



State-Based Promoting Excellence Networks – Victoria/Tasmania

Final Report 2016

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

Project leader: Angela Carbone, Monash University

Project Team:

Joy Whitton, Rachel Saffer, (Monash University), Rhonda Hallett (La Trobe University), Carol Aeschliman (Swinburne University), Sherridan Emery (University of Tasmania), Diana Cousens (RMIT)

Report authors:

Angela Carbone and Joy Whitton, Monash University

With support from Jessica Benaim

<www.vtasnetwork.com>



Workshop\July VTAS reporting 2016

Network summary

In late 2011 through an Australian Learning and Teaching Council (ALTC) initiative, five state based promoting excellence networks (PEN) were formed. The Victoria Tasmania Promoting Excellence Network (VTAS PEN) initiative comprised of the universities located in the states of Victoria and Tasmania. Through continued funding from the former Australian Government's Office for Learning and Teaching our network set out to achieve the following broad aims:

- 1 To provide opportunities to share resources, disseminate good practice and innovations for the sustainable, long-term enhancement of learning and teaching.
- 2 To foster the collaboration between universities and support staff to share systems, knowledge and processes that contribute to optimising student learning.
- 3 To build a broad cultural base for Scholarship of Teaching and Learning (SoTL) across the institutions.
- 4 To contribute to the national quality agenda

The VTAS PEN activities have included: hosting of workshops, training of its constituent university PE team members, and promoting the outcomes, findings and resources of OLT funded projects via active engagement and dissemination. The continued funding to support the VTAS network has led to a committed and enthusiastic network for Victorian and Tasmanian institutions and many benefits for the learning and teaching community which are briefly outlined in this report.

The table below contains a complete summary of all VTAS PEN Events from the three funding periods: 2011-2012; 2013-2014; 2015-2016

Table 1: VTAS PEN Network Events 2011 - 2016

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

2013	Promoting Staff Expertise in Teaching and Learning, Melbourne	seminar Professor Craig Mahoney, UK Higher Education Academy			
13 Nov 2013	Learning Futures Workshop, Melbourne	VTAS PEN Workshop	115	9	0
24 June 2014	Failure as a Pathway to Success Workshop, Melbourne	VTAS PEN Workshop	88	9	
6 Nov 2014	Creative Forms of Teaching Evidence Workshop, Melbourne	VTAS PEN Workshop	106	9	
11-12 Dec 2014	Promoting Excellence in Partnership: Reflect, Review and Resolution, Hobart	PEN Professional Learning Symposium	23	12	1 (OLT)
27 – 30 Oct 2015	ISSOTL conference	To bring together leaders in Learning & Teaching and share cutting edge practices	650	17 countries	
28 Apr 2016	Impact of IMPEL framework - Tilly Hinton in conversation with Professor Marnie Hughes-Warrington and Professor Nicolette Lee.	VTAS PEN Pre-conference Workshop	71	22	1 (OLT)
28 Apr 2016	Shaking up Higher Education: Learnings from National Award Winners	VTAS PEN Pre-conference Workshop	64	22	1 (OLT)

In the funding period of 2015-2016 the Network set out to achieve the following outcomes:-

1. Continuing and strengthening of an active VTAS network.
2. Initiate the creation of a community of award winning teachers
3. Increased national impact of Learning and Teaching projects.
4. Moving towards a National PE Network (AUSPEN).

1. Continuation and strengthening of an active VTAS network.

The VTAS network consists of a core project team of four Victorian/Tasmanian higher education institutions – Monash University, La Trobe University, Swinburne University and the University of Tasmania, and we have continued to receive strong support from our adjunct project team member 29 Oct. The core team have met several times to plan showcase events and the development of the profile booklet and website of recipients of the Australian Award for University Teacher of the Year (AAUTY) 1997-2015. The following meetings were held to strengthen the network and plan the events for the year.

Planning events 2015 – 2016

Date	Meeting #	Description
26.10.2015	1	Debrief on the funding proposal and discuss plan for the year
16.12.2015	2	Virtual meeting with Mark Israel, Jacque McDonald and Romy Lawson to discuss the reasoning and benefits of creating a community of practice.
17.02.2016	3	Planning for OLT workshop event
07.03.2016	4	Planning for profile booklet and website
16.03.2016	5	Planning for OLT conference VTAS PEN workshops
06.04.2016	6	Planning for OLT conference VTAS PEN workshops
19.04.2016	7	Finalisation of OLT learning & teaching events Update on VTAS PEN profile booklet
28.04.2016	8	Brainstorming future of VTAS

2. Promoting Learning and Teaching Award Winners

To celebrate and connect award winning teachers from across the states, the network planned to create a community of award winning teachers, so that they could share ideas, provide mentorships, support and motivation, and collaborate across institutional boundaries. The first step of the process is to identify past award winners and publish their profile. To fit within the scope of the project we started with the recipients of the Australian Award for University Teacher of the Year (formerly known as Prime Minister Award winners), and developed:

