



Committee for
UNIVERSITY TEACHING and STAFF DEVELOPMENT

1997 ANNUAL REPORT

September 1998

Committee for University Teaching and Staff Development

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CHAIR'S STATEMENT

In 1997 the Committee for University Teaching and Staff Development faced the big and urgent task of getting a new program for the advancement and promotion of teaching and learning going.

Having been appointed in October 1996 I was glad to have a highly committed and competent Committee ready to work in February 1997.

We worked out programs, priorities, budgets and established new guidelines, new processes, new feedback mechanisms, new training, new evaluation and dissemination processes. It was a truly creative collaborative process.

We were aware of international developments in the funding of projects for the promotion of teaching innovations. We were aware of international developments in the implementation of change. We were aware of evaluation literature and tried to get a handle on how best to disseminate project outcomes.

During 1997 the Minister awarded official recognition to the CAUT and the CUTSD Teaching Fellows. The Minister also initiated the Australian Awards for University Teaching. It was my privilege and pleasure to be involved in the process, including the selection and celebration of the Award winners.

During much of 1997 discussion about higher education issues revolved about the submissions to the Review of Higher Education Financing and Policy, chaired by Mr Roderick West, the likely outcomes of the review, and eventually the policy discussion paper, *Learning for Life*. I met with the Review Panel on a number of occasions and was much heartened by panel members' obvious concern for the practice and status of teaching and learning.

The year 1997 was a year in which teaching was on the public agenda. Our Committee's work contributed to it.

I wish to thank most sincerely all of the Committee members for their contributions, the co-opted members on the Assessment Panels for their hard work, our DEETYA partners for both tangible and intangible support, and our CUTSD Secretariat for cheerful and competent assistance.

Signed
Ingrid Moses

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INTRODUCTION

In 1996 the then Australian Minister for Employment, Education, Training and Youth Affairs, Senator Amanda Vanstone, announced the establishment of a new committee, the Committee for University Teaching and Staff Development - CUTSD. The Committee continued with some of the programs of the former Committee for the Advancement of University Teaching (CAUT) and the former Commonwealth Staff Development Fund (CSDF).

CAUT had been established in June 1992 to promote the development of good teaching practice in higher education; the CSDF was established in 1990 to assist universities to provide for staff development initiatives beyond their institutional staff development plans required as a result of the 1990 agreement on structural efficiency. The CSDF ceased its work early in 1996.

When CAUT was reviewed in 1995, the review found that CAUT:

- had made significant advances toward improving the quality of teaching in Australian universities;
- was seen by academic staff and professional associations as one of the few Commonwealth initiatives that specifically supported university teaching and teachers; and
- should continue for a further three years.

CAUT ceased its work in December 1995 and in July 1996 the Minister for Employment, Education, Training and Youth Affairs announced the establishment of CUTSD to continue the work of the former CAUT and CSDF. In early 1996, an Ad Hoc Committee was set up to assess the applications for the 1997 National Teaching Development Grants.

Professor Ingrid Moses, then Deputy Vice-Chancellor, University of Canberra, was appointed Chair of CUTSD in October 1996.

The Instrument of Establishment, the Terms of Reference and Guidelines for Operation for CUTSD appear as Appendices 1, 2 and 3 respectively.

THE COMMITTEE

The 1997 Committee consisted of a part-time Chairperson and eight part-time members.

Members were selected from the higher education community on the basis of their individual expertise and commitment to improving university teaching.

Two technical reference panels were established to assist the Committee in its work. Membership of these panels included members of the Committee, as well as other academics selected for their particular expertise and experience.

The Committee members and their positions as at December 1997 were:

Committee Chair:

Professor Ingrid Moses,

Vice-Chancellor, The University of New England

Committee Members:

Associate Professor Shirley Alexander

Director, Institute for Interactive Multimedia, University of Technology, Sydney

Professor Phil Candy

Deputy Vice-Chancellor (Scholarship), University of Ballarat

Associate Professor Caryl Cresswell

Department of Mechanical Engineering, The University of Adelaide

Professor Nerida Ellerton

Dean, Faculty of Education, University of Southern Queensland

Professor Gail Hart

Division of Academic Affairs, Queensland University of Technology

Professor Michael Jackson

Department of Government and Public Administration, The University of Sydney

Professor Richard Johnstone

Pro Vice-Chancellor, The University of Sydney

Associate Professor Peter McTigue

Centre for the Study of Higher Education, The University of Melbourne

Seconded Panel members:

Professor John Anderson

Monash University

Professor Dubravka Cecez-Kecmanovic

The University of Western Sydney, Hawkesbury

Ms Judy Cowie

The University of Adelaide

Associate Professor Geoff Cumming

La Trobe University

Associate Professor John Dearn

University of Canberra

Professor Christine Ewan

The University of Wollongong

Associate Professor David Radcliffe

The University of Queensland

Professor Linda Rosenman

The University of Queensland

PROGRAMS OF THE COMMITTEE

CUTSD developed four grant programs:

- National Teaching Development Grants – Individual
- National Teaching Development Grants – Organisational
- Staff Development Grants
- National Teaching Fellowships

The Individual grants are titled 1998 NTDGs – Individual as funds are made available to institutions in the January of the year following the award of the grant, whereas the Organisational and Staff Development Grants retain the year of the award in the title as funds are made available in October/November of the year of the grant.

National Teaching Development Grants (NTDGs) – Individual

The National Teaching Development Grants – Individual provide academic staff, and academic staff in collaboration with colleagues in teaching support roles, with the opportunity to develop processes and products which enhance teaching, learning and assessment. Specific objectives of the NTDGs – Individual are:

- to encourage and foster innovation in teaching, learning and assessment;
- to improve teaching, learning and assessment in a particular field of study, but with some outcomes applicable to other fields or teaching situations through innovative projects with a practical outcome; and
- to enhance the status of teaching.

For the 1997 round of applications for this category of grant (titled the 1998 NTDG – Individual), up to 12 applications were accepted from each institution, with institutions invited to rank order their top three applications according to the selection criteria. CUTSD expected to award most individual grants in the range of \$10,000 to \$50,000, but the Committee retained the right to consider awarding grants for higher amounts where there were exceptionally good reasons. Up to \$3 million was available for the 1998 NTDGs – Individual.

Projects could run for one or two years.

National Teaching Development Grants (NTDGs) – Organisational

The aim of this new program is to maximise the impact of and commitment to effective educational innovation and practice through the development of processes and practices, within an organisational unit or a discipline, which enhance teaching and learning. Staff development which would enhance development of processes/products and/or the adoption and implementation of them was an integral part of the program.

Applicants for this category of grant are academic organisational units such as departments, schools, faculties, or inter-institutional groups and cross-institutional networks within the same discipline. These grants are normally awarded for up to two years.

For the 1997 round of applications for this category of grant, institutions could submit up to three applications; if more than one application was submitted, institutions were required to prioritise them.

One million dollars was available for 1997 NTDGs – Organisational. The size of each grant varied according to the scale and nature of the projects funded.

Staff Development Grants

This program complements the National Teaching Development Grants - Individual and Organisational. While Organisational grants have components of staff development to enable staff to develop and implement strategies or products for the enhancement of teaching and learning, the primary focus of this granting scheme is on development.

Specific objectives of the Staff Development Grants are:

- to enable any group of staff, whether academic, administrative and/or other professional staff to perform their functions in a more professional, scholarly or collaborative way; and/or
- to enable any group of staff to take up with confidence the challenges of a changing external environment of universities, the changes in the staff and student body, and the changes in the organisation and delivery of teaching and research.

Applicants for Staff Development Grants are institutions, not individuals.

Staff Development Grants are normally awarded for up to two years. For the 1997 round of applications for this category of grant, institutions could submit up to three applications but in so doing were required to rank applications.

The sum of \$1.6 million was available for 1997 Staff Development Grants. CUTSD expected to award most grants in the range from \$25,000 to \$100,000 over two years but retained the right to consider awarding grants for higher amounts where there were exceptionally good reasons.

National Teaching Fellowships

The National Teaching Fellowship program rewards excellence and commitment in university teaching and enables the expertise of Australia's best teachers to be disseminated to the broader university teaching community. In 1997 the National Teaching Fellowships were broadened to attract, in addition to practising or 'hands-on' university teachers, senior academics with recognised scholarship and demonstrated strong leadership in teaching and learning.

The National Teaching Fellowships are designed to:

- recognise and reward outstanding contributions to teaching and learning in Australian universities;
- provide an opportunity for selected Fellows to undertake a program to enhance their knowledge and skills in teaching and learning, by examining best practice in Australia and other parts of the world;
- provide for the dissemination of good practice to academic and other staff in universities throughout Australia; and

- contribute to raising the profile of teaching in Australian higher education through the provision of a prestigious system of honours and awards and the recognition of outstanding contributions in teaching practice or leadership.

1997 PROGRAM RESULTS

1997 National Teaching Development Grants (NTDGs)

Late in 1996, Senator Vanstone approved the recommendation of an Ad Hoc Selection Committee which the Minister appointed in 1996 to assess 1997 NTDG applications in the period before CUTSD was finalised. This enabled successful applicants to begin their project work in early 1997. Grants approved totalled \$3,807,492 and are listed at Appendix 4. These grants are administered by CUTSD.

1998 National Teaching Development Grants (NTDGs) - Individual

Appendix 5 lists the 1998 NTDGs – Individual approved by Senator Vanstone on the recommendation of CUTSD late in 1997 to commence in 1998. Three million dollars was allocated for this round which was called at short notice. Applications totalled 258 and the 72 projects selected for grants totalled \$2,973,830. This represented a success rate of 18%.

Figure 1 below indicates the spread of 1998 NTDG Individual grant moneys by State.

