



the GREEN report

Growing • Reflecting • Enabling • Engaging • Networking

The Development of Leadership Capacity in Higher Education

Project Team

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Executive Summary

“There’s so much celebration nowadays given to research and research funding that to actually have a project that has allowed so much concentration on teaching and learning and how we do what we do and also training people to have the skills to be leaders in a positive way is a really good thing.”
(2007 Scholar)

This project investigated the development and trial of a Leadership Capacity Development Framework (LCDF) for teaching and learning in higher education. The primary aim of the project was to assess the relevance and validity of the LCDF in developing leadership capacity.

Four Australian universities were involved in the project. In the first stage the LCDF was trialed in two universities that were similar in size, regional positioning, and current mission i.e. developing a teaching and learning-intensive culture within a research-intensive culture. In the second stage, two additional universities trialed a refined LCDF using a ‘cascade approach’, whereby the facilitators and participants from the first stage universities mentored and supported the second stage universities.

The LCDF was assessed and reviewed through an iterative evaluation process. Participants in Stage 1 of the project informed the evaluation and subsequent modification of the LCDF. The LCDF was then trialed, evaluated and validated by Stage 2 participants.

Participant evaluations indicate that the factors critical to the success of the LCDF include:

Formal leadership training and professional development activities;

Authentic learning activities that are situated in real contexts;

Engagement in reflective practice;

Opportunities for dialogue about leadership practice and experiences; and Activities that expand current professional networks.

Participants perceived that the LCDF and its associated activities were beneficial in developing leadership capacity.

Key to the success of the LCDF was a desire and willingness on the part of the emergent leader to develop leadership capacity. For this reason, self-nomination rather than delegation for involvement in the program is crucial.

Scholars reported that the overall benefits of engagement in the program included the opportunity to:

See themselves as leaders and appreciate their leadership potential;

Establish an awareness of what is involved in being a leader;

Broaden their understanding of what leadership can be and how it can be developed; and

Address the questions of what is leadership and how this notion of leadership relates to them.

Executive Summary

In the context of this project distributive leadership was defined as *the distribution of power through a collegial sharing of knowledge, of practice, and reflection within the socio-cultural context of the university.*

A distributive perspective of leadership underpinned the implementation of the LCDF. In the context of this project this manifested in the strategic development of potential leaders across multiple levels of the university. Project participants (scholars) were at various stages of their career and assumed a range of leadership roles and responsibilities in their faculty, the institution and the national arena.

The project found that:

Distributive leadership is most successful if the leadership roles and responsibilities are negotiated rather than delegated;

Distributive leadership harnesses individual strengths and abilities appropriate for the required leadership, irrespective of formal position.

A distributive approach provides an opportunity to take a leadership role, ascertain capability, and further develop these aptitudes before acquiring a formal position.

The LCDF has been organised into five domains.

1. Growing,
2. Reflecting,
3. Enabling,
4. Engaging, and
5. Networking.

In reviewing and evaluating the LCDF and its associated activities, scholars reported that:

Authentic learning activities, i.e. the faculty-based project, were key to enabling development of leadership capacity;

Strategic mentoring and coaching assisted in the consolidation of understanding and development of leadership capacity in higher education;

Professional development activities were crucial for leadership knowledge, understanding and skill development.

Further details of these domains and the associated practical activities facilitated throughout the project have been assembled to form the GREEN Resource.

“With distributive leadership, those people who may not sit in hierarchical positions of leadership have an opportunity to lead both upwards and sideways among their colleagues and through this mechanism have a real opportunity to influence others and more importantly influence those with power that comes with hierarchical positions of leadership.”

(2008 Scholar)

GREEN report

Executive Summary

“I will look back one day and recognise that this was a highlight in my career. I was so fortunate to end up on this program.”
(2007 Scholar)

In order for a new generation to lead universities, potential leaders need to be prepared to take on leadership roles for an ever changing and dynamic higher education system (Knight & Trowler, 2001).