- a) A profile book of the recipients the of Australian Award for University Teacher of the Year 1997 – 2015 (Appendix 6)
- b) A website <https://vtaspen.wordpress.com>
- c) Showcase event- Shaking up Higher Education: Learnings from National Award Winners.
 - Program (Appendix 1)
 - Evaluation report (Appendix 2)

3. Increased national impact of Learning and Teaching projects.

The VTAS PEN organised a workshop designed as an extension of Tilly Hinton's workshop on the utilisation of the IMPEL framework. The workshop facilitated by Tilly was aimed at engaging participants with the utilisation of the IMPEL framework, so that their projects could have maximum impact.

Workshop title: Impact of IMPEL framework- Tilly Hinton in conversation with Professor Marnie Hughes- Warrington and Professor Nicolette Lee.

- Program (Appendix 3)
- Evaluation report (Appendix 4)

4. Moving towards a National AUSPEN

To develop stronger connections with PENs from the other states, VTAS PEN was committed to planning a National workshop, however this was superseded by the OLT Conference held in April 2016 and the National PEN Symposium held on 18 May 2016 organised and subsidised by SANTPEN. VTAS participated in the national PE network forum where each PEN presented an update of their developments and discussed the value of continuing the networks into the future. See National PEN Symposium program (Appendix 5).

Contribution to learning and teaching

The VTAS Promoting Excellence Network has contributed to the improvement of learning and teaching across the two states by offering:-

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

As a result, VTAS PEN has created a culture of support for teaching and learning activities as well as a culture of respect and recognition for the people who provide that support. VTAS PEN has also increased awareness of the scholarship of Teaching and Learning through knowledge-sharing, collaboration and dissemination activities. As university staff become more aware of the Network's activities, they in turn become more supportive of, and involved with, learning and teaching.

In 2016 two showcase events were hosted in conjunction with the OLT conference. At these events participants were asked to complete a survey, indicating the contributions VTAS PEN has made to learning and teaching. Four main contributions emerged through the written comments provided by the participants (see italics for sample written comments):

- i) Increased awareness of national conversations around learning and teaching
 - *Awareness of the national conversation*
 - *Gaining a broader perspective than our own institution on learning and teaching*
 - *Shared voice*
- ii) Promoting a culture of continuous improvement through the sharing of practice and collaboration
 - *Building on and disseminating former OLT funded projects to create impactful projects*

- *Helping learning and teaching staff identify ways of scaling out the best practices from reports through universities in the network*
 - *Cross-institutional collaboration and shared resources for common goal*
 - *Sharing of practice in a collegial way*
 - *Leverage learning and teaching expertise and knowledge to identify areas of impact (sectoral)*
 - *Continuous improvement through exchange of ideas*
- iii) Maximising efficiencies to organise learning and teaching events
- *One network to organize teaching and learning events and ideas*
 - *Hold events to bring people together to share ideas & experience face to face*
 - *Run events that support evaluation of teaching*
 - *bring people together (i.e. award winners) to develop some of the practices/initiating (such as PATS/PACE etc) that spark further development of innovations*
 - *Create CoP*
- iv) Providing professional learning opportunities by capitalizing on money already spent by OLT
- *Professional learning for support staff*
 - *PD workshop*
 - *Share scholarship of professional learning*
 - *Facilitate implementation/design locals*

Factors contributing to productive networking

Four main factors were identified as **contributing** to a productive network, these include:

1. Time for VTAS PEN members to engage in national conversations
2. Staff to support the activities planned by the PEN
3. Building strong relationships with collaborating institutions
4. Web or social media presence

1. Productiveness of VTAS PEN project members

To ensure VTAS PEN can support and foster creativity and innovation, the VTAS PEN requires time for its members to engage in national conversations around learning and teaching. These conversations allow PEN staff to communicate with staff from other institutions to understand local contexts and cultures, and how changes in the higher education sector can be planned for and supported.

2. Staff to support the activities planned by the PEN

As PEN staff have their full time institution role, finding time to organise state based events is difficult, as such support personnel are needed to support the activities of PEN. Most of the

activities involve organising events that enable post-project dissemination, engagement aimed at maximising the impact of project outcomes and increased utilisation of the resources.

3. Building strong relationship within collaborating institutions

As the government makes changes to learning and teaching support, such as disestablishing the OLT, and reducing funds to support learning and teaching projects, institutions reflect those changes through staffing cuts. Consequently, the ability to develop strong relationship with members of PEN from other institutions is weakened along with the level of engagement and staff committed to VTAS PEN.