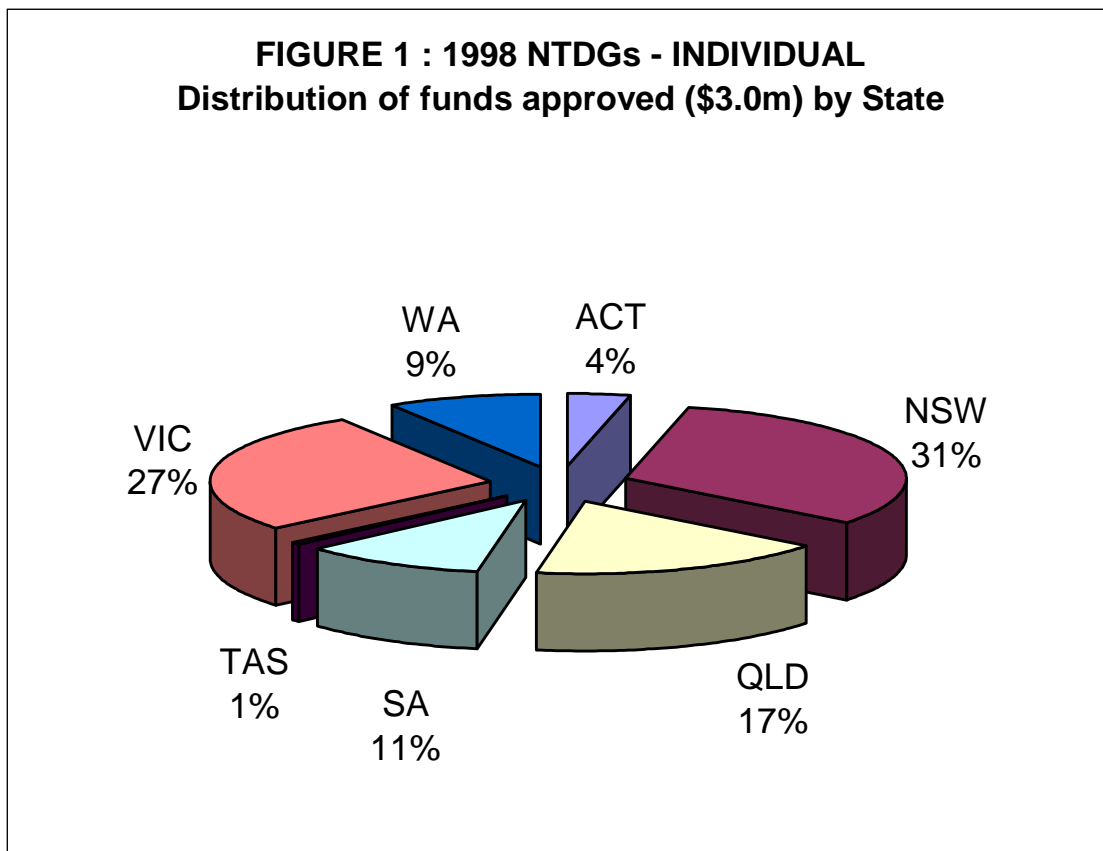
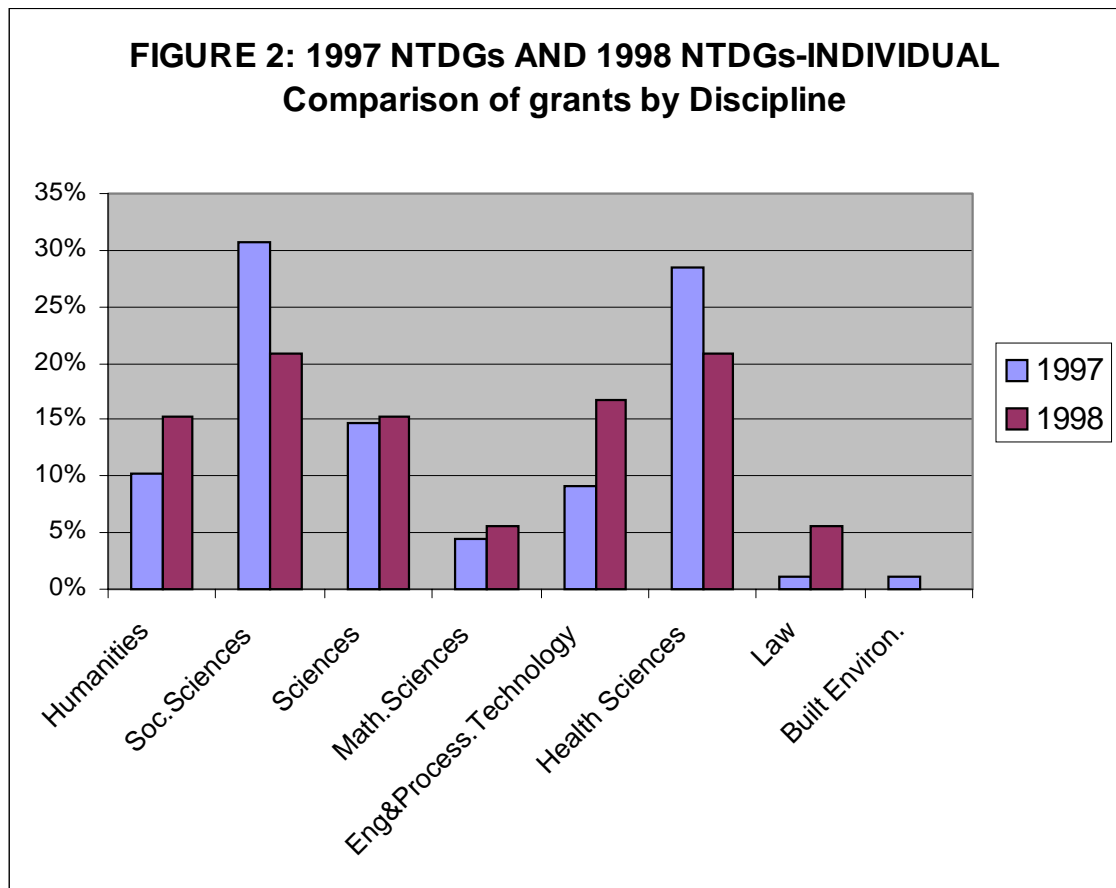


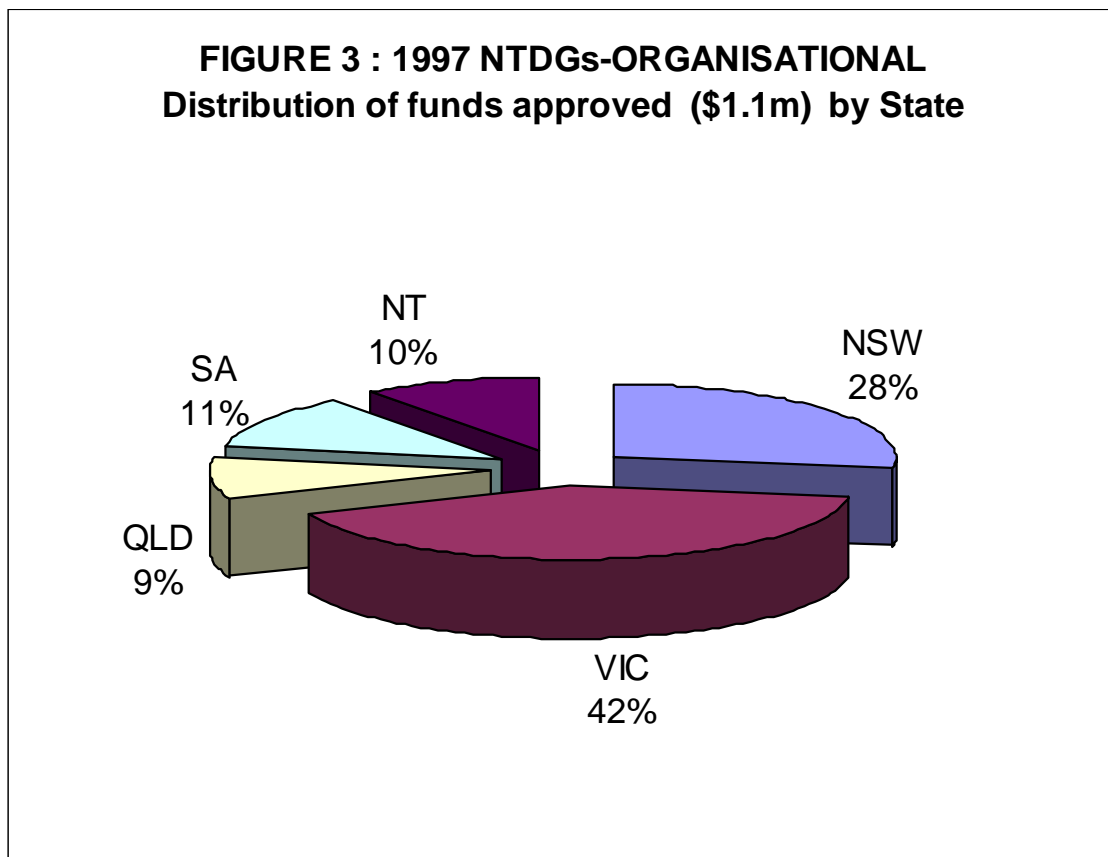
Figure 2 compares the 1997 NTDGs and 1998 NTDGs – Individual by discipline code:



In selecting grants for approval, to ensure that each application was considered fairly, both the Ad Hoc Committee and CUTSD followed rigorous assessment processes. All applications were assessed against the selection criteria specified in the guidelines provided to applicants. Unsuccessful applicants received feedback on their proposals.

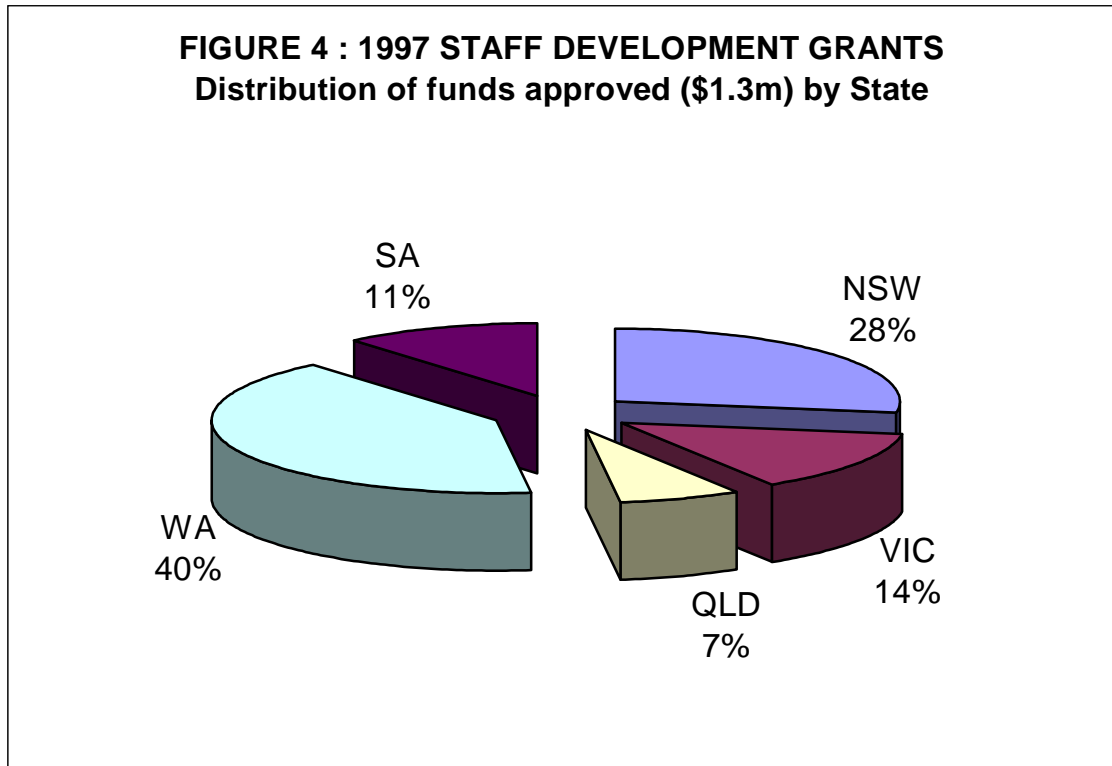
1997 National Teaching Development Grants - Organisational

Ninety-three applications were received for this new category of grant in 1997, the first year in which such grants were offered. Ten applications subsequently received funding totalling \$1,178,696. Projects approved are listed at Appendix 6; Figure 3 below indicates the spread of funding for these grants by State.



1997 Staff Development Grants

This category of grant attracted 71 applications in 1997, of which 16 were subsequently approved by the Minister. Grants supported in this category totalled \$1,345,850. Appendix 7 provides a list of projects supported; Figure 4 below indicates the spread of funding for these grants by State.



1997 National Teaching Fellowships

Twenty-nine applications were received for 1997 National Teaching Fellowships (NTFs). The Committee recommended to the Minister that Associate Professor Roy Ballantyne and Associate Professor Ruth Webber receive Fellowships for 1997.

Associate Professor Roy Ballantyne, School of Professional Studies, Queensland University of Technology, was awarded the Fellowship to investigate new teaching and learning practices in preparing students to teach geography/environmental education. Professor Ballantyne planned to visit international leaders in geography and environmental education, teachers and student teachers at universities in the UK and South Africa.

The proposed program will make a significant contribution to the process of improving and facilitating necessary changes in teaching and learning practices in Australian geography/environmental education teacher courses. The Fellowship and resulting dissemination will allow Australian geography and social educators to benefit from the experience of colleagues in these countries by:

- observing and evaluating best practice in relation to teaching/learning responses to the challenges currently facing geography/environmental teacher educators; and
- debating new teaching and learning approaches and facilitating their adoption in Australian geography and social teacher education units.

Associate Professor Ruth Webber, School of Sociology, Social Welfare and Administration, Australian Catholic University, Christ Campus, was granted the Fellowship to examine the ways that fieldwork programs are conducted in a variety of settings and the rationale behind these programs. The information gathered will allow for the development of better links between the academic and applied aspects of courses which have a fieldwork component.