Distributive models of leadership capacity development, such as the LCDF, provide a scaffold for preparing potential leaders for formal leadership positions (Spillane, Halverson & Diamond, 2004). The feedback and evaluations of participants in the project suggest that the LCDF is a sound model for developing leadership capacity in higher education. However, the successful implementation of the LCDF relies on an investment and commitment in the implementation of the program from universities, institutional policy makers and senior leaders. Without the support of senior executive distributive models of leadership capacity development will not be successful (MacBeath, 2005). The creation of learning and changed practice across institutions needs adequate financial funding support to ensure the findings for success are appropriately implemented.

Initiatives designed to enhance and promote leadership capacity at all levels of the university are required. Senior institutional leaders should actively support and encourage the development of leadership capacity in potential university leaders through enabling them to engage in complex tasks to practice relevant leadership knowledge, skills and competencies (Elmore, 2000).

Overview

Managing change and leading institutions in new directions can no longer be supported strategically by a hierarchical leadership organisation that supports the notion of heroes or born leaders. There is a need to foster and support a distributive perspective of leadership capacity development that incorporates the collegial sharing of knowledge, practice and reflection.

This report represents a framework for fostering leadership capacity development in higher education.

According to the Department of Education, Employment and Workplace Relations a range of challenges have arisen over the past decade due to the dramatic changes that have occurred across the university environment. These changes will have a major impact on the way in which universities are governed and managed in the future.

The project addressed the need for system wide development of leadership for teaching and learning. It moved beyond management and administration to provide a context where there is multi-level empowerment within a community of practice to work collegially and collaboratively to improve learning and teaching. It moved from notions of leader as individual to leader as first amongst peers, acknowledging the ability of people at many levels to take leadership for different aspects of teaching and learning (Knight & Trowler, 2001).

Aims

The aims of the project include:

To develop and trial a leadership capacity development framework for teaching and learning that will be available across the sector.

To develop cross-institutional networks to support the adoption and adaptation of this leadership framework for multiple contexts.

To develop resources to support this framework that will be available and accessible to all institutions.

Outcomes

Three overarching outcomes were addressed through this project:

A framework to support capacity development for leadership in higher education.

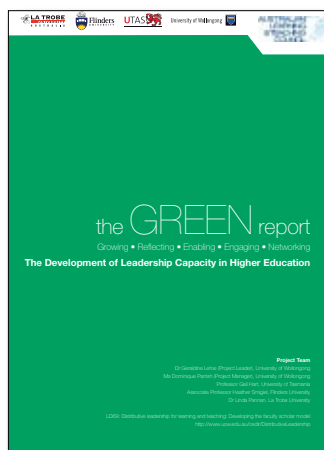
Creation of learning and changed practice within the cross-institutional teams.

Research to feed into the policy and theories of academic development.

“I have a better sense of myself as a leader than I did before this project. I really wasn’t sure I could be a leader whereas now I know what attributes I have. I have a sense of what skills I need to continue to develop to be a good leader and I have an appreciation that leadership is not necessarily about the position you hold, or your personal achievements. ... leadership is about finding ways of bringing about sustainable enduring change ... to make teaching, learning and student assessment more effective.”
(2007 Scholar)

GREEN report

Overview



Approach

The project design included two stages: the development and implementation stage, and the cascade stage, with an iterative evaluation process to support ongoing improvements.

Stage 1: Development and implementation

In the development phase, each university identified participants to engage in the project. A significant financial contribution was made by each university to reduce the scholars' workload.

Initially scholars came together for a three day residential leadership retreat designed to: enable them to develop collegial relationships; formulate and discuss aspects of their authentic learning task related to assessment; and participate in leadership training.

Scholars lead the implementation of the authentic project in their faculty. At the same time, engaging in: institutional and cross-institutional communication and collaboration; strategic leadership mentoring and coaching; and reflection. As part of the reflective focus the scholars were encouraged to maintain a reflective journal and participate in communication and resource sharing through a cross-institutional online collaborative space.

At the end of the implementation phase, the scholars organised and facilitated a national roundtable. This focused on assessment and was related to their faculty-based project. It involved academic staff from their own and other universities, leaders in the field identified through professional associations and key literature. It included invited participants from other universities who indicated an interest in participating in the next stage of the project.

This culminated in the refinement of the LCDF that would be implemented in the next stage, following an extensive evaluation that included both formative and summative evaluation activities.

Stage 2: Cascade

In this stage the first generation participants acted as key supporters for the second generation participants through the provision of mentoring from scholars and the project leader and manager.