4. Web and social media presence for the network.

Having a web presence has been instrumental in ensuring the longevity of the VTAS PEN. VTAS Network is using the Wordpress platform for its website (<http://vtasnetwork.com/>). The site has been viewed 11,381 times as at 20 Sept 2016. All resources developed are shared via vtasnetwork.com and all events are advertised to all VTAS members via the website. There were two main events posted in 2016, with the most popular being the April VTAS Pre conference workshop. Each time a new event is posted onto the website, our followers are notified by an email notification. The VTAS site has 155 followers. A small licence fee of \$129 per year is charged to maintain the website post OLT funding.

While VTAS PEN has not fully engaged in social media there is a strong desire to strengthen our social media presence by promoting the VTAS network through Twitter feeds at events. The network plans to consult with a social media expert (potentially Trish McCluskey) to improve our engagement via social media.

Barriers to productive networking

Four main factors were identified as **barriers** to a productive network, these include:

1. Funding support
2. Weak relationships

1. Funding support

Funding limitations and uncertainties will make it difficult to run events and develop the network activities. As already mentioned in the previous section, PEN staff have their fulltime institutional roles so funding for additional personnel is needed to support the activities of PEN.

2. Weak relationships

Relationship building takes time and if members of the network are not supported by their own institution to engage with the network this will act as a barrier to creating a productive network. Strong relationships are needed to promote engagement across the sector.

Appendix 1

VTAS PEN pre-conference workshops

Hosted by VTAS Promoting Excellence Network

Shaking up Higher Education: Learnings from National Award Winners

Thursday 28 April 2016, 3pm - 5pm, Clarendon Ballroom, Langham Hotel, Southbank, Melbourne

Program

Time	Speaker
3:00 – 3:30pm	Morning tea & Registration for Workshop 2
3:30 – 5:00pm	Welcome: Joy Whitton Presenters A/Prof. Kevin Tant Prof. Sally Kift A/Prof. Natalie Brown A/Prof. Robyn Brandenburg Question time Dr. Tara Newman- Interactive session around creating a community of practice
5:00pm	End of event. For those going to OLT Conference dinner a bus will be departing to the Grand Hyatt at 5.30pm

Biographies

Associate Professor Kevin Tant (Australian University Teacher of the Year Award Winner 2015)

Monash University

Associate Professor Kevin Tant has made significant and imaginative contributions to teaching excellence and student learning in the field of finance. He led the software and hardware design and build of the Simulated Teaching and Research Laboratory (STARLab). This is a state-of-the-art learning environment that enables students to move seamlessly between theoretical models and practical financial trading. The STARLab has been a vital contributor to maintaining Monash Business School's international accreditations, and to curriculum and pedagogic innovation in Australia and the Asia Pacific region. He is a passionate and effective communicator of his knowledge and has worked closely with colleagues to introduce an additional range of software in subjects such as business and corporate finance, derivatives, equity markets, financial management, investments and portfolio management, and the management of financial institutions. These immerse students in active simulated contexts where the relevance of learning is demonstrable and students are highly motivated and engaged.

Professor Sally Kift

James Cook University

Sally Kift is Deputy Vice-Chancellor (Academic) at James Cook University and President of the Australian Learning and Teaching Fellows (ALTF). Prior to commencing at JCU in 2012, Sally was a Professor of Law at Queensland University of Technology, where she also served as Law Faculty Assistant Dean, Teaching & Learning (2001-2006) and QUT's foundational Director, First Year Experience (2006-2007). Sally is a national Teaching Award winner (2003) and national Program Award winner (2007). She was awarded a Senior Fellowship by the Australian Learning and Teaching Council (ALTC) in 2006 to investigate the first year experience and is currently a Discipline Scholar in Law.

Associate Professor Natalie Brown

University of Tasmania

Natalie is the Head, Tasmanian Institute of Learning and Teaching, and Leader of the Curriculum and Quality theme area in the Division of Students and Education. Her role encompasses policy, strategy and professional development in the area of learning and teaching, and the promotion of Scholarship of Teaching and Learning. She has recently led the writing and implementation of the Technology Enhanced Learning and Teaching (TELT) White Paper, encompassing the adoption of the UTAS Blended Learning Model and the University's strategy on Open Educational Practice. Natalie was awarded the Vice-Chancellor's award for Teaching Excellence in 2014.

Associate Professor Robyn Brandenburg

Federation University

Associate Professor Robyn Brandenburg is a teacher-educator researcher in the Faculty of Education, Federation University Ballarat, Australia. Robyn has published widely and is nationally and internationally renowned for her work in reflective practice and student feedback and evaluation. Her books, *Powerful Pedagogy* (2008) and *Pedagogies for the Future* (2013) have been acclaimed by her peers. Robyn developed Roundtable Reflective Inquiry – an innovative, reflective approach to learning based on the structured examination of experiences. She has led education research projects and used both qualitative and quantitative methodologies. Robyn has received many awards for her teaching and research, including an ALTC National Citation for Outstanding Contributions to Student Learning (2010) and an Office for Learning and Teaching National Teaching Excellence Award (2013).