Professor Webber planned to explore the following during her visits to the UK and the USA:

- the types of programs in operation including those that have developed virtual reality or simulated learning environments;
- the views of academic staff involved in field education, the roles that they adopt and their rationale for adopting these roles;
- how links are developed between the university and work settings including the student evaluation procedures;
- models of learning that form the basis for student learning while on placement across different year levels;
- the ways in which other universities teach professional skills and competencies both in the university-based programs and in the fieldwork component; and
- how skills and competencies learned in fieldwork are tested and evaluated.

Presentation of Certificates

On 3 September 1997, Senator the Hon. Amanda Vanstone, the (then) Minister for Employment, Education, Training and Youth Affairs, presented certificates to the seven CAUT National Teaching Fellows (1994-1996) and to the two 1997 CUTSD National Teaching Fellows in a ceremony at Parliament House. Present were executive staff members of DEETYA, the Executive Secretary of the AV-CC, a representative of the HEC, representatives of the institutions of the National Teaching Fellows and the press.

THE WORKING OF CUTSD

Members' Disclosure of Interest

The Instrument of Establishment (see Appendix 1) requires that a member who has a direct or indirect pecuniary interest in a matter being considered by the Committee must, as soon as possible after the relevant facts have come to the member's knowledge, disclose the nature of the interest at a meeting of the Committee. This was adhered to strictly by the Committee from its inaugural meeting.

Assessment Procedures

CUTSD members and members co-opted to assist with assessment of grants were divided into two panels, one panel to assess National Teaching Development Grants (NTDGs) – Individual, the other to assess NTDGs – Organisational and Staff Development Grants (SDGs). Within each panel, members formed several teams of two. Prior to the preliminary round of assessment, held in May 1997 in Canberra, panel members undertook a training workshop to ensure that all applications were considered equitably across teams.

1998 NTDGs – Individual

Applications for NTDGs – Individual closed on 28 April 1997. Applications were evenly distributed across four teams of two people with no team considering an application from a team member's home university, either directly or cross-institutionally.

Twenty-eight percent of all 1998 NTDGs – Individual were culled at the first round of assessment conducted in Canberra in May 1997. Applications not culled in the initial round were sent to two external referees for assessment. The final round of assessment for 1998 NTDGs – Individual, conducted by the same teams as allocated for the initial assessment, was carried out in Canberra in August 1997 with recommendations going to the Minister via DEETYA in September and results announced by the Minister in October 1997. The overall success rate for this category of grant was 27.9%.

Those unsuccessful in receiving NTDG – Individual grants were provided with specific feedback on their applications.

1997 NTDGs – Organisational and 1997 Staff Development Grants

Applications closed on 5 May 1997 for 1997 NTDGs – Organisational and 1997 Staff Development Grants. Initial assessment was conducted in Canberra in May 1997 with applications from each category of grant being distributed evenly across three teams of two people; again, no team considered an application from a member's own institution, either directly or cross-institutionally. Thirty percent of 1997 NTDGs – Organisational and 54% of 1997 SDG applications were culled in this initial round.

For 1997 NTDGs – Organisational and 1997 Staff Development Grants, the final round of assessment was conducted in Sydney in July 1997 with the panel dividing into two teams of three people, one team each to consider one category of grant. Team members took no part in assessing applications from their own institutions, absenting themselves from discussions accordingly.

Recommendations were made to the Minister via DEETYA in August 1997 and results announced in September 1997.

1997 National Teaching Fellowships (NTFs)

Applications for 1997 NTFs closed on 30 June 1997 and were screened by a selection panel comprising four CUTSD members and the Chair of CUTSD via teleconference on 23 July 1997. From 29 applications, six were shortlisted for interview in Canberra on 19 August 1997.

Recommendations for the appointment of two NTFs for 1997 were forwarded to the Minister via DEETYA in August and announced by the Minister at a conferring ceremony at Parliament House, Canberra on 3 September 1997.

Liaison

University Contact Officers

Early in 1997, the Chair wrote to all Vice-Chancellors seeking nominations for a CUTSD Contact Officer from each university to liaise between the universities and CUTSD. Many of the Contact Officers designated by universities work closely with their Academic Development Units.

The Committee met twice during 1997 with Contact Officers. The first meeting, in March in Canberra, advised Contact Officers of the new Committee's terms of reference and program guidelines, and clarified issues in relation to grant applications. The Committee also sought the Contact Officers' views on how their role might be strengthened, as the Review of CAUT had revealed that CAUT Liaison Officers could have had a more active role and been better utilised in some universities.

The second meeting with Contact Officers was held in Sydney in October 1997 and provided generic feedback to universities on the applications for 1998 NTDG – Individual, 1997 NTDG – Organisational and 1997 Staff Development Grants. The meeting also discussed the revision of the guidelines for these programs to be offered in 1998.

Other Liaison

Under its Terms of Reference, CUTSD is required to collaborate with the Australian Vice-Chancellors' Committee (AV-CC), the Higher Education Council (HEC) and other interest groups. The Chair met with the AV-CC and the HEC on a number of occasions throughout 1997 and Professor Stanley, Chair of the HEC, met with CUTSD in Canberra in March 1997.

The Chair and other members of CUTSD met with, and gave presentations to, organisations such as HERDSA and the Committees of PVCs/DVCs (Academic) on several occasions during the year. The Chair also met with visiting delegations of German Rectors and Swedish Rectors during the year, and visited Mr Hans Jalling of the Swedish National Agency for Higher Education during a visit to Europe in May.

Submission to the West Review

The Committee presented a submission to the Review of Higher Education Financing and Policy (the West Review) and the Chair met with Professor West on a number of occasions during 1997. CUTSD's submission appears at Appendix 8.

Appointment of Senior Research Officer

From its inception, CUTSD saw the importance of evaluating the Committee's impact on the sector and of the need to build in performance criteria and mechanisms for evaluating the outcomes and effectiveness of CUTSD's programs. To assist in this task, CUTSD appointed a Senior Research Officer (Dr Jan Baker) who took up her duties in October 1997. Priorities set for the Senior Research Officer at CUTSD's final meeting for 1997 included:

- production of a booklet for grantees on management of their projects;
- review of past CAUT grant reports and applications to identify successful evaluation and dissemination strategies in projects with a view to providing advice and examples for grantees on how to evaluate their projects;
- investigation of the spread of projects over disciplines, examining also the medium and strategies used in past projects; and
- evaluation of the 1997 National Teaching Forum.

Role of Committee Members at Home Institutions

At its inaugural meeting, it was considered by the Committee that an institution should not be disadvantaged by having a staff member on CUTSD, nor should it gain a competitive edge. The Committee agreed that CUTSD members should be free to help staff in their own universities and others when asked, but should withdraw from university committees which ranked CUTSD applications. The Committee also agreed that CUTSD members could be members of project teams but not team leaders.

DISSEMINATION AND PUBLICATIONS

1997 National Teaching Forum

Following the announcement in July 1997 of the inauguration of the Australian Awards for University Teaching, the Committee discussed the desirability of conducting a National Teaching Forum on the day following the announcement of the awards in November. In September 1997, a number of CUTSD members met with National Teaching Fellows to seek their input in planning the Forum.

The inaugural National Teaching Forum took place on 25 November 1997 in the first floor theatre of Parliament House, Canberra, and was attended by approximately 140 participants. The Forum was opened by the Chair of CUTSD, Professor Ingrid Moses. Three panels, chaired by the Forum Co-ordinator (Associate Professor Sue Johnston) and CUTSD members (Professor Gail Hart and Associate Professor Shirley Alexander) discussed the topics *Transition to First Year*, *Teaching a Diverse Student Population*, and *Flexibility in Teaching and Learning* respectively.

An evaluation undertaken by the CUTSD Senior Research Officer following the Forum indicated considerable support for the continuation of the Forum.

CUTSD Sponsorship of Conferences in 1997

During 1997, as part of its plan to disseminate good practice, CUTSD approved sponsorship at three conferences as indicated below:

Australasian Joint Regional Conference of the Science and Technology Association and the International Organisation for Science and Technology Education

Perth – 5-8 December 1997

Sponsorship of keynote speaker – Dr Elizabeth Sommerlad, University of Western Sydney

9th Annual Conference of the Australasian Association for Engineering Education

Ballarat – 14-17 December 1997

Sponsorship of two keynote speakers – Associate Professor John Dearn, University of Canberra, and Dr Mario Zadnik, Curtin University

8th National Nurse Education Conference

Melbourne – 10-12 February 1998

Sponsorship of workshop and meeting space, the conference fee of two CAUT grant recipients presenting papers - Mr Michael Bauer of the Victoria University of Technology and Ms Karen Glaister of the Curtin University of Technology - and general address to conference participants by CUTSD member, Professor Gail Hart.

CUTSD Workshops

On 22 October 1997, CUTSD conducted a workshop at the Launceston campus of the University of Tasmania. With the use of video-conference facilities, the workshop, presented by Professors Gail Hart and Phil Candy, was attended by a small group from the three campuses of the University (Burnie, Hobart and Launceston) and covered topics such as understanding the various grant schemes, connecting the project to the University's Strategic Plan, concentrating on learning rather than teaching, avoiding common mistakes in applications, improving chances of success, collaborating with and learning from others, and managing projects successfully.

In February 1997, Associate Professor Alexander gave a workshop at the Royal Melbourne Institute of Technology on new grants.

Commissioned Studies

In 1996, CAUT had identified two major issues and commissioned people with expertise to undertake specific studies. During 1997 work continued on these two CAUT-commissioned projects.

Reflecting on University Teaching: Academics' Stories

In July 1997 at the Queensland University of Technology, the Committee launched *Reflecting on University Teaching: Academics' Stories*, a project commissioned by CAUT in 1995 to promote academic reflection and discourse on the quality of teaching in higher education.

An Evaluation of Information Technology Projects for University Learning

In 1996, CAUT commissioned Associate Professor Shirley Alexander of the University of Technology Sydney to undertake a study to determine how the use of information technologies in university learning and teaching benefits student learning. The results of the study (due for release in 1998) will help decision-makers to make more informed judgements about the costs and benefits of introducing greater levels of information technology to university learning and teaching. The study will also enable staff working in diverse contexts to maximise student learning outcomes, through the use of appropriate learning strategies and information technologies.

Study on the impact of 1994 NTDGs

At its inaugural meeting, CUTSD identified the need to undertake a study on the impact of 1994 NTDGs before preparing its submission to the Review of Higher Education Financing and Policy (The West Review).

Dr Elizabeth Sommerlad was commissioned by CUTSD to undertake a short-term consultancy to evaluate the impact of the 1994 NTDGs. The report was submitted to the Committee in April 1997 and the final chapter, titled *Lessons for the Future*, focused on those lessons which have implications for the design and management of successor rounds of the National Teaching Development Grants and for CUTSD's broader remit for improving the quality of teaching in universities.

Clearinghouses

The concept of a national network of clearinghouses for university teaching was developed by CUTSD's predecessor, CAUT, and final payments to clearinghouses were funded from the CUTSD program. Clearinghouses were seen by CAUT as having two vital functions:

- to act as electronic journals which evaluated and published new teaching ideas and educational resource material relevant to particular discipline areas; and
- to be electronic libraries providing a range of on-line services to help users locate the teaching resource materials and information they needed.

CAUT envisaged that, in carrying out these functions, the network would:

- give priority to Australian materials, with each clearinghouse extending its own networks to ensure that international material was evaluated and made available; and
- develop a cohesive strategy for marketing and publicising its resources and services to the higher education community. The development of links to existing information and library services within universities would be part of that strategy.

The Commonwealth's "seed" funding of \$1.1 million over three years was provided from the National Priority (Reserve) Fund on the basis of the Conditions of Grant Agreement between the Department and the host institution. Ministerial approval was given for the establishment of five specialist clearinghouses and a coordinating centre. Each clearinghouse was funded until the end of 1997 with final reports in most cases due by 30 June 1998. Mid-term progress reports of most clearinghouses were received in 1996 when CAUT had ceased to exist and CUTSD was not yet operational. To enable prompt payment of the final instalment of the clearinghouse grants and so ensure continued development of the clearinghouse operation, DEETYA invited the chairs of the relevant councils/committees of Deans to assess the progress reports. The assessment of the progress report of the Coordinating Centre was undertaken by the Department and the Chair of CUTSD.