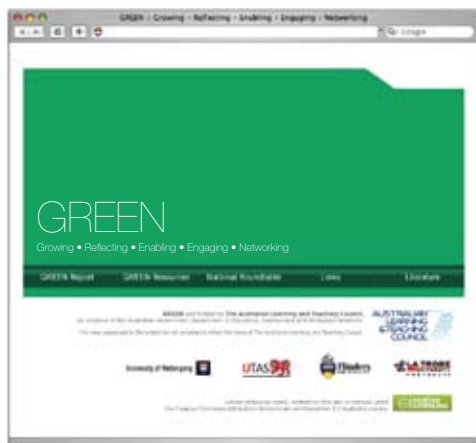
The participants from each inaugural university mentored and supported the implementation of the modified distributive leadership capacity development framework in two partner universities. This second stage of the program continued to evaluate and validate the distributive leadership capacity development framework.

Products

GREEN Report

GREEN Resource

GREEN Website



Overview

The GREEN Report presents the key findings of the project:

The Green Report

GROWING presents materials and outcomes of the project and details the potential for systemic change;

REFLECTING provides formative and summative evaluation of the project;

ENABLING details the events, linkages and activities of the project;

ENGAGING overviews the names of the key stakeholders and how they were involved in the project; and

NETWORKING lists materials and resources produced by the project;

The GREEN resource:

The Green Resource

Elaborates on the framework for developing leadership capacity in higher education.

Identifies the relevant findings from the project, the underpinning theories and their practical application, characteristics of good practice, challenges and the implemented initiatives in each of the five domains that emerged from the project.

Includes an overview of the activities that were facilitated throughout the project to promote leadership capacity development.

The GREEN Website contains:

The Green Website

<http://www.uow.edu.au/cedir/DistributiveLeadership/>

- a downloadable version of the GREEN Report,
- a downloadable version of the GREEN Resource,
- an overview of the National Assessment Roundtables held in 2007 and 2008,
- links to related resources and references, and
- an annotated literature review.

How can leadership capacity for higher education be developed?

Formal leadership training and professional development activities;

Authentic learning that is situated in real contexts;

Engagement in reflective practice;

Opportunities for dialogue about leadership practice and experiences;

and

Activities that foster broader individual networks.

Key Findings

The project developed and trialed a leadership capacity development framework for teaching and learning in higher education. In reviewing and evaluating the project participants established that:

Formal leadership training and professional development activities that focus on advancing leadership knowledge, understanding and skills relevant for the higher education context are crucial.

This project identified a number of factors that contribute to the success of leadership training and professional development activities including:

- Conducting the leadership training/professional development activities in intensive blocks over a sustained period over 3 days, outside teaching session times, and at a venue away from institutions.
- Ensuring that the leadership training and professional development activities are:
 - inclusive of regular opportunities for engagement in formal and relevant development activities over a period of time;
 - part of a comprehensive program of development that includes a suite of development activities; and
 - engaging, meet the needs of participants and provide the opportunity for the development of knowledge, understandings and skills that are relevant to practice.
- Designing the leadership training and professional development program to incorporate awareness raising, knowledge building, skill development and personal reflection activities as well as the opportunity for participants to establish and develop relationships with other participants.

Leadership training and professional development, in this project, transpired in the facilitation of two events – a leadership retreat and a leadership workshop. Details of both these events are available on the GREEN Website <http://www.uow.edu.au/cedir/DistributiveLeadership>

Implication

Explicit leadership training and professional development activities should be incorporated into initiatives designed for the higher education context to develop the leadership capacity of individuals.

Authentic learning, situated in real contexts that reflect practice, enables the development of knowledge, understandings and skills pertinent to the environment in which they will be used.



This project found that authentic learning enables potential leaders to engage in a range of activities and challenges relevant to their situational context. The engagement that transpires in a 'real world' setting enhances the likelihood that the developed leadership strategies, skills and understandings will be appropriate for the context in which they will be utilised.