Dr Tara Newman

University of Southern Queensland

Dr Tara Newman is an international leader in the area of Learning and Teaching, currently employed at the University of Southern Queensland (USQ) Australia. She has worked in the Education field nearly 20 years in a variety of capacities. Her experience with quality enhancement has focused on building institutional and individual capacity in the area of learning & teaching and scholarship. Dr. Newman has served as a consultant for institutions across the United States and is an international presenter on Faculty Learning Communities and other professional learning opportunities for faculty and staff in higher education.

Appendix 2

Evaluation report:

Shaking up Higher Education: Learnings from National Award Winners Hosted by VTAS PEN

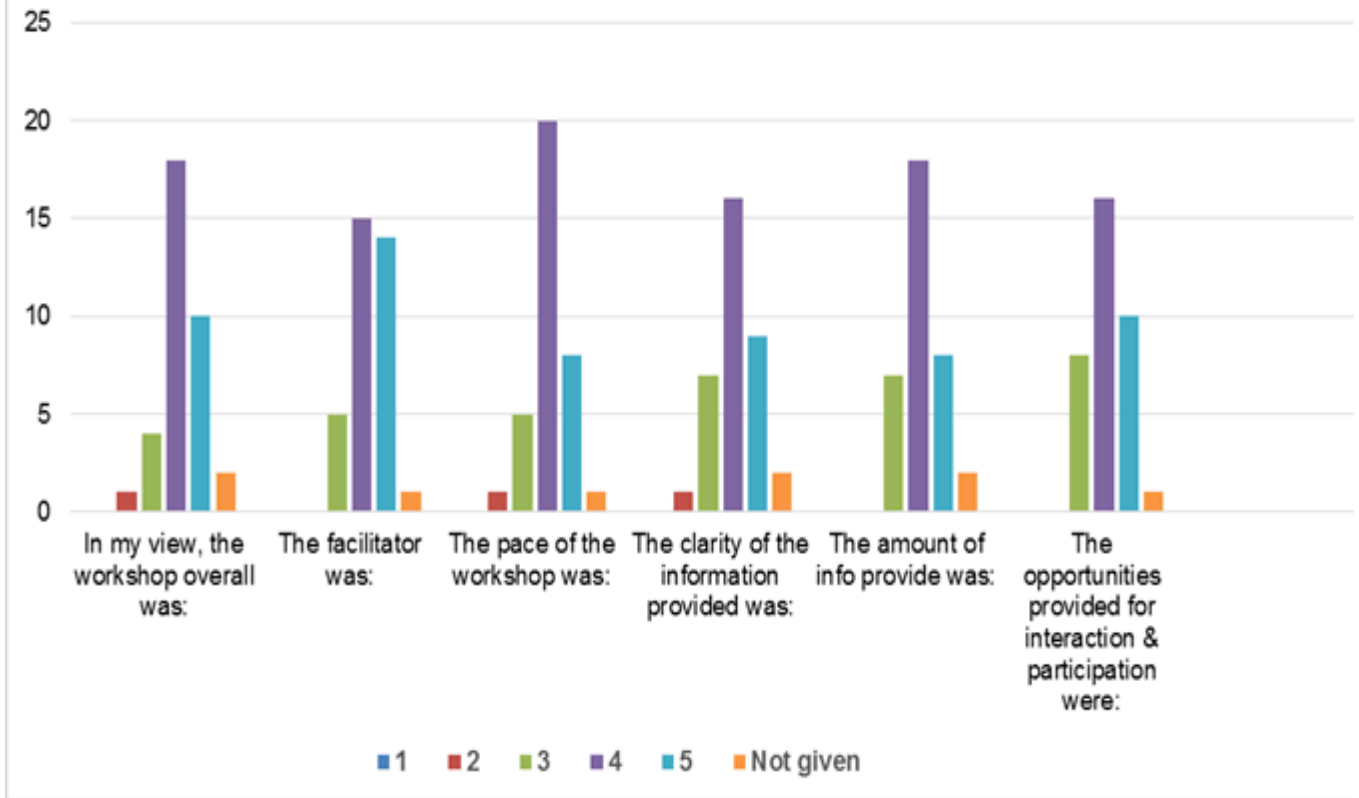
People registered on Eventbrite	72
People who registered and attended	37
Walk ups	27
Total attendees	64

How many people responded to survey	35
-------------------------------------	----

Question	1	2	3	4	5	Not given	Total
In my view, the workshop overall was:		1	4	18	10	2	35
The facilitator was:			5	15	14	1	35
The pace of the workshop was:		1	5	20	8	1	35
The clarity of the information provided was:		1	7	16	9	2	35
The amount of info provide was:			7	18	8	2	35
The opportunities provided for interaction & participation were:			8	16	10	1	35