In all cases it was found that the specialist clearinghouses were sufficiently meeting their contractual obligations to warrant payment of the final instalment of the Commonwealth's contribution. In the case of the Coordinating Centre, payment was made following assurances by the ANU that mechanisms had been put in place to strengthen the Centre's leadership/coordinating function, following questions raised about the progress of the Coordinating Centre in performing a leadership role.

All host institutions made a substantial contribution through monies, equipment and/or other infrastructure.

As DEETYA wishes to be satisfied, for audit purposes, that the contractual obligations which host institutions entered into for the operation of the clearinghouses have been fully met, it is expected that, during 1998, CUTSD will undertake an assessment of the final reports on the clearinghouses.

CUTSD Website

In view of the rapid development of the World Wide Web and the accessibility of tools to use the Web, CUTSD decided to explore the potential for developing a Website to promote the dissemination of its activities.

At its meeting in July 1997, the Committee received the report of a short-term intensive research study by Associate Professor Shirley Alexander. The Committee noted that the study indicated most academics who used the World Wide Web to find information about teaching sought information on lecturing. The Committee subsequently agreed to conduct a pilot Website on best teaching practices with a view ultimately to the development of a full Website which would disseminate information about all CAUT/CUTSD projects. The Committee considered that selection of the theme of good teaching practices for the pilot would also help to dispel the belief that clearinghouses were only about information technology.

The first stages of the pilot were undertaken by *ultiBASE* at the Royal Melbourne Institute of Technology, with the project later transferring to the Teaching and Learning Support Services (TALSS) at the Queensland University of Technology (QUT) in December 1997.

The pilot project consisted of a number of areas including an Online Discussion Conference, A *What's happening* section, A *What has happened* section, Useful Web resources and A Database search system.

The pilot project was modelled on the organisational structure developed in the CAUT-commissioned project *Reflecting on University Teaching: Academics' Stories* which incorporates information on over 700 university teachers who had been acknowledged as exemplary teachers by colleagues. The database can be searched by author, discipline, university, teaching issue and teaching approach.

It is expected that the development of the full Website will go to tender in the latter half of 1998.

CUTSD OPERATIONS

Funding

National Teaching Development Grants and Staff Development Grants are made available through the Higher Education Innovation Program (HEIP) which is a component of the *Higher Education Funding Act 1988* (HEFA). Only institutions receiving an operating grant under HEFA, or incorporated bodies, are eligible to apply for National Teaching Development Grants or Staff Development Grants. With the exception of incorporated bodies, grants provided through all components of HEIP are treated as increases to grants provided for operating purposes or limited operating purposes. At the time a grant is made through HEIP, the recipient is informed of all conditions relating to provision of the grant.

CUTSD was allocated \$20 million over three years as follows: \$6.8 million, \$6.6 million and \$6.6 million per calendar year for the years 1997-1999. The Minister approved expenditure of the \$6.8 million for 1997 as indicated in Table 1 below.

TABLE 1 – CUTSD ALLOCATION AND EXPENDITURE 1997

| <i>Item</i> | <i>Notional Expenditure</i> | <i>Actual Expenditure</i> | <i>Approval Date</i> |
|---|---------------------------------|-------------------------------|--------------------------|
| National Teaching Development Grants (Individual) | \$3,800,000 | \$3,807,492 | 8/97 |
| National Teaching Development Grants (Organisational) | \$1,000,000 | \$1,178,696 | 8/97 |
| Staff Development Grants | \$1,600,000 | \$1,345,850 | 8/97 |
| National Teaching Fellowships | \$200,000 | \$77,735 | 8/97 |
| Payments to Uniserve Clearinghouses | | \$180,000 | 1996 |
| Payment for 1996 National Teaching Workshop | | \$25,000 | 1996 |
| CUTSD Dissemination Grant (administered by UC)* | | \$185,227 | 11/97 |
| Total | | \$6,800,000 | |

* See table 2 below

Secretariat

The Secretariat activities of CUTSD were conducted by the following members of the Higher Education Division of DEETYA staff for the period 1 January 1997 to 30 June 1997:

- Yvette Devlin (Executive Officer)
- June McKendry
- Judi Edwards

Early in 1997, DEETYA called a limited tender for the outsourcing of the CUTSD Secretariat. On 1 July 1997, the Secretariat activities were passed to the University of Canberra (UC) with staffing of:

- Heather Maxwell, Director
- Therese Stubbs, Administrative Officer
- Sharon van Reyk, Administrative Assistant

The contract between UC and DEETYA is for an initial period of 18 months commencing 1 July 1997 and concluding on 31 December 1998 with the option for DEETYA to renew the contract with UC for up to a further 18 months.

Under the terms of the contract, DEETYA pays a flat rate Management Fee, which covers the proportional use of UC's premises, furniture and fittings, equipment, and internal administrative functions such as accounts and personnel. For the period 1 July 1997 to 31 December 1997 a lump sum management fee of \$146,314 was provided by DEETYA to UC, consisting of a flat monthly fee of \$20,219 and an additional sum of \$25,000 for furniture and other equipment.

1997 CUTSD Dissemination Grant

The University of Canberra administers a grant of \$185,227 to fund a range of monitoring, evaluation and dissemination activities for CUTSD for the period 1997. Table 2 below reflects expenditure from this grant to 31 December 1997.

TABLE 2 – 1997 CUTSD DISSEMINATION GRANT

| <i>Item</i> | <i>Notional Expenditure</i> | <i>Actual Expenditure</i> | <i>Balance</i> |
|--------------------------------|---------------------------------|-------------------------------|------------------|
| Grant Income | | | \$185,227 |
| Salaries and associated costs | \$69,000 | \$12,315 | |
| Administration and equipment | \$30,000 | \$3,456 | |
| Meetings/Conferences/Workshops | \$43,000 | \$1,030 | |
| Fees | \$43,227 | \$0 | |
| Total | \$185,227 | \$16,801 | \$168,426 |

Administration

The full Committee met six times in 1997 and twice with University Contact Officers.

Members' entitlements are set out in the Committee's Instrument of Establishment (Appendix 1). Sitting fees and travel allowances are determined by the Remuneration Tribunal at the Category 2 level for part-time holders of public office.

APPENDIX 1

COMMONWEALTH OF AUSTRALIA

COMMITTEE FOR UNIVERSITY TEACHING AND STAFF DEVELOPMENT

INSTRUMENT OF ESTABLISHMENT

I, AMANDA ELOISE VANSTONE, Minister For Employment, Education, Training and Youth Affairs, make the following instrument establishing the Committee for University Teaching and Staff Development.

Dated: 28 October 1996.

Signed by Amanda Vanstone

**Minister for Employment, Education, Training
and Youth Affairs**

Establishment

1. There is established by this instrument a committee called the Committee for University Teaching and Staff Development.

Purpose

2. The purpose of the Committee is the enhancement of the quality of higher education through the promotion of good teaching practice and innovation, and the promotion of staff development, in accordance with the terms of reference set out in the Schedule.

Composition

3. (1) The Committee will comprise 9 part-time members who are to be appointed by the Minister for the period ending at the end of 31 December 1997 or for the period notified in the Instrument of Appointment of a member.

(2) The absence of a member of the Committee is not taken to prevent the Committee from performing its tasks.

(3) The Minister will appoint a member as Chairperson of the Committee.

(4) The Minister may appoint a Deputy Chairperson to perform the functions of the Chairperson during the absence of the Chairperson.

(5) A member who is appointed as Deputy Chairperson under subclause (4) is entitled to the fees and allowances determined in accordance with clause 6 to apply to a Chairperson.

Removal from Office

4. The Minister may, at any time without the need for giving reasons, remove a member of the Committee from office.

Members

5. The following member is appointed:

Chairperson - Professor Ingrid Moses.

Member entitlements

6. A member of the Committee is entitled to:

- (a) if the member is not the holder of an office or appointment referred to in subsection 7 (11) of the Remuneration Tribunals Act 1973 or the holder of an equivalent office or appointment in the service of a State - fees at the level determined by the Remuneration Tribunal to be payable to the part-time holder of a public office, Category 2, as set out in paragraphs 2.5 and 2.6 of Determination No. 29 of 1994 (consolidated as at 22 December 1995) by the Tribunal, or at the levels determined in future by the Tribunal from time to time, subject to any other determination from time to time by the Tribunal in respect of office-holders of that kind; and
- (b) travelling allowance at the rates set out in paragraph 2.7(a) and (b) of Determination No. 29 of 1994 (consolidated as at 22 December 1995) by the Tribunal as payable to the part-time holder of a public office, or at the rates determined in future by the Tribunal from time to time, subject to any other determination from time to time by the Tribunal in respect of office-holders of that kind; and
- (c) business class air travel within Australia or to and from the Australian Territories on official business and, for other modes of travel, the standards and conditions of travel that apply to Senior Executive officers of the Australian Public Service on official business; and
- (d) other terms and conditions determined by the Minister from time to time.

Disclosure of interests

- 7. (1) A member who has a direct or indirect pecuniary interest in a matter being considered by the Committee must, as soon as possible after the relevant facts have come to the member's knowledge, disclose the nature of the interest at a meeting of the Committee.

(2) A disclosure must be recorded in the minutes of the meeting and the member must not, unless the Committee otherwise determines:

- (a) be present during any deliberation of the body with respect to that matter; or
- (b) take part in any decision of the committee with respect to that matter.

(3) The member who has disclosed an interest must not:

- (a) be present during any deliberation of the Committee for the purpose of making a determination under subclause 6 (2); or
- (b) take part in the making of the determination.

APPENDIX 2

TERMS OF REFERENCE

Against the background of the Government's commitment to promote quality and excellence in university teaching and to ensure that university staff are adequately prepared and assisted in carrying out their work responsibilities, the Committee's objectives are to: identify and promote good teaching, learning and assessment practices in universities; encourage and foster innovation in higher education teaching; and provide staff development opportunities for academic and administrative staff.

To ensure its objectives are achieved in a balanced and coordinated manner and in accordance with Government higher education policies, the Committee will carry out its tasks in consultation with the Higher Education Council and the Department of Employment, Education, Training and Youth Affairs and in accordance with such policy and operational guidelines as are determined from time to time by the Minister for Employment, Education, Training and Youth Affairs.

The Committee's principal task is to make recommendations to the Minister for Employment, Education, Training and Youth Affairs under the provisions of the *Higher Education Funding Act 1988*, on funding allocations for:

- National Teaching Development Grants for innovative teaching enhancement projects for individual academics, as well as institutional organisational units in universities; and
- grants for academic and administrative staff development projects. These grants may address the range of functions performed by universities, but given the strategic focus of the Committee on teaching enhancement in universities, the Committee should ensure that this becomes an important consideration in the assessment of grant submissions.

The Committee's funding recommendations should be submitted to the Minister through the First Assistant Secretary, Higher Education Division, Department of Employment, Education, Training and Youth Affairs.

In carrying out its tasks the Committee will:

- have regard to relevant international developments in innovative teaching practice;
- arrange for the publication of information on the outcomes of projects and the dissemination of such information in the higher education sector in Australia;
- establish Technical Reference Panels, where appropriate, which include experts in evaluating grant applications and, where necessary, arrange tenders in specific subject areas to assist the Committee to carry out its tasks;
- collaborate with the Higher Education Council, the Australian Vice-Chancellors' Committee, higher education institutions, interest groups and individuals, to promote the development of formal and informal networks for quality teaching issues, and to organise and participate in appropriate forums of discussion; and

- present an annual report on the operations of the Committee to the Minister, including an audited statement of the Committee's income and acquittal of grants approved by the Minister for Employment, Education, Training and Youth Affairs.