Authentic learning tasks were found to provide opportunities for potential leaders to:

- appreciate themselves as leaders;
- experience and practice how to lead;
- appreciate the leadership qualities they possess;
- assess how they operate as a leader within a group of leaders;
- engage in leadership practices they would not otherwise have had the opportunity or confidence to engage in;
- put into practice knowledge, understandings and skills they had learnt about leadership;
- envision their potential as a leader;
- contemplate leadership concepts and theories;
- establish confidence in themselves as leaders; and
- appreciate a broader perspective of leadership in higher education beyond the faculty or department level.

Authentic learning, in this project, occurred through the: implementation of a faculty-based project that was aligned to faculty and institutional goals, and focused on improving assessment; and facilitation of a national roundtable event. Further information about the faculty-based projects and roundtable events including related materials and resources are available on the GREEN website <http://www.uow.edu.au/cedir/DistributiveLeadership>

Implication

Authentic learning ensures that the development of leadership capacity and the associated knowledge and skills that transpire through the practice of leading will be relevant for the context in which it will be utilised.

Reflective practice is integral to the development of understanding about the social and cultural context of leadership and of oneself as a leader.

This project found that reflective practice compelled individuals to contemplate their practice of leadership, reflect on successes and challenges, and conceive strategies for the development of their leadership. However, while the value of reflective practice was acknowledged, locating the time to engage in formal reflection was considered extremely difficult.

Scholars engaged in activities designed to develop their understanding of the social and cultural context of leadership and leadership capacity development in higher education and expand their awareness, knowledge and understanding of leadership and the relevant skills for leading in a higher education context.

... the opportunity to engage in dialogue through professional relationships with colleagues from other faculties and institutions, mentors, and strategic leadership coaches was beneficial and contributed to the development of leadership capacity.

Reflective practice occurred in formal and informal, individual and collective settings. The impetus for reflection was incorporated into formal and informal meetings (e.g. by providing verbal project updates), mentoring and coaching activities (e.g. through discussion of project successes and challenges), and the preparation of presentations and reports.

Resources developed to enhance reflective practices and activities are available at:

<http://www.uow.edu.au/cedir/DistributiveLeadership>

Implication

Reflective practice is most likely to occur when it is facilitated in formal, collective settings. Such an arrangement could be achieved through: leadership training and professional development activities, a mentoring relationship, formal and informal meetings, and reporting imperatives.

Professional relationships that provide the opportunity for dialogue about leadership practice and experiences are integral to the development of leadership capacity.

The project found that the opportunity to engage in dialogue through professional relationships with colleagues from other faculties and institutions, mentors, and strategic leadership coaches was beneficial and contributed to the development of leadership capacity.

Professional relationships that were established included:

- peer relationships between the incumbent scholars both at the institutional and cross institutional levels, and present and past scholars,
- mentor relationships between the scholar and the institutional project facilitator; past scholars; a strategic leadership coach; and a senior institutional leader.

These professional relationships encouraged consideration of:

- leadership practices in different circumstances and for varying purposes;
- successes and challenges encountered in leadership practices;
- the social and cultural context of leadership in higher education; and
- strategies for effective leadership in leading change.



Dialogue that transpired across the established professional relationships occurred through:

- face to face meetings;
- email;
- videoconferences; and
- teleconferences.

Factors identified as integral to the success of the established strategic professional relationships included:

- scheduling opportunities to engage in dialogue;
- opportunity for the scholar to select the relationships they wanted to engage in and develop; and
- identifying a clear focus or outcomes for these meetings.

Materials developed in relation to the facilitation of the mentoring relationships are available on the GREEN Website
<http://www.uow.edu.au/cedir/DistributiveLeadership>

Implication

It is important to ensure that mechanisms are established to forge and fortify relationships within and external to the institution that enable opportunities for dialogue to enhance leadership capacity development.

Activities that enable engagement with a wider group of senior leaders and explore potential leadership opportunities enhances leadership capacity.

Having regular contact with a senior institutional leader was seen to be valuable and provide greater opportunities for leadership roles and responsibilities outside the scholar's current sphere of practice.

Engagement through communication and collaboration with senior leaders within and external to the institution increased the opportunities for external collaborations, and leadership roles and responsibilities.

Having regular contact with a senior institutional leader was seen to be valuable and provide greater opportunities for leadership roles and responsibilities outside the scholar's current sphere of practice.

This project has the potential to change teaching management processes particularly in relation to leadership development of academics.