Rating Scale: 1 = Very Poor; 2 = Poor; 3 = Adequate; 4 = Good; 5 = Excellent

Workshop 2 feedback results



Rating Scale: 1 = Very Poor; 2 = Poor; 3 = Adequate; 4 = Good; 5 = Excellent

Questions:

1. What part(s) of the workshop did you find most useful?

<ul style="list-style-type: none"> • Great perspective/ A desire to promote the sector • Thought provoking • Award winner stories & their experiences x 13 • Opportunity to think about next challenges through CoPs • Issues, questions • Hearing personal accounts of significance of citations • Panel reflections by award winners • Always great to hear encouraging stories of both success and failure. The focus on communities of practice was helpful. • Hearing from the award winners was interesting- the 'how to' • The personal stories re professional development were very useful. The broad discussion re a community of practice was useless. 	<ul style="list-style-type: none"> • Hearing the diversity of award recipients approach to their significance to SOTL and impact • Particularly enjoyed Kevin and Robyn's presentation. They gave an insight into the reasoning behind their initiatives and the impact particularly well. • Hearing about the influence that awards gave the recipients. It was 'the beginning not the end' • Q & A • Clarity from Sally Kift and Natalie Brown • For me, not a lot. Good- All speakers addressed the same questions! • The first half of the session was very useful and informative. Second half less so- because intent not really clear. • Hearing about the personal and professional journeys of award winners, and in particular their generous acknowledgement of others who had supported and assisted and encouraged them.
---	---

2. How could the workshop be improved?

<ul style="list-style-type: none"> • More clarity about the intentions of the community of practice • More time for discussion x 4 • The discussion around the CoP was a little disjointed. Are we talking about a CoP for 'Award winners' – was that so relevant to this group? Suggest next time you might consider discussion of a CoP being more targeted to instances of the group • Clearer program • With the CoP idea- we need to cut to the chase politically, get organized and active and start to campaign (not just lobby or argue for) a better approach to funding (i.e. supporting L & T) 	<ul style="list-style-type: none"> • All good- short and to the point • Bigger room x 3 • I was a bit lost at the 2nd part of the workshop. -Consideration of non OLT award winners • The CoP discussion was not helpful and seemed to be proposing something elitist • COP session was confusing- needed greater clarity of purpose • General ideas not highlighted for me. • Greater time for interactive session. Room setup to enable groups • Don't try to do too much!
---	---

3. Are there any other comments you would like to make?

<ul style="list-style-type: none"> • There was a significant focus on the importance of award winners. It seemed to imply that only award winners are important • Happy to be involved in the COP • I think the Political effort should be our first priority- we are going to benefit from a CoP (or multiple CoPs) for sure BUT this should not be done as a replacement for the OLT- the OLT is highly valuable and I think we need to have a collective show of resistance tomorrow i.e.) group photo! • While a OLT award winners network would be good, it creates an exclusive club of a few people while leaving out others who are equally excellent • Thanks for offering both of these workshops VTAS. They were useful. • We need an independent L & T academy. Maybe the Universities could set it up with the extra money they'll get for supporting the deregulation agenda? (NA has played the politics very poorly) 	<ul style="list-style-type: none"> • Thank you for the workshop. I've learned a lot about the 'role modes' and inspirational stories. • The community of practice sounds like a great start/ initiative to leverage political powers as a collective voice • Do again with a further set of winners • Thanks for the opportunities for interaction • Was unsure how a community of practice was relevant to the majority of attendees, as most aren't past award winners • Would love to see some kind of community of practice • Thank you for trying. I might be on my own here and others got more out of it. • Award winners' web site is a good idea. Expand pool of award winners to include other awards than ALTC/OLT eg. Endeavour Awards, HEA Principal Fellows, HERDSA Fellows etc. If OLT is not replaced, even more important to acknowledge and include other forms of recognition of teaching excellence.
---	--

Appendix 3

VTAS PEN pre-conference workshops

Hosted by VTAS Promoting Excellence Network

Impact of IMPEL framework - Tilly Hinton in conversation with Professor Marnie Hughes-Warrington and Professor Nicolette Lee.



Thursday 28 April 2016

1:30pm - 2pm Registration

2pm - 3pm Panel session

Venue: Clarendon Ballroom, Langham Hotel, Southbank, Melbourne

Outline

Since 2014, learning and teaching researchers seeking national funding have responded to new impact requirements, forecasting the likely effects of the project on staff, students, institutions and the sector. Two years on, join Tilly Hinton in a reflective and future-focussed conversation about research impact with colleagues who know these expectations intimately. These include Professor Nicolette Lee (Victoria University) an experienced OLT grants assessor and Professor Marnie Hughes-Warrington (Australian National University) who chairs the OLT Specialist Panel for Grants and serves on the overarching Expert Panel.