APPENDIX 3

GUIDELINES FOR OPERATION

The Committee for University Teaching and Staff Development has been established to foster and facilitate the development of good teaching practice in higher education teaching, to identify and promote good practice, and to encourage and provide staff development opportunities for academic and administrative staff.

As outlined in the Terms of Reference (see Appendix 2), the Committee's principal task is to develop and administer the following grants programs:

- National Teaching Development Grants - for innovative teaching enhancement projects for individuals in universities; and grants for innovative teaching enhancement projects for organisational units within universities, such as faculties or departments. Either of these grants may include a staff development component, where appropriate; and
- specific grants for academic and administrative staff development, which may address the range of functions performed by universities. However, given the strategic focus of the Committee in teaching enhancement, it should ensure that this becomes an important consideration in the assessment of grant submissions.

In assessing proposals for funding the Committee will give particular attention to the following:

- (a) projects which will have a practical outcome and will improve teaching, learning and assessment in higher education, generally in a particular field of study but with some outcomes applicable to other fields;
- (b) projects which are proposed by, and will be carried out by university staff (individually or in a group) who are currently involved in teaching or teaching support;
- (c) projects which will enhance student learning through the development of teaching and learning support skills by staff, excluding upgrades of individual academics' qualifications;
- (d) proposals which indicate how the applicant(s) will ensure that the project will lead to practical improvements in teaching either within the discipline or at a wider level, and address possible obstacles to implementation and will not duplicate work undertaken elsewhere;
- (e) proposals which include monitoring and evaluation procedures, including provision for student evaluation, and where appropriate, provision for trial implementation of the development;
- (f) proposals which include plans for dissemination of project outcomes and identify dissemination activities in project budgets; and
- (g) proposals which include endorsement by the vice-chancellor committing the university to implementing the outcomes of the project, or to provide cogent reasons for not doing so, and certifying that the funds requested will be additional to existing institutional funds for teaching and staff development.

The Committee's role and functions do not encompass the commissioning of pure research into teaching and learning, though clearly it will have regard to existing research in its deliberations. The Committee should also be mindful of encouraging proposals which place too great an emphasis on the development of educational technology, to the exclusion of other methods of enhancing teaching and learning.

APPENDIX 4

1997 National Teaching Development Grants

| <i>Institution</i> | | |
|---|--|--------------|
| <i>Applicant</i> | <i>Project</i> | <i>Grant</i> |
| NEW SOUTH WALES | | |
| <i>Charles Sturt University</i> | | |
| Mr Robert Davidson | Interactive computer package for the teaching of magnetic resonance imaging to medical imaging students | \$47,489 |
| Mr Christopher Gordon | Transmitter assisted learning: access and participant preparation | \$42,468 |
| Mr Glenn Ross | Wound care multimedia project | \$34,680 |
| <i>Macquarie University</i> | | |
| A/Prof Robert Vagg | Development of Microcomputer software which employs anaglyphic graphics to aid perception of Three-Dimensional chemical structures | \$26,236 |
| <i>University of Newcastle</i> | | |
| Ms Marilyn Pedder | Towards the support and orientation of health professionals and students on rural and remote area Health placements | \$49,675 |
| A/Prof Phil Foreman | Exemplary teaching practice in special education | \$24,149 |
| Dr Amanda Baker | Clinical skills training: effective approaches to alcohol and other drug problems | \$52,050 |
| <i>University of New England</i> | | |
| Dr Heiko Daniel | Oz soils - computer-based interactive teaching modules for fundamental soil science | \$29,700 |
| <i>University of New South Wales</i> | | |
| Dr Patricia Youngblood | On-line, inquiry-based learning in environmental health | \$35,500 |
| Mr Rodger Jamieson | A multimedia simulation of information systems auditing | \$46,927 |
| Dr Dzung Huu Vu | THE VIRTUAL HEAD, a conceptual and reconstructive approach to learning the anatomy of the head and skull | \$47,592 |
| Dr Tony Webb | Environmental engineering electronic text | \$29,600 |
| Dr Michael Harrap | A flight laboratory video series to enhance student learning of aircraft flight mechanics | \$27,500 |
| <i>University of Sydney</i> | | |
| A/Prof Rosemarie Einstein | CARE - Caring for animals in research and education | \$49,996 |
| A/Prof Ali Jaafari | A Virtual Construction Project Site (VIRCON) to improve student learning of construction planning optimisation processes | \$50,000 |

| <i>Institution</i> | | |
|--|--|---------------------|
| <i>Applicant</i> | <i>Project</i> | <i>Grant</i> |
| Ms Johanna Westbrook | The development of a health care game | \$59,513 |
| Dr Sybille Lechner | Oral rehabilitation: Interactive multimedia solutions to learning denture design | \$44,200 |
| Dr John Grigg | Improving student learning and decision making in clinical ophthalmology | \$48,235 |
| <i>University of Technology, Sydney</i> | | |
| Professor Lesley Barclay | Normal delivery: The hidden story. Computer-based interactive multimedia learning package for students of Medicine and Midwifery | \$49,590 |
| A/Prof Mark Cosgrove | Helping student teachers to understand foundation thermodynamics concepts | \$38,800 |
| Mr Geoff Anderson | Using reciprocal peer learning | \$95,884 |
| A/Prof Peter Miller | Clinical pharmacology in nursing practice | \$29,840 |
| <i>University of Western Sydney</i> | | |
| Dr Ruth Barcan | Taking theory to task: Applying task-based approaches to the teaching of critical theory | \$10,640 |
| Ms Linda Newman | The development of decision making as it relates to ethical practice in early childhood student teacher education | \$48,008 |
| Mrs Diana Blom | The tertiary music student and the recorder-exploring the skills and content of an Australian contemporary ensemble repertoire through a self-paced interactive learning package | \$49,050 |
| <i>University of Wollongong</i> | | |
| Dr Sharon Robinson | An interactive multimedia package for teaching concepts and experimental skills in photosynthesis | \$66,620 |
| Dr Irene Kreis | Problem solving in applied epidemiology using multimedia tools on real-life data | \$50,620 |
| VICTORIA | | |
| <i>Deakin University</i> | | |
| Ms Pauline Hagel | Inside the organisation: a shell for interactive business case studies on the world wide web | \$44,788 |
| Mr Norman Ferguson | Remote access/operation of computer-controlled manufacturing facilities for engineering students | \$50,802 |
| Prof Richard Tinning | Developing critically reflective skills and understandings for teaching in physical education | \$42,350 |
| Dr David Crean | Multi-Mediality: using interactive multimedia to develop multi-dimensional social and historical education | \$40,925 |
| <i>La Trobe University</i> | | |
| Dr Mark Warne | Virtual Reality Geology: Extending field studies into the computer classroom | \$49,650 |
| Ms Heather Bond | Improving clinical reasoning skills in physiotherapy students | \$43,329 |

| <i>Institution</i> | | |
|---|---|---------------------|
| <i>Applicant</i> | <i>Project</i> | <i>Grant</i> |
| <i>Monash University</i> | | |
| Mr Leighton Morris | Multimedia teaching of interviewing and negotiation skills in the law of torts | \$48,998 |
| A/Prof Paula Swatman | A hands-on simulation game for teaching electronic commerce | \$50,159 |
| Ms Young-A Cho | Internet-based language learning | \$23,999 |
| Dr Jack Burston | Teaching writing skills in French through a WWW mediated collaborative course | \$49,712 |
| <i>Royal Melbourne Institute of Technology</i> | | |
| Dr Victor Ciesielski | A World Wide Web-based algorithm animation for search algorithms | \$46,420 |
| <i>University of Melbourne</i> | | |
| A/Prof Harry Minas | Improving transcultural mental health education for Medical undergraduates through use of interactive multimedia-based computer-aided learning (IMMCAL) | \$45,522 |
| Dr Neil Thomason | Understanding correlation and regression | \$48,077 |
| Dr Roderic Phillips | Diagnosis and management of skin disease in childhood | \$51,227 |
| Dr Martin Wright | Teaching the topic 'child growth and development' | \$48,952 |
| Dr Robert Kemm | Integration of theory and practice in learning: An interactive tutorial approach to the cardiovascular system | \$49,308 |
| A/Prof George Smith | Interactive multimedia computer-based teaching and self learning modules for undergraduate optics | \$30,900 |
| Ms Clare Newton | Simulated site visits | \$41,339 |
| <i>Victoria University of Technology</i> | | |
| Mr Mariusz Paks | Development of a computer aided-package 'air conditioning fundamentals' | \$45,700 |
| QUEENSLAND | | |
| <i>Central Queensland University</i> | | |
| Dr Gregory Klease | The role of video conferencing in enhancing teaching/learning via a virtual faculty | \$43,952 |
| <i>Griffith University</i> | | |
| Ms Tiziana Miceli | A computer-based resource for developing Italian writing skills | \$42,885 |
| Dr Rodger Tomlinson | Developing critical thinking skills in environmental engineering | \$48,597 |
| Mr John Eyley | Principles of animated motion and timing | \$36,630 |
| <i>James Cook University of North Queensland</i> | | |
| Ms Justine Alison | An interactive multimedia approach to teaching the administration of medication | \$43,318 |
| Ms Mary Klein | Moving from transmission to inquiry and more equitable practice in the teaching of mathematics | \$4,713 |
| Ms Maria Pappalardo | Enhanced learning of chemistry and physics for indigenous students using interactive multimedia | \$49,895 |

| <i>Institution</i> | | |
|---|---|---------------------|
| <i>Applicant</i> | <i>Project</i> | <i>Grant</i> |
| <i>Queensland University of Technology</i> | | |
| A/Prof Roy Ballantyne | Facilitating student-teacher interns' professional development using mentoring casebook learning activities | \$27,149 |
| A/Prof Helen MacGillivray | Developing and synthesizing statistical skills through simulated project problems | \$34,000 |
| <i>University of Queensland</i> | | |
| Dr Joseph Rothnagel | The virtual cell biology laboratory | \$53,278 |
| Dr Julia Playford | Interactive multimedia learning for plant identification | \$36,430 |
| Ms Anna Day | Developing a self-paced broadcast voice training programme | \$23,658 |
| <i>University of Southern Queensland</i> | | |
| Dr Janet Taylor | Flexible support for the maths anxious tertiary student: a delivery strategy for on campus and distance students | \$57,000 |
| Dr Som Naidu | Facilitating graduate nurses transition into the workforce with interactive multimedia in a Computer supported Collaborative Learning Environment | \$49,821 |
| A/Prof Olugbemiro Jegede | Development of an Interactive Model for the use of desktop video-conferencing technology to enhance teaching and learning in mathematics | \$43,944 |
| A/Prof Francis Mangubhai | The Development of Pedagogical Competencies Primary Teacher Trainees for teaching NESB students through the use of an Interactive Multimedia training programme | \$48,000 |
| WESTERN AUSTRALIA | | |
| <i>Curtin University of Technology</i> | | |
| Dr Peter Taylor | Using the Internet to engage distance education students in communicative, reflective and critical learning | \$27,615 |
| Dr Robert Loss | Improving learning in undergraduate physics using integrated 'studio' environments to replace traditional lectures, laboratories and tutorials | \$84,254 |
| Mr Robert Oostryck | Bleeding and Clotting - 'An Interactive Laboratory Teaching Program' | \$28,964 |
| <i>Edith Cowan University</i> | | |
| Dr Jan Grant | Developing clinical decision-making and intervention skills in postgraduate counselling students | \$33,122 |
| Dr Peter Standen | Improving graduate transition and lifelong learning skills in business students | \$35,063 |
| Ms Lorraine Gray | Bridging the theory-practice gap with a collaborative learning strategy for senior nursing and medical students | \$30,538 |
| Mr Alistair McIntosh | Helping student teachers assess the mathematical performance of children | \$49,650 |