In this project networking activities fostered scholars' engagement with a wider group of senior institutional leaders. These networking activities transpired through:

- meetings with: a strategic leadership coach, institutional leaders, senior colleagues, and senior academics from other institutions;
- presentations at institutional and national forums including the assessment roundtable; and
- development of relationships with key attendees at the roundtable that enabled opportunities for future collaborations.

Implication

Efforts to establish networking opportunities that promote and forge relationships outside of the potential leader's sphere of practice should be made.

Potential for Systemic Change

This project has the potential to change teaching management processes particularly in relation to leadership development of academics. The sphere of influence for systemic change includes:

1. the project leader;
2. the project team;
3. the institutions of the project team; and
4. institutions outside the project team.



Both formative and summative evaluation of the project and associated activities was undertaken. This included:

- Regular meetings between the project leader, the project manager and project team members to ensure the aims and outcomes of the project were being addressed.
- Regular institutional steering committee meetings to ensure the successful and appropriate facilitation of the project at an institutional level. These meetings also discussed opportunities and strategies for improving project activities particularly in relation to the institutional context.
- At the conclusion of Stage One, scholars, project facilitators and senior institutional leaders were interviewed regarding the project and its implementation. Subsequently modifications to the program were made and implemented in Stage Two.
- Evaluation data was collected from participants at the conclusion of all the major project events including the:
 - 2007 and 2008 Leadership Retreats;
 - 2007 and 2008 Assessment Roundtables; and
 - 2008 Leadership Workshop.

The summative evaluation reports of the major project events (Leadership Retreats; Assessment Roundtables; and 2008 Leadership Workshop) on the GREEN Website <http://www.uow.edu.au/cedir/DistributiveLeadership>

Critical success factors were identified.

1. All key stakeholders, (e.g. the potential leaders, project team members) must have a clear and negotiated understanding of the requirements for engagement in the project.
2. The involvement of project participants must be through self nomination and not as a result of delegation or assignment.
3. Support from a key person in the institution (e.g. a senior leader from a central academic development unit) ensures the project's sustainability.

The following factors were identified as having impeded the success of the project:

1. A lack of understanding of the requirements for engagement in the project;
2. Allocation of a scholar to a project instead of self-nomination; and
3. Lack of institutional support.

Scholars engaged in a cycle of action and reflection. This cycle was a significant factor in the LCDF and its associated activities. Reflective practice is integral for the development of an understanding of the social and cultural context of leadership and of oneself as a leader.

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Reflecting

“The retreat went well. I was really struck by how well the group came together and I think that was largely due to the retreat and whatever you did at the retreat to get that going. It was a remarkable group development process that happened.” (2008 Scholar)

The following outlines the general lessons learned from implementation of the project.

Challenges

- Maintaining engagement of scholars in the broader project, the specific project activities, and the communication, sharing and collaboration.
- Scheduling face to face and virtual meetings to meet all needs.
- Technology for communication, sharing and collaboration between the scholars. Two publicly available tools designed specifically for higher education were used across the project. However, neither met the needs of scholars who relied on email instead.
- Allocating time to lead the faculty-based project.
- Getting ‘buy in’ and engagement from faculty members and senior leaders.

Unexpected Successes

- The value and benefits of conducting the leadership retreat/workshop, including: relationship building, productivity and greater understanding of the broader project and activities.
- The value and success of the cascade model.
- The leadership positions, roles and responsibilities that many of the scholars acquired during the project.
- The development of scholar’s self-confidence and belief in themselves as leaders and their potential for leading in the higher education context.
- The value of formal contact with senior institutional leaders for scholars.



As a result of the project disciplinary and interdisciplinary linkages emerged.

These linkages were predominantly related to the focus for improving assessment that underpinned scholars' faculty-based projects. Synergies emerged in relation to:

- **Assessment themes.** For example, in Stage Two scholars organised their faculty-based projects into three themes.
 - Strategies for dealing with factors affecting the implementation of improved assessment practices;
 - Sustainable assessment: Designing assessment that meets the needs of the present and also prepare students to meet their own future learning needs; and
 - Assessment and outcome alignment: How do we know it when we see it?
- **The focus for investigation of assessment.** For example, in both stages of the project there were faculty-based projects examining graduate attributes. In Stage Two a group of scholars were investigating peer assessment and others were exploring the alignment between assessment and learning outcomes.
- **The discipline areas of scholars.** In both stages there were disciplinary pairings of scholars from different universities. For example, in Stage One these included Law, Health Sciences, Education, and Creative Arts. In Stage Two the pairings were in Law, Science, and Health Sciences.