This session will offer insider perspectives on how impact is being conceptualised, assessed and achieved in Australian higher education, as well as casting a future gaze to think about the trajectory of impact-centred research in coming decades. An interactive panel session, audience members are invited to bring their questions and reflections to contribute to the conversation.

Biography

Tilly Hinton

Tilly Hinton is a higher education consultant, specialising in grants and awards strategy and development. She has established a national profile in the scholarship of learning and teaching, and as an independent consultant she now provides expertise to Australia's national learning and teaching funding body, the Office for Learning and Teaching, as well as several institutions across the country. Her model for research impact, the Impact Management Planning and Evaluation Ladder (IMPEL) was adopted the national funder in 2014, and is now a core requirement for all grant-funded projects.

Appendix 4

Evaluation report:

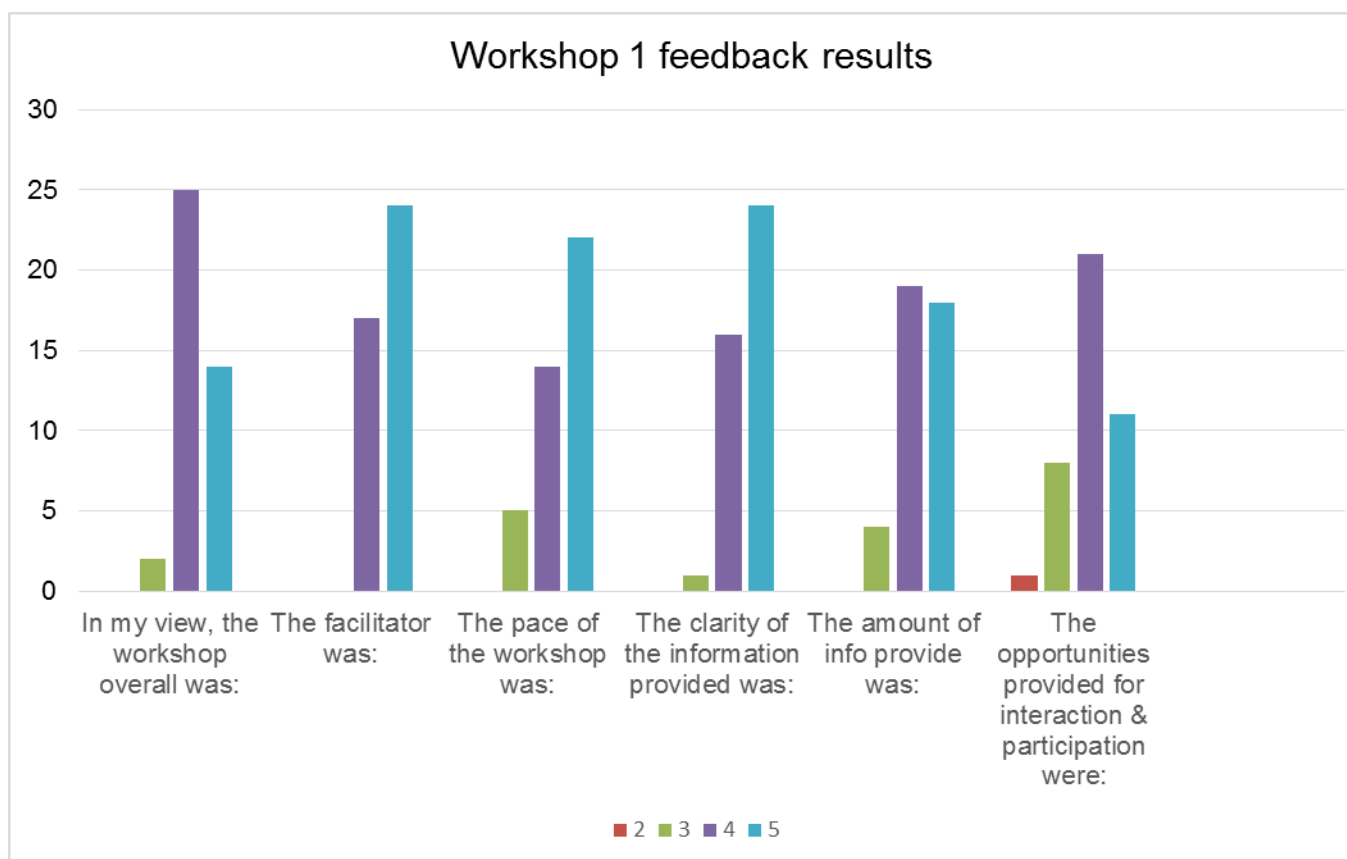
Impact of IMPEL framework- Tilly Hinton in conversation with Professor Marnie Hughes-Warrington and Professor Nicolette Lee Hosted by VTAS PEN 28 April 2016