| <i>Institution</i> | | |
|--|---|---------------------|
| <i>Applicant</i> | <i>Project</i> | <i>Grant</i> |
| <i>Murdoch University</i> | | |
| Dr Renato Schibeci | Improving external students' pedagogical content knowledge | \$39,477 |
| Dr Annette Patterson | Experiential learning in sociology: the grounded assignment and tutorial system (GATS) approach | \$41,730 |
| Ms Jan Thomas | Turning expert knowledge into teachable knowledge: Linkage templates to bridge Preclinical and clinical units in Professional courses | \$37,037 |
| <i>University of Western Australia</i> | | |
| Dr Kevin Judd | Automated high-level diagnostic drill in first year calculus | \$30,185 |
| Dr Richard Lockwood | Preparing teachers for inclusionary practice: a case study approach | \$41,107 |
| A/Prof Konrad Jamrozik | Development and evaluation of a problem-based course in epidemiology | \$29,517 |
| SOUTH AUSTRALIA | | |
| <i>Flinders University of South Australia</i> | | |
| Dr Iain Hay | Making moral imaginations in geography | \$29,986 |
| Ms Ingrid Scholten | Learning the dynamic swallow via animation and interactive multimedia application | \$49,579 |
| Dr Peter Smith | Paediatric procedures | \$62,168 |
| Dr Petrus Zeegers | Learning strategies and early intervention to enhance student learning in chemistry | \$48,955 |
| <i>University of Adelaide</i> | | |
| A/Prof Edward Cleary | Development and testing of a tool to allow use of computer assisted learning with student directed problem-based learning | \$98,528 |
| Dr Geoffrey Crisp | A model for teaching of occupational health and safety and risk management within the science curriculum | \$42,843 |
| <i>University of South Australia</i> | | |
| Prof Colin Bourke | Developing and teaching Aboriginal perspectives in management and administration | \$49,970 |
| NORTHERN TERRITORY | | |
| <i>Batchelor College</i> | | |
| Mrs Robyn Hurley | Aboriginal site specific mathematics materials development project | \$33,000 |
| <i>Northern Territory University</i> | | |
| Dr Michael Christie | Preparing a CD database of Yolngu (Arnhemland Aboriginal) literature | \$34,784 |
| AUSTRALIAN CAPITAL TERRITORY | | |
| <i>Australian National University</i> | | |
| Mr Hugh Clapin | The philosophical image | \$32,268 |

| <i>Institution</i> | | |
|---------------------------------------|---|--------------------|
| <i>Applicant</i> | <i>Project</i> | <i>Grant</i> |
| University of Canberra | | |
| A/Prof Belle Alderman | Development of a 'virtual world' of archival documents to assist Professional writing students' the exploration of the creative writing process | \$49,843 |
| OTHER | | |
| Australian Catholic University | | |
| Prof Jack Flanagan | Applying problem-based learning to the first year accounting curriculum | \$37,734 |
| Mrs Maria Miller | Midi-manager: an interactive multimedia program to enhance student learning regarding the care of birthing women | \$49,586 |
| TOTAL AUSTRALIA | | \$3,807,492 |

APPENDIX 5

1998 National Teaching Development Grants - Individual

| <i>Institution</i> | <i>Applicant</i> | <i>Project</i> | <i>Grant</i> |
|---|-------------------------------------|---|--------------|
| NEW SOUTH WALES | | | |
| <i>Australian Catholic University</i> | | | |
| | Associate Professor Patricia Malone | Exploration of 25 years of Religious Education - CD-ROM | \$49,973 |
| <i>Charles Sturt University</i> | | | |
| | Mr Ron Kerr | Physical Assessment - Chest Auscultation | \$45,000 |
| | Mrs Harriet Stacey | A Learning Package - Investigative Interviewing | \$25,276 |
| <i>Macquarie University</i> | | | |
| | Associate Professor A Pitman | Implementation of Simulation and Visualisation Modules into 200-level Physical Geography | \$46,123 |
| <i>University of New England</i> | | | |
| | Dr Kerry Dunne |Ach, so war das! (Oh, so that's it!): An Interactive Multimedia Programme for Intermediate German Students to Promote Aural Comprehension | \$45,102 |
| | Ms Robyn Muldoon | Academic/Professional Skills Package for Tertiary Vocational Degree Courses | \$43,053 |
| <i>University of New South Wales</i> | | | |
| | Mr Richard Buckland | Improving the Teaching of Female Computer Science Students by Borrowing Teaching Techniques from other Disciplines | \$42,542 |
| <i>University of Newcastle</i> | | | |
| | Associate Professor Robert Conway | Mainstreaming Special Education: Including all Faculty Staff in a Compulsory Undergraduate Subject | \$34,798 |
| | Dr Mary-Anne Williams | A Web-Based Tutoring System for Teaching and Learning Intelligent Information Modelling and Management | \$49,219 |
| | Mr Peter Summons | Automated Assessment and Marking Management Package | \$50,000 |
| <i>University of Technology, Sydney</i> | | | |
| | Associate Professor Chris Nash | Teaching Journalism on the Web | \$49,553 |
| | Associate Professor Carole Rogers | The TCM Virtual Clinic (Stage 1) | \$48,831 |
| | Dr Geoffrey Smith | Concepts in Discrete Mathematics | \$39,019 |
| | Mr Robert Gowing | Enhancing Practice-Based Learning Through Critical Dialogue | \$50,000 |
| | Dr Lynette Schaverien | Developing a Web-deliverable Virtual Classroom for Primary School Teacher Education in Science | \$49,260 |

| <i>Institution</i> | | |
|---|--|---------------------|
| <i>Applicant</i> | <i>Project</i> | <i>Grant</i> |
| <i>University of Western Sydney</i> | | |
| Ms Carol Reid | Taking It To Them: The Integration of Self-Directed Learning Packages with Video-Conferencing for Rural Based Students | \$30,000 |
| Professor Carolyn Sappideen | Teaching Contracts Law Using Simulated Contract Project Teams | \$34,649 |
| Ms Michele Scoufis | Writing Critically in Commerce | \$34,195 |
| <i>University of Wollongong</i> | | |
| Dr Joanne Jamie | CoChem - An Innovative Approach to Interdisciplinary Advanced Chemistry Teaching | \$44,578 |
| Dr Adrian Vickers | Multimedia Role Playing Simulation Game in Southeast Asian History | \$50,000 |
| Ms Jane Innes | Civics Education: The Australian Constitution | \$40,572 |
| Associate Professor Fazel Naghdy | Computer Assisted Laboratory Instruction in Engineering Courses | \$49,100 |
| VICTORIA | | |
| <i>Deakin University</i> | | |
| Dr Robert Walker | Professional Learning from Case Records | \$42,077 |
| <i>La Trobe University</i> | | |
| Dr John Banks | Worth a Thousand Pictures: Animations for Mechanics | \$46,266 |
| Ms Clare Carberry | Collaborative Primary Health Care Nursing Education: Industry and the Education Sector | \$48,528 |
| Mr Mark Flynn | Development of an Interactive Computerised Report Writer | \$49,666 |
| <i>Monash University</i> | | |
| Ms Sita Ramakrishnan | An Internet Environment for Learning Software Testing Processes | \$50,000 |
| Dr Martin Predvec | Development of a Computer Based Multimedia Rat Dissection | \$35,736 |
| <i>Royal Melbourne Institute of Technology</i> | | |
| Associate Professor Marion Dobos | Collaborative Peer Group Teaching in Large Classes: A Faculty-wide Second Year Biochemistry Initiative | \$48,410 |
| Mr William Cartwright | An Interactive Self-paced Program to Teach the Elements of Map Projections | \$48,332 |
| Mr RA Lord | Flexible Learning Modules for Fundamental Concepts In Electromagnetics | \$37,407 |
| Dr Elizabeth Kendall | A Flexible, Student Centred Learning Environment for Pattern Based Computer System Engineering | \$48,000 |
| <i>Swinburne University of Technology</i> | | |
| Dr Alexander Mazzolini | TCUP - Testing Conceptual Understanding in Physics | \$49,888 |
| Dr Michael Creek | The Software Engineer's Apprentice | \$45,942 |

| <i>Institution</i> | | |
|---|--|---------------------|
| <i>Applicant</i> | <i>Project</i> | <i>Grant</i> |
| <i>University of Melbourne</i> | | |
| Dr Howard Grossman | The Patient Under the Microscope - An Interactive Multimedia Program Integrating Histology and Pathology | \$47,974 |
| Dr Tuija Suvinen | Enhancing Teaching and Learning for Dental Students by Simulation | \$45,926 |
| Dr Charles Lawrence | Enhancing Learning of Quarternary Geology: Virtual Field Trips in the Murray Basin | \$48,267 |
| Mr Jon Pearce | Modelling and Analysing Real-world Physics | \$26,301 |
| Ms Carol Johnston | Learning to Thinking Critically About Economics: International Case Studies Over the Web | \$42,497 |
| <i>Victoria University of Technology</i> | | |
| Ms Mary Huynh | An Interactive Multimedia Tutorial to Teach the Examination of the Thorax, Lungs and Abdomen | \$47,975 |
| QUEENSLAND | | |
| <i>Griffith University</i> | | |
| Ms Marlene Le Brun | Developing the Reflective, Client-Centred Legal Practitioner: Improving the Legal Interviewing Practices and Techniques of Law Students With the Use of Videos and Instructional Manuals | \$43,686 |
| Mr Leigh Kirwan | Learning Japanese Through Visualised Language Functions | \$33,099 |
| Mr Mark Freakley | Improving the Ethical Reasoning of Students | \$43,879 |
| <i>James Cook University</i> | | |
| Dr Geoffrey Jones | An Ocean in the Classroom: Practical Methods in Marine Conservation Biology | \$49,580 |
| Ms Mary Macarty | Simulated Patient Care Management Skills for Student Nurses Using an Interactive Multi Media Case Study Approach | \$46,082 |
| Mr John Gray | Instant Anglo-Saxon | \$12,675 |
| <i>Queensland University of Technology</i> | | |
| Mrs Diane Collins | Promoting Holistic Nursing Care of Patients with Alzheimer's Disease, and their families, using Problem Based Learning Embedded in Computer based education | \$49,665 |
| Dr Joaquin Sitte | Development of Interdisciplinary Teamwork Skills for Information Technology and Engineering | \$12,000 |
| Professor Michael Clinton | Collaborative Education for Senior Undergraduate Students of Nursing and Undergraduate Students with Disabilities | \$18,118 |
| <i>University of Queensland</i> | | |
| Ms Lesley Jolly | Personal Reflexive Instruments for Monitoring | \$50,000 |
| Dr Lloyd Davis | Interactive Literary Criticism and the World Wide Web | \$38,266 |
| Dr Mark Riley | "Demonstration Experiments in the Lecture Room Environment " | \$19,363 |

| <i>Institution</i> | | |
|---|--|--------------|
| Applicant | Project | Grant |
| <i>University of Southern Queensland</i> | | |
| Mr Walter Spunde | Web-interfaced Array-based Mathematics | \$50,000 |
| Dr Mike Kotiw | Flexible Delivery: Providing Different Learning Access Tracks for Registered Nurses in Rural and Remote Areas and Internationally in Human Health Sciences | \$50,000 |
| WESTERN AUSTRALIA | | |
| <i>Curtin University of Technology</i> | | |
| Ms Susan Fyfe | Building and Evaluating a Collaborative Learning Kit for Open and Flexible Delivery of Human Biology to Distance Students | \$44,569 |
| Associate Professor Eamon Murphy | Development of Videos to use in Teaching South Asian History | \$29,227 |
| <i>Edith Cowan University</i> | | |
| Dr Anthony Herrington | A Network of Support for Preservice Teachers on School Practice | \$28,739 |
| <i>Murdoch University</i> | | |
| Dr Mary McConnell | CaseMaster: The Development of a Template for Interactive Flexible Learning and Assessment | \$18,000 |
| Dr Shane Raidal | Improving Student Learning and Critical Thinking in Avian Medicine | \$47,254 |
| Dr Jennifer Mills | The Human Side of Veterinary Medicine | \$50,000 |
| <i>University of Western Australia</i> | | |
| Professor BJ Stone | Teaching by Errors: Automated Peer Marking of Misconceptions in Engineering Dynamics | \$45,716 |
| SOUTH AUSTRALIA | | |
| <i>Flinders University</i> | | |
| Associate Professor Kathy Mack | Student Self-assessment in Interviewing and Negotiation Exercises in Legal Education | \$48,619 |
| Ms Colette Mrowa-Hopkins | Assessing Oral Proficiency in Foreign Language Learning | \$46,959 |
| <i>University of Adelaide</i> | | |
| Dr Alistair Blake | Development of a Studio Course in Physics | \$50,000 |
| Dr Janet Fuss | Functional and Applied Anatomy of Cranial Nerves: Development of Video Tutorial Modules for Undergraduates in Health Disciplines | \$49,221 |
| <i>University of South Australia</i> | | |
| Associate Professor Keith McConnochie | Teaching Archaeological Field Survey Techniques using a Virtual Archaeology Internet Site | \$29,250 |
| Dr Martin Shanahan | Measuring Students Learning in Economics: A Quantitative and Qualitative Approach | \$50,000 |
| Mr Tim Olds | Virtual Machines: Interactive Simulations in Exercise Physiology | \$40,134 |