The project had links with other Australian Learning and Teaching Council (ALTC) initiatives.

Dr Heather Monkhouse, a Stage one scholar received a 2008 ALTC Associate Fellowship to build on her faculty-based project.

During Stage Two, an ALTC project to progress the findings and outcomes of this project was proposed and approved. This new project initiative 'Sustaining distributive leadership in learning and teaching: Cascade and perpetual effectiveness of the faculty scholar model' (ALTC proposal number LE8-691) aims to:

- further trial and develop this sustainable leadership capacity building framework for teaching and learning incorporating knowledge and experience gained in 2007- 2008
- evaluate the outcomes for leadership scholars from 2007-2009 in relation to leadership capacity building.
- develop resources to support this framework that will be available and accessible to all institutions.

"The retreat got us going, momentum was at least started."
(2007 Scholar)

"We had a bit of a pressure cooker happening in preparing for the roundtable but this brought us together and without too much difficulty we were able to pull together a cohesive and professional roundtable."
(2007 Scholar)

"The retreat went very well - there were lots of project related activities and it was a good introduction to the project." (2008 Scholar)

"The retreat and workshop really helped to identify the people you could share your project with, get feedback from and collaborate with."
(2008 Scholar)

"The organisation of the roundtable has been a way of putting leadership theories into practice which has also enabled learning about them."
(2008 Scholar)

GREEN report

Enabling

Scholars engaged in leadership capacity development that was enabled through the provision of opportunities and experiences that occurred in the authentic, real or actual context in which they reside. Consequently the development of leadership transpired through the enactment of leadership.

Links with international stakeholders were also established.

An international reference group for the project was established. This group provided feedback on the project proposal and were updated on the project's status throughout its implementation. The new Zealand participants were able to participate in the roundtable each year, providing feedback through engagement in the related activities.

The Caledonian Academy at Glasgow-Caledonian University (<http://www.academy.gcal.ac.uk/professional/sanda.html>) initiated a leadership program within the university. The Caledonian Scholars and Associates Scheme is based on a distributive leadership model to promote development and innovation in learning and teaching across the University. Dr Geraldine Lefoe, project leader, is part of an international panel of assessors for this scheme that has a direct link to the Distributive Leadership Project.

Dissemination of Project Outcomes

The outcomes of this project have been disseminated through the provision of:

- a final report;
- a website;
- conference presentations;
- information through peer-reviewed publications; and
- consultation and collaboration with, and support for, external groups of staff at other institutions.

There is potential for the project outcomes to be adopted into practice in:

- the institutions of the project team; and
- other contributing participant's institutions.



Project Events

EVENT 1:

Event Name: Leadership Retreat
Date of Event: March 18-21, 2007
Number of participants: 17

EVENT 2:

Event Name: National assessment roundtable *'Assessing student learning: Using interdisciplinary synergies to develop good teaching and assessment practice'*,
Date of Event: September 4, 2007
Number of participants: 46

EVENT 3:

Event Name: Leadership Retreat
Date of Event: February 17-20, 2008
Number of participants: 22

EVENT 4:

Event Name: Leadership Workshop
Date of Event: June 16-17, 2008
Number of participants: 15

EVENT 5:

Event Name: National assessment roundtable *'The Culture of Assessment in Higher Education'*
Date of Event: September 18, 2008
Number of participants: 50

"I really appreciated the words of wisdom from senior academics and policy makers. I really need some of the political and experiential nous that is available from people who understand how higher education and the schools and disciplines really work."
(2007 Scholar)

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Engaging

Scholars established and forged relationships with significant others including other scholars, senior colleagues, institutional leaders, mentors, and coaches. The opportunities and activities that facilitated engagement in these relationships enabled the scholars to participate in dialogue that encouraged a deeper understanding of leadership roles and responsibilities.

Throughout the project numerous key stakeholders were involved in or engaged with the project.

