campaign:** Identifying, developing and disseminating best practice in supporting honours and coursework dissertation supervision
Identifying, developing and disseminating best practice in supporting honours and coursework dissertation supervision

TAGS: academic, course, writing, supervision, expectations, student, dissertation, learning, research, understand

There is a paucity of material available to support supervisors of honours and coursework dissertation students in Australian universities. Most universities provide policy and procedural documents relating to undergraduate, honours and master's dissertation supervision, but limited information is provided on the practice of supervision. Previous research suggests a mismatch between supervisor and student expectations of the supervisory relationship and uncertainties surrounding good supervisory practice.

In 2013 Dr Lynne Roberts at Curtin University was granted an Office for Learning and Teaching National Teaching Fellowship to identify, develop and disseminate best practice in supporting honours and coursework dissertation supervision. Lynne is currently working on the project, identifying common supervisory issues. In 2014 she...
Being a Fellow - Romy’s Story

Curriculum design for assuring learning in business education - leading the way

Dissemination
Workshops
Rich conversations
Networking
Support
Opens Doors
Career Opportunities

Assuring Learning

What is it?

In the Welsh language they have just one word that means both to teach and to learn “dysgu”, this makes a lot of sense because can we really say we have taught something if our student has not learnt?

assuringlearning.com
Nomination

• Description of proposed fellowship activities and outcomes (5 pages max)

• The description must include:
  – a discussion of the issue to be addressed;
  – a plan of activities to address this issue;
  – an approach to identifying and involving other scholars in the field (including international scholars);
  – the strategy for profile-building and dissemination;
  – the intended outcomes from the fellowship, including a strategy for embedding these outcomes;
  – a description of the evaluation;
  – and a detailed timeline.
What would you do . . .

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  – and a detailed timeline.
What would you do . . .

**Selection Criteria**

2. Alignment of the proposed activities and outcomes with the background and scope of the program, and with the aims of the OLT Fellowships program more generally

*Which will be judged by such factors as:*

- the viability of the fellowship activities and the proposed methodology for achieving the planned outcomes;
- the leadership dimension of the fellowship activities;
- the evidence of the innovative and creative approach taken in the methodology and fellowship activities;
- the extent to which the fellowship activities build on, extend or add another dimension to existing work;
- and the overall value of the fellowship for the amount of funding sought.
Selection Criteria

3. Alignment of the proposed fellowship activities and outcomes with the Government’s national priorities in higher education

Which will be judged by such factors as:

- how the proposed activities and outcomes inform the Government's higher education strategic priorities and the potential contribution to policy development.

Prospective nominees are advised to consult sources such as the Higher Education section of the Department’s website, for news, policy papers, reviews and responses, other useful material, and links to the Minister's website and other relevant sites: www.education.gov.au.

In 3’s outline your ideas for a fellowship – what is the CAMPAIGN? How does it contribute to higher education?

Provide feedback to each other
Opportunities Post Fellowship

• Currently we have 70+ fellows
  • well placed geographically, institutionally, meet once every year, well connected with discipline scholars
  • Positive impact profile (background, fellowship aims, and key outcomes)

• ALTF Community
  • President, project manager, state representatives, mentorship program, etc

• Impact of community
  • national reference point and significant resource, advocating for the best possible learning outcomes for the 1.5 million students who engage every year in Australian universities.
  • Influence government policy, OLT conference, systemic change throughout the sector

• Showcase website (http://www.altf.org)