People registered on Eventbrite	63
People who registered and attended	39
Walk ups	32
Total attendees	71

How many people responded to survey	41
-------------------------------------	----

Question	1	2	3	4	5	Total
In my view, the workshop overall was:			2	25	14	41
The facilitator was:				17	24	41
The pace of the workshop was:			5	14	22	41
The clarity of the information provided was:			1	16	24	41
The amount of info provide was:			4	19	18	41
The opportunities provided for interaction & participation were:		1	8	21	11	41

Rating Scale: 1 = Very Poor; 2 = Poor; 3 = Adequate; 4 = Good; 5 = Excellent



Questions:

1. What part(s) of the workshop did you find most useful?

<ul style="list-style-type: none"> • Comments about dissemination • The story telling approach • Reflections were great • Insight into how the judgements/ criteria are applied. • Frank advise • Having a DVCA open up • The personal experience that was communicated by the panel members • Success factors for grants • How to approach OLT grant applications • How to get going fast at the start of a project. Why projects fail. • Advise on failed projects • Shared experience -Refreshing to hear a DVC talk about all those Bolshie dreams! The practical realities are good to hear about and much as expected a high level of 	<ul style="list-style-type: none"> • Insight for grant funding opportunities/ Strategic considerations for project man. • The war stories and narratives, and valuable tips on how reviewers/ panels look at proposals. • The importance of engaging stakeholders and what the panel looks at when evaluating a grant application. • Inside information from assessor panels/ Insights from experienced project leaders/ Interesting topics, conversations. • Insights that were personal • Some good advice I haven't heard before • Reflections on how to make teams work • The honesty appraisal and insight into the highs and lows and secret stories of grant writing. • Interesting to hear the balanced views/ experiences from experienced academics.
---	---

<p>political awareness is needed. Excellent advice re: team diversity - people often undertake the importance of the introverts.</p> <ul style="list-style-type: none"> • The insights from significant participants in the Australian SOTL landscape. • Tips from panel members about impact. • Tilly is usually a brilliant presenter, and she did a great job facilitating the session. • Keep the OLT going! #oltphoenix • Hearing from assessors of grant applications gave insights into how they view the and approach decision making. this helps me support academics in developing projects • Insight on success and failure in grant apps. • The pearls of wisdom shared by the 3 speakers. 	<ul style="list-style-type: none"> • Panel format • Insights that were personal • Distilling down main issues for success (and failure). Useful insights from reviewers. • National player views • Hearing about the tips and traps for grant applications. I also very much appreciate the stories of failure and inspirtion. You all reminded us of the human side of our work. • The panel discussion and simplicity of discussion but the powerful messages and advice that were articulated. • Caring insight into what makes a good grant application and one that will not be successful. Speakers were outstanding, valuable reflections that can be utilised by all academics present.
---	--

2. How could the workshop be improved?

<ul style="list-style-type: none"> • More seating • Hard to see panel • Have a bigger room • Larger venue- quite crowded • Visaards- more specific info • More secrets to share! • Call it a panel • Minor points- It would have been nice to be able to see the panellists faces. The room setup also meant it was sometimes hard to face the front. • More time • More actual examples to be included • More space • Slightly Longer so more time for audience participation Venue a little squishy • Could have been advertised better. • I would love to see the presenters better when they talk. It's a bit difficult to see them when they sit at the same level as I do. 	<ul style="list-style-type: none"> • Set aside 5 min periods for table conversations- twitter results • It could have gone for longer with stands from the audience. I think people were just starting to warm to telling about their experience. • Opportunities for tables to workshop questions. • Perhaps a little more info upfront about IMPEL in case some weren't fully across the framework. • More audience participation • 30 min longer than the 60 min. • Perhaps one extra panellist • I think group participation was impeded by uncertainty. I sat there thinking 'will I ever be able to use this information? General comment really- not the fault of the workshop. • Prepare the audience to participate. Info was good though • Perhaps a few more questions from the floor but this was very difficult to do with such a large group. Thanks for not using PPT slides • IMPEL unpacked. • We were given lots of resources to follow through the conversations so hard to find any weakness. All good.
--	---

3. Are there any other comments you would like to make?

<ul style="list-style-type: none">• Thank you for running the session• Well done!• Very good x 3• Thank you x 5• Great MC'ing Angela!• Loved the frankness x2• Thanks for considering the needs of the audience, for sharing your tie and expertise with us. Tilly great facilitator and well considered, thoughtful questions. Great session!• I feel inspired to see 3 such wonderful women in higher education. Very intelligent, articulate and humble.	<ul style="list-style-type: none">• Interesting discussion accords with a lot of my experience of advocating for L & T development and projects. It's very hard work when many ears are not sympathetic.• Group was too large- at least in part because it was the only session that was not 'invitation only'. Facilitators invitation to group was a little too broad and unfocused.• Sadly this session is not likely useful going forward if no future OLT funding rounds are held.• Great to be having the conversation. I worry that there won't be continuation of the OLT grants program which supports the innovation in tertiary learning and teaching.
--	--