| <i>Institution</i> | | |
|-------------------------------------|--|---------------------|
| <i>Applicant</i> | <i>Project</i> | <i>Grant</i> |
| TASMANIA | | |
| <i>Australian Maritime College</i> | | |
| Mr Gregor MacFarlane | Development of Ship Dynamics Demonstration Models | \$15,000 |
| AUSTRALIAN CAPITAL TERRITORY | | |
| <i>University of Canberra</i> | | |
| Dr Christina Slade | Reasoning and the Broadcast Media: Developing Critical Responses | \$30,414 |
| Ms Penny Collings | TLC Building a Teaching and Learning Community in the Information Systems Discipline | \$49,296 |
| Mr Stephen Trathen | User-Trialing Products: An Undergraduate Project | \$24,984 |
| TOTAL AUSTRALIA | | \$2,973,830 |

APPENDIX 6

1997 National Teaching Development Grants - Organisational

| <i>Institution</i> | | |
|---|---|--------------|
| <i>Applicant</i> | <i>Project</i> | <i>Grant</i> |
| NEW SOUTH WALES | | |
| <i>University of Sydney</i> | | |
| Professor Ann Sefton | Enhancing Students' Problem-directed Learning Using Intranets | \$148,508 |
| <i>University of Wollongong</i> | | |
| Associate Professor John Patterson | Developing and Implementing a Flexible Web-based Teaching/Learning Environment across an Entire Academic Organisational Unit | \$144,350 |
| VICTORIA | | |
| <i>Deakin University</i> | | |
| Associate Professor Hilde Lovegrove | Electronic Warehouse Extension | \$147,534 |
| <i>La Trobe University</i> | | |
| Professor Stephen Duckett | The Development of an Integrated Self-Instructional Program to Teach Research Concepts and Skills to Health Science Students | \$107,615 |
| <i>Monash University (with The University of Melbourne and University of Queensland)</i> | | |
| Professor Brian Nelson | From CD-ROM to the World Wide Web: A Model for the Cross-Institutional Design, Implementation and Distribution of Multimedia-Based Instruction | \$95,564 |
| <i>Swinburne University of Technology</i> | | |
| Professor J McLean | First Year Engineering Education: Developing a Culture of Teaching and Learning | \$110,762 |
| <i>University of Ballarat (with University of Tasmania and Swinburne University)</i> | | |
| Professor Anthony Maeder | Co-operative Development of Innovative Teaching Practices for Successful Implementation of Integrated Engineering Programs | \$90,540 |
| QUEENSLAND | | |
| <i>Queensland University of Technology</i> | | |
| Professor Alan Cumming | Enhancing Student Learning During Professional Field Experience: An Innovative Approach to Supervision Using Communication Technology | \$100,099 |
| SOUTH AUSTRALIA | | |
| <i>University of Adelaide</i> | | |
| Professor M Oades | Integration of Computer-based Programs in the Curriculum in the Faculties of Agricultural and Natural Resource Sciences and Science at the University of Adelaide | \$123,055 |

| <i>Institution</i> | | |
|---------------------------------|---|--------------------|
| <i>Applicant</i> | <i>Project</i> | <i>Grant</i> |
| NORTHERN TERRITORY | | |
| <i>Batchelor College</i> | | |
| Mr Ron Stanton | Skills Development in the Area of Communications Technology to Support Distance Education Delivery | \$110,669 |
| TOTAL AUSTRALIA | | \$1,178,696 |

APPENDIX 7

1997 Staff Development Grants

| <i>Institution</i> | | | |
|--|--|--|--------------|
| <i>Applicant</i> | <i>Project</i> | | <i>Grant</i> |
| NEW SOUTH WALES | | | |
| Macquarie University | | | |
| Professor Bernard Carey | Developing Capacity to Integrate Information Technology into Higher Education Teaching and Learning | | \$98,134 |
| <i>Southern Cross University</i> | | | |
| Professor Martin Hayden | An Institutional Staff Development Initiative to Achieve Better Student Assessment Practices | | \$79,650 |
| <i>University of New South Wales</i> | | | |
| Ms Isabella Trahn | A Flexible Web-based Staff Development Program for Information Skills Librarians to Enhance Teaching Skills in New Technological Environment | | \$25,000 |
| <i>University of Western Sydney</i> | | | |
| Ms Judith Townsend | Exploring Flexible Teaching and Learning | | \$70,000 |
| <i>University of Wollongong</i> | | | |
| Associate Professor Sandra Wills | Management and Leadership Development for Flexible Delivery: An Action Learning Program | | \$97,449 |
| VICTORIA | | | |
| <i>Royal Melbourne Institute of Technology</i> (with La Trobe University, University of Sydney and Griffith University) | | | |
| Professor Elaine Martin | Developing Scholarship in Teaching | | \$90,142 |
| <i>University of Melbourne</i> | | | |
| Dr Craig McInnis | Internationalising the Student Learning Experience | | \$94,480 |
| QUEENSLAND | | | |
| <i>Queensland University of Technology</i> | | | |
| Dr Jill Borthwick | Promoting Team Work in Course Co-ordination for Quality Improvement | | \$91,113 |
| WESTERN AUSTRALIA | | | |
| <i>Curtin University of Technology</i> | | | |
| Ms Rosalie Dwyer | Ways of Working: Aboriginal Cultural Awareness Training for Academic Staff | | \$84,000 |
| <i>Edith Cowan University</i> | | | |
| Associate Professor Anthony Knight | Technology in Teaching and Learning Program | | \$95,000 |

| <i>Institution</i> | | |
|--|--|--------------------|
| Applicant | Project | Grant |
| <i>Murdoch University (with The University of Western Australia (*) and Curtin University (**))</i> | | |
| Associate Professor Shirley Grundy * | Local and Collaborative Initiatives for Professional Self Development in University Teaching and Learning | \$136,010 |
| Dr Lesley Willcoxson ** | Sharing Quality Teaching for More Effective Learning | \$98,850 |
| <i>University of Western Australia</i> | | |
| Mrs Anne Gilkes | Supporting Student Learning through Improved Student Services: A Team Approach in the Faculty of Engineering and Mathematical Sciences | \$48,631 |
| Dr Sarah Mann | Achieving Diversity and Inclusivity in Teaching and Learning | \$89,451 |
| SOUTH AUSTRALIA | | |
| <i>Flinders University of South Australia</i> | | |
| Dr Lesley Cooper | Practicum Development Program | \$95,440 |
| <i>University of South Australia</i> | | |
| Dr David Lundberg | A Program to Promote the University's Goals of an Institutional Culture of International and Cross-cultural Understanding and Empathy | \$52,500 |
| TOTAL AUSTRALIA | | \$1,345,850 |

APPENDIX 8

A Submission to the Review of Higher Education Financing and Policy by the Committee for University Teaching and Staff Development (CUTSD)

CUTSD welcomes the opportunity to contribute through this submission to the shaping of university education for the next few decades.

CUTSD was established in 1996 by the Hon Senator, Amanda Vanstone, Minister for Employment, Education, Training and Youth Affairs with the following brief:

“Against the background of the Government’s commitment to promote quality and excellence in teaching and to ensure that university staff are adequately prepared and assisted in carrying out their work responsibilities, the Committee’s objectives are to:

“identify and promote good teaching, learning and assessment practices in universities; encourage and foster innovation in higher education teaching; and provide staff development opportunities for academic and administrative staff.”

The mission of CUTSD therefore cuts across two of the review themes, Regulatory and administrative frameworks, and Financing teaching and research training. But we also wish to comment on the role of higher education in society and the economy.

Summary of Recommendations

- 1 *CUTSD recommends that the Government continue to support the CUTSD programs and explore ways of using additional incentive funding [ie additional to the operating grant and the CUTSD allocation] to advance innovative, cost-effective and educationally sound teaching and learning activities across institutions.*
- 2 *CUTSD recommends that all Australian universities encourage their academic staff to participate in a program of systematic learning about teaching and learning by offering courses themselves or by enabling staff to participate in courses offered elsewhere, including during periods of study leave.*
- 3 *CUTSD recommends that incentive funding be made available to allow universities to develop programs for research students to acquire teaching skills, or to enable them to participate in other institutions’ programs.*
- 4 *The Committee strongly recommends that government in Australia should continue to fund the core functions of higher education institutions through a funding system that is both predictable and adequate.*
- 5 *CUTSD recommends that appropriate levels of funding for teaching and research training be provided which will allow universities to train students in all research areas, including all areas of applied research without having to rely on private sector funding.*

The Role of Higher Education in Society and the Economy

Over the past decades we have experienced in Australia a dramatic expansion of higher education. Within a short time we moved from elite higher education to mass higher education; new universities were founded and organised internally in new ways. The foundation of these new universities was complemented by a coherent strategy for an advanced education sector which encouraged enrolment of a more diverse student body in a large range of traditional and new vocational and professional courses.

In the ten years 1963 to 1973 the total student numbers in higher education had doubled, doubled again within two years, with a total increase from 1973 to 1993 of 432 %.

(DEETYA, 1996:1) In terms of student participation rates, Australia had entered mass higher education well before issues of the transition from elite to mass higher education were debated in 1993. From 1993 to 1996 there was a further increase of 10 % in total student numbers.

With mass education, the role of higher education must change in its relation to society and the economy, just as society and the economy change through their close interaction with higher education and the large number of graduates as citizens and employees/employers. The demands of our fast changing society and economy require an educated population and workforce, who are not only open to new developments, but who anticipate and adapt to change, and who are creative and confident in their ability to learn - to learn new skills, to learn appropriate ways for keeping up-to-date with fast changing knowledge bases in the professions, and learn how to see and seek opportunities.

Clearly, higher education institutions already play a crucial part in preparing graduates for roles which demand key skills and knowledge and the ability to engage in effective continuing education, and which also require an openness of mind to new social, economic and cultural challenges.

In a mass higher education system, universities have multiple roles. Some of these roles were easier to reconcile while there was plentiful funding. But in times of static or declining funding they are in conflict: teaching and student advising take place in a market environment where students are attracted by promises of innovative and relevant courses, by courses and teaching which meet their individual learning needs or those of accrediting professional bodies, by good employment prospects, and by caring staff. The use of the Course Experience Questionnaire (CEQ) and the Graduate Destination Survey (GDS) in the marketing of universities bears witness to this.

The CEQ and the GDS are themselves reflections of the ways in which universities have increasingly focused on the appropriateness of the curriculum in meeting student expectations and maximising graduate employability, while continuing to ensure that the curriculum embodies the highest standards of pedagogy and scholarship. These demands are not always directly compatible, and require universities to monitor closely the balance between the applied, professionally oriented content of the curriculum and the more broadly applicable academic content. The sharp distinction which is sometimes drawn between the academic and the applied, or between general education and skills acquisition, can obscure the reality that the university curriculum - regardless of the content area - must successfully combine both.