The key underpinning assumption of distributive leadership is that people are engaged at multiple levels within and across institutions. The success of such an initiative is dependent on this engagement.

The faculty scholars and fellows who participated in the Distributive Leadership Project, engaging in the project activities and facilitating a faculty-based project were:

1. **Mr Jeffrey Barnes** (2008 Faculty Scholar), School of Law, La Trobe University.
2. **Ms Alison Bell** (2008 Faculty Scholar), Faculty of Health and Behavioural Sciences, University of Wollongong.
3. **Dr Natalie Brown**, (2007 Faculty Scholar), Centre for Teaching & Learning, University of Tasmania.
4. **Mr Michael Bull** (2008 Faculty Scholar), Faculty of Social Sciences, Flinders University.
5. **Dr Lisa Butler**, (2007 Faculty Scholar), Faculty of Law, University of Tasmania.
6. **Ms Ana Maria Ducasse** (2008 Faculty Scholar), Spanish Program, Historical and European Studies, La Trobe University.
7. **Professor Elizabeth Handsley** (2008 Faculty Scholar), Faculty of Education, Humanities, Law and Theology, Flinders University.
8. **Dr Greg Hannan**, (2007 Faculty Scholar), School of Psychology, University of Tasmania.
9. **Dr Adrienne Huber**, (2007 Faculty Scholar), Faculty of Education, University of Wollongong.
10. **Dr Elizabeth Johnson** (2008 Faculty Scholar), Faculty of Science, Technology and Engineering, La Trobe University,
11. **Ms Lotte Latukefu**, (2008 Faculty Scholar), Faculty of Creative Arts, University of Wollongong.
12. **Mr John Littrich**, (2007 Faculty Scholar), Faculty of Law, University of Wollongong.
13. **Mr Mark Loves**, (2008 Faculty Scholar), Faculty of Law, University of Wollongong.
14. **Dr Noel Meyers**, (2007 Faculty Scholar), Faculty of Business, University of Tasmania.



15. **Dr Katina Michael**, (2007 Faculty Scholar), Faculty of Informatics, University of Wollongong.
16. **Dr Glenn Mitchell**, (2007 Faculty Scholar), Faculty of Arts, University of Wollongong.
17. **Dr Heather Monkhouse**, (2007 Faculty Scholar), Conservatorium of Music, University of Tasmania.
18. **Mr Matthew Oates** (2008 Faculty Scholar), Faculty of Health Sciences, La Trobe University,
19. **Mr Marcus O'Donnell**, (2007 Faculty Scholar), Faculty of Creative Arts, University of Wollongong.
20. **Ms Jo Osborne**, (2007 Faculty Scholar), Faculty of Health Science, University of Tasmania.
21. **Dr Steve Parker** (2008 Faculty Scholar), Faculty of Health Sciences, Flinders University.
22. **Dr Jamie Quinton** (2008 Faculty Scholar), Faculty of Science & Engineering, Flinders University.
23. **Dr Glyn Thomas** (2008 Faculty Scholar), Faculty of Education, La Trobe University,
24. **Dr Holly Tootell**, (2008 Faculty Scholar), Faculty of Informatics, University of Wollongong.
25. **Dr Margaret Wallace**, (2007 Faculty Scholar), Faculty of Health & Behavioural Sciences, University of Wollongong.

The project team members met regularly with the scholars and fellows, attended cross-institutional, institutional and project meetings and engaged in the formal project activities whilst ensuring the momentum of the project at an institution level. Project team members were:

1. **Dr Geraldine Lefoe** (Project Leader) University of Wollongong
2. **Dominique Parrish** (Project Manager) University of Wollongong
3. **Associate Professor Heather Smigiel**, Flinders University
4. **Professor Gail Hart**, University of Tasmania
5. **Dr Linda Pannan** La Trobe University

“I now have confidence in my ability to actually stand up in front of a group of people that probably know a hell of a lot more than me about teaching and assessment, and make sense and have them receive it positively.”
(2007 Scholar)

GREEN Engaging report

“The opportunity to invite and meet important people from higher education and to be able to target people we wanted to invite in a sense the bigwigs in assessment and higher education to the roundtable was great.” (2008 Scholar)