Appendix 5

National PEN Symposium program

TUE EVENING PROGRAM (17 May)

1900-2100: Dinner for all PEN delegates. Sponsored by SANTPEN. Venue TBA. Dietary requirements can be advised through pre-registration at <http://www.unisanet.unisa.edu.au/TellUS2/SurveyForm.asp?ID=11757>

WED MORNING PROGRAM (18 May)

0830-0930: Registration and networking over refreshments

0930-0945: Welcome and introduction to country and the symposium program

0945-1015: **Guest speaker** – Ms Di Weddell, Manager, OLT

1015-1045: PEN reports (each PEN has 6mins)

1045-1105: Morning tea and networking

1105-1130: **Guest speaker** – Prof Jan Orrell. ‘Reflections on national initiatives to support quality and innovation in tertiary learning and teaching’

1130-1230: Where to from here? Now that announcements have been made about what comes after OLT closes, what is the future for State-and Territory-based networks? Do we carry on our work and if so, how?

1230-1330: Lunch and networking

AFTERNOON PROGRAM

1330-1400: **Guest speaker** – Dr Peter Denney, Senior Lecturer, School of Humanities, Languages and Social Sciences, Griffith University. Peter is an OLT Citation and Early Career ATE recipient. He will expand on the sorts of things that held his Early Career application in good stead. That is, what - besides great teaching - contributed to his success. That will help PEN members think about how they can promote the Early Career category and recognise and support potential Early Career applicants.

1400-1500: Celebrating PEN successes: Detailed reporting on projects.

1500-1520: Afternoon tea and networking

1520-1600: PEN leaders panel. Reflections & Q&A.

1600-1615: Wrap up and close

Appendix 6

16 May 2016

Report # 3 OLT Award recipients Booklet -Kay Salehi

A Questionnaire and Ethics Application was submitted and approved by MUHREC. The Questions were developed drawing on the work of Mark Israel's Report "The Key to the Door" (2011). We are collecting perspectives on the impact of the Award in terms of:

- career and leadership opportunities;
- impact on L&T outcomes
- research (discipline and L&T opportunities);
- subsequent institutional responses to the Award;
- what advice they would give others (on reflection);
- future directions/ aspirations.

To date, 9 Interviews using the survey questions have been conducted.

Individual responses are being used to develop individual profiles for the booklet. General Findings are also being collated – these will be de-identified and included within the booklet. We have a template for the Teaching Award Winner profiles to be included in the booklet using a similar style and structure to that developed for the Australian Learning & Teaching Fellows (ALTF).

What have we found out so far?

Impact of the PMs L&T Award on:

- Learning & Teaching Practice (national and institutional profile, and teaching responsibilities)
Institutions and individual Faculties/Schools are more inclined to promote learning and teaching (within and externally) as a result of the higher profile the Teacher of the Year Awards provides. Individuals and Institutions are more likely to use these Award Winners to promote learning and teaching in a range of forums.
- Research output and opportunities (discipline and/or Learning & Teaching scholarship) –
As a result of the higher profile the Award provides, there are greater networking opportunities for Awardees to meet other academics beyond their own discipline/institution, often leading to cross-institutional collaborations, joint research opportunities, study tours, increased publishing opportunities and for some, assurance to apply and receive grants and fellowships.
- Leadership opportunities (career directions) –
Context of the individual's prior position and career aspirations at the time of the Award, their institution, and the timing of the Award seem to impact on what leadership opportunities are offered or accepted. What seems to be clear however is that for many of the Award winners who choose to move into more strategic roles, whether this is within their home institution or beyond, this Award provides them with the credibility and confidence to go for promotion.

Perceived Institutional responses to Award winners:

It seems that the context of the institution is important but in most cases, Institutions take advantage of having an Award Winner by heavily promoting them in their publicity. Institutions have now set up formal systems to support grants and award applications, but for many of the early Award Winners this came as a result of their lobbying having had to work within an informal support network or a less supportive institutional environment.

- *Home Institutions are increasingly having to be mindful that Award Winners who now have a higher profile will often receive requests to move to other institutions. Institutions are increasingly providing their Award winners with career incentives to keep them.*

Overall the 9 Award winners interviewed have had increased networking opportunities. There seems to be overwhelming interest in a network that would continue to connect Award Winners similar to the international body ISOTL, and New Zealand Award Winners group AKO. The benefits for such a group would be to remain connected, share ideas, to raise their combined voice in support of Higher Education learning and teaching facing challenges and complexity in a sustained and learned way.