In addition to this move towards a mass higher education system which is responsive to an increasingly diverse group of students and other 'clients', Australian universities have had to adapt to rapid and pervasive changes within communication and information technology. While this provides greatly enhanced flexibility and responsiveness, it also increases the complexity and - at least in the initial stages - the cost of much academic work, including teaching.

To meet these demands Australian universities need staff who are highly competent, highly committed, and highly knowledgeable - knowledgeable not only in the discipline or field of

study but in pedagogy and the appropriate use of technology. This makes heavy demands on staff and on their institutions.

Similarly, research and research funding as well as technology transfer operate in a competitive environment. Competition is for resources, for contracts, for status and for reputation. And internally the research and teaching functions not only complement and enrich each other but also compete for resources and for status.

In addition to these core functions are auxiliary ones: service to the university, the community and to the profession; socio-political ones like access and equity emanating from the political process; and economic ones like the production of employable and flexible graduates.

Values have changed for at least parts of the institution from educational to instrumental. The quest for external funding underlines this - entrepreneurial outlook and ability have become values in themselves, instead of enabling the core business of universities.

Regulatory and Administrative Frameworks

Whatever type of education a university provides, there are some fundamental requirements. Universities whether new or old, large or small, are foremost centres of and for learning and scholarship and research, for learning as a process, an activity, and for learning as an outcome. Scholarship supports this process and is integral to the outcome. The University is also a community of members: of staff who have been trained in a discipline or profession and are able to engage in higher learning and engage others in higher learning; and of students who participate actively in the learning. It is central to the learning process through teaching and research that interaction take place between students, and between students and staff, ie scholars and professionals, professional scholars and scholarly professionals.

If the essential criterion for a 'university' - that it be primarily a place of learning - is accepted, then,

- even in a mass higher education system;
 - even in a system where all higher education institutions are called 'university' as they are in ours;
 - even in a system where some universities concentrate more on discipline-based research, research training and education, and others focus more on professional and vocational courses and continuing professional development through postgraduate courses;
 - even in a system where many students are ill-prepared for rigorous academic study, and where many students have cultural and language difficulties, many students are not motivated, many students are unsure of their needs and goals -
- there must be a culture of learning in each university, whatever its mission.

Regulatory mechanisms to support this might be:

Incentive funding

What are the incentives for universities, for departments/schools, for individual staff to improve courses and teaching, to create this culture of learning?

There is no financial incentive for universities to improve, now that the quality reviews with financial rewards are finished. Government funding of universities does not acknowledge in a positive or negative way the quality of courses and of teaching and learning, however it might be measured. There is no incentive funding for mainstream educational activities. Yet we know from universities' responses to the quality review process and to incentive funding for particular programs, including for research, that universities on the whole seek new funds for whatever purpose they have been made available. Thus incentive funding can be used to change courses and teaching.

The evaluations of the programs conducted by the Committee for the Advancement of University Teaching (CAUT) and of the Commonwealth Staff Development Fund have demonstrated clear benefits for individuals and institutions. The award of a grant afforded the recipient(s) incentive, status and collaborative working relationships. CUTSD commissioned a study of the 1994 CAUT grants (excluding those included in other studies). The evaluation report by Dr Elizabeth Sommerlad included the following comments (the Evaluation Summary is included as Appendix):

“Projects have produced an impressive range of educational materials as the tangible output of their teaching development. These include free-standing products, packages of educational materials, process methodologies, assessment frameworks and tools and software templates or tools for new ways or presenting content.

“With few exceptions, there has been wide take-up of the project materials and other outputs by the staff who developed them. The project leaders of twenty-six projects have now introduced the materials into their courses or have more fully embedded them into their teaching practices, some for up to three years. Around 7,000 students are currently benefiting from the introduction of the teaching development.

“Although an assessment of the pedagogic effectiveness of teaching development was beyond the scope of this study, we nonetheless observed that the project outputs were generally underpinned by good educational principles and that teaching staff adopted a variety of strategies to support their effective integration. Characteristics of projects that contributed to their effective take-up and use included: adaptability to different learning settings, flexibility in how they could be used, the integration of support materials (for both staff and students), the coherence with other parts of the curriculum such as assessment, assignments, lab sessions etc.

“Overall, the impact of the projects on student learning appeared to be very positive. Among the gains reported were: improved motivation to learn, increased satisfaction with the process of learning, improved skills in the use of IT which add value to student learning, the development of better conceptual development and the acquisition of generic skills. The results of some individual project evaluations showed differential results from different groups of students.

“Nearly all the academic staff involved in the CAUT teaching developments had found their experience of developing and implementing the project to be immensely rewarding and valuable in terms of their professional development. A significant proportion are continuing to further enhance and build on their project outputs and to engage in an ongoing process of innovation and change.”

This independent evaluation clearly demonstrates the value of incentive funds distributed through a systems-wide competition in bringing about change.

CUTSD recommends that the Government continue to support the CUTSD programs and explore ways of using additional incentive funding [ie additional to the operating grant and the CUTSD allocation] to advance innovative, cost-effective and educationally sound teaching and learning activities across institutions.

Universities are, of course, affected by factors other than funding. They are affected by professional accreditation reviews, by media reports and public perception of their standing. The effect of these factors on student enrolment, however, has not yet been determined.

Quality reviews

The Quality reviews have had both positive and negative impacts on higher education institutions. The proposed quality review procedures need to capitalise on the positive effects and minimise the negatives ones. This means that institutional processes, institutional commitment to quality in teaching and learning, and outcomes of teaching and learning need to remain open for audit, if not for assessment. The enforced development of policies, and the follow up of their implementation, the development of databases on the student and graduate experience have contributed to increased awareness within the higher education institutions of their responsibility to students and to the community. Seeing students as consumers, and students seeing themselves as consumers, heightens responsiveness within the higher education sector without necessarily negating the traditional educative function and mission.

There are some well-intentioned excesses to be avoided:

- promotion of ‘best practice’ when we want to encourage diversity;
- promotion of policies and procedures where there is no proven link to improved outcome; and
- use of performance indicators in isolation and without a context.

Teaching credentials

University staff on the whole are highly trained in research and/or proficient in professional practice. Universities encourage their scholarly growth through a system of research study leave. In general, however, for the key task of teaching, staff, on the whole, are not well prepared. CUTSD supports the view expressed by the AVCC (*Guidelines for Effective University Teaching*) that teaching is a scholarly activity. This view is derived from Ernest Boyer’s reconceptualisation of academic work as scholarly activity in four different areas, including teaching. In order to conduct teaching in a scholarly manner, staff need to have the educational know-how to assess teaching-and-learning styles, how to formulate learning objectives and how to meet them best, to meet individual students where they are at, and, above all, how to motivate them.

CUTSD believes that academic staff should have opportunities for their professional growth as teachers as much as they have for their function as researchers. Most academics with their disciplinary or professionally-based knowledge have no research-based knowledge of how students learn or how to facilitate learning. Yet this is increasingly important when university curricula try to develop in students generic skills, not just subject competence.

Several Australian universities offer graduate certificates or graduate diplomas in higher education or in teaching and learning. They generally aim to provide the education know-how needed and to help staff to focus or re-focus on facilitating student learning.

Evaluations of such programs have shown that (a) new staff find them helpful in establishing their teaching career with confidence and competence, and (b) experienced staff re-assess their teaching and become re-motivated.

CUTSD recommends that all Australian universities encourage their academic staff to participate in a program of systematic learning about teaching and learning by offering courses themselves or enabling staff to participate in courses offered elsewhere, including during periods of study leave.

Many of our research students will take up academic careers. But already during their degree studies many research students teach undergraduates. The impact of these teaching assistants on graduate students would be much enhanced if they had some training in tertiary teaching.

CUTSD recommends that incentive funding be made available to allow universities to develop programs for research students to acquire teaching skills, or to enable them to participate in other institutions' programs.

Financing Teaching and Research Training

Core funding

Australian universities have not only grown in size and number in the past decades, the diversity in teaching and learning arrangements, and the focus on student learning has been internationally acknowledged. Yet to remain at the forefront of education requires more resources. If we want to offer all potential and enrolled students throughout their lives real choices in when and how and where they study, then we need to invest more in infrastructure and in particular in information technology.

Information technology will enable students throughout Australia, indeed throughout the world to participate in on- and off-campus learning and research and strengthen Australia's connections with other parts of the world.

*The Committee strongly recommends that government in Australia should continue to fund the core functions of higher education institutions through a funding system that is both **predictable** and **adequate**.*

Predictable means that institutions can plan for a (minimum) number of students in a range of disciplines; the onus would be on institutions to attract students of sufficient calibre to these courses. If institutions are to build up staff expertise, encourage a culture of learning, develop innovative teaching, assessment and learning practices, then a certain level of funding needs to be negotiated well in advance.

The Committee is well aware that research funds and research infrastructure are partly allocated on a competitive basis. It does not propose that funding for teaching occur in this way. However, it does advocate greater attention to outcomes. While the Committee does not advocate a clawback as occurred with the Research Quantum, additional funding could be made available and be allocated on the basis of agreed performance indicators, which take into account the background of students, and of progression and attrition rates.

Adequate funding means funding which allows institutions in a mass higher education system

- to add value by enabling and empowering students of less than optimal preparation to graduate through institutional provision of additional teaching, courses and learning resources;
- to build up an infrastructure which supports on- and off-campus teaching and learning;
- to offer salaries to academic and other staff which are competitive and can attract persons with the required levels of expertise and experience;
- to develop and implement staff development programs which enable staff to acquire and to enhance relevant teaching and assessment skills; and
- to contribute to the internationalisation and globalisation of higher education through, for example, scholarships for international students.

The Committee accepts that additional funding sources need to be found and that other sectors of the community as well as students can legitimately be asked to contribute to research and education.

Research Training

The Committee is pleased to see ‘research training’ associated with ‘teaching’. Research training is crucial for the continuation of our scientific expertise, for the continuation of the academic profession, and indeed for many professional leaders who need to be able to evaluate research data. Research training often takes place in conjunction with research projects, funded from Commonwealth competitive grants or from contract research. While it is important for some of the research training to be carried out on practical problems, it is an undesirable trend to have such training funded through contract research.

Industry contributions are most welcome, but the integrity and completeness of research training is best guaranteed through adequate funding for universities. In all disciplines and fields of study research training requires intensive interaction with supervisor(s) and access to up-to-date equipment. While some such equipment may be funded via research funds, it is preferable to acknowledge the needs of research students directly.

Similarly, research students are not assisted in their career, whether in academia or private industry, if their thesis is commercial-in-confidence.

CUTSD recommends that appropriate levels of funding for teaching and research training be provided which will allow universities to train students in all research areas, including all areas of applied research areas without having to rely on private sector funding.

In Conclusion

CUTSD sees the Government of Australia continuing to play a major role in the funding of higher education. It believes that it is in the country’s interest to have a diverse system with core funding provided by government.

CUTSD affirms the importance of all universities being funded for research and teaching, albeit on a competitive basis for research.

CUTSD stresses that teaching in higher education requires extensive preparation and continuing professional development by adequate staff; requires time for scholarship and research, and requires a physical and technological infrastructure to support it.

The Committee appends its Terms of Reference and the summary of a recent evaluation report, and refers to the *AVCC Guidelines for Effective University Teaching*, submitted separately.

Professor Ingrid Moses
Chair, Committee for University Teaching and Staff Development
for the Committee

LIST OF ACRONYMS

AV-CC

Australian Vice-Chancellors' Committee

CAUT

Committee for the Advancement of University Teaching

CUTSD

Committee for University Teaching and Staff Development

DEETYA

Department of Employment, Education, Training and Youth Affairs

HEC

Higher Education Council

HEFA

Higher Education Funding Act 1988

HEIP

Higher Education Innovation Program

NTDGs

National Teaching Development Grants

NTFs

National Teaching Fellowships

UC

University of Canberra

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