The strategic institutional leadership coaches and mentors regularly met with the scholars and provided guidance and perspective on the social and cultural context of leadership in higher education. Mentor meetings often discussed scholars’ faculty-based projects, the challenges in facilitating these projects and strategies for addressing these challenges. Some additional opportunities for scholars to engage in leadership roles and responsibilities outside their faculty were initiated through engagement with the strategic institutional coaches who included:

1. **Professor Rob Castle**, University of Wollongong
2. **Professor Gail Hart**, University of Tasmania
3. **Professor Andrew Parkin**, Flinders University
4. **Professor Belinda Probert**, La Trobe University

The institutional steering committees were established to guide and promote the facilitation of the Distributive Leadership Project and related activities. The institutional steering committees included:

University of Wollongong

1. **Dr Geraldine Lefoe**, Project Leader
2. **Professor Robert Castle**, Project Champion
3. **Professor Sandra Wills**
4. **Professor Steve Dinham**, (2006-2007)
5. **Associate Professor Tony Herrington**
6. **Associate Professor Rebecca Albury**
7. **Associate Professor Peter Kell**, (2008)
8. **Dominique Parrish**, Project Manager

University of Tasmania

1. **Professor Gail Hart**
2. **Dr Pam Allen**
3. **Dr Merle Iles**
4. **Professor David Johnston**



Flinders University

1. **Associate Professor Heather Smigiel**
2. **Professor Joan Cooper** (2006-7)
3. **Professor Andrew Parkin** (2007-8)

La Trobe University

1. **Dr Linda Pannan**
2. **Professor Belinda Probert**
3. **Dr Kay Souter**
4. **Professor Lorraine Ling**
5. **Dr Kerry Fitzmaurice**

The external evaluator was Dr Cathy Gunn, University of Auckland

An international reference group for the project was established. This group was involved in the development of the project proposal, attended the national roundtables (where possible) and contributed ongoing feedback to the project. The international reference group members were:

1. **Professor Lorraine Stefani**, University of Auckland
2. **Dr Cathy Gunn**, University of Auckland
3. **Professor Tom Reeves**, University of Georgia, USA

“Doing the project is definitely useful leadership wise because it takes you out of your comfort zone.”
(2008 Scholar)

GREEN report

Networking

Scholars undertook activities and engaged in relationships that broadened their professional networks across the multiple levels of higher education. These activities and relationships enabled the scholars to engage with a wider group of senior leaders and explore the potential for leadership opportunities.

Whilst significant networking opportunities were available for the scholars engaged in the national roundtable, further opportunities are provided through a wide dissemination strategy.

The Distributive Leadership Project has been the impetus for a number of publications and presentations that will promote the outcomes and findings across the wider higher education sector.

Project related publications include:

- Brown, N., & Littrich, J. (2008). Using a Cross-Institutional Collaborative Model to Deliver a National Roundtable Conference on Assessment: A Case Study. *Journal of University Teaching and Learning Practice*, 5(1), 1-18, Retrieved October 17, 2008 from, <http://jutlp.uow.edu.au>
- Brown, N. (2008). Assessment in the Professional Experience Context. *Journal of University Teaching and Learning Practice*, 5(1), 88-101, Retrieved October 17, 2008 from, <http://jutlp.uow.edu.au>
- Carew, A., Lefoe, G., Bell, M. & Armour, L. (2008) 'Elastic Practice in academic developers, *International Journal for Academic Development*, 13(1), 51 – 66.
- Lefoe, G., Smigiel, H., & Parrish, D. (2007), Enhancing higher education through leadership capacity development: Progressing the faculty scholars model, in *Proceedings of the 30th HERDSA Annual Conference on Enhancing Higher Education, Theory and Scholarship*, Adelaide, Australia, 8-11 July Retrieved October 17, 2008, from <http://ro.uow.edu.au/asdpapers/56>
- Lefoe, G., & Boud, D. (2008), Editorial in *Journal of University Teaching and Learning Practice*, 5(1), Retrieved October 17, 2008 from <http://jutlp.uow.edu.au>
- O'Brien, M.T. & Littrich, J. (2008), 'Using Assessment Practice to Evaluate the Legal Skills Curriculum, *Journal of University Teaching and Learning Practice*, 5(1), 61-76. Retrieved October 17, 2008 from, <http://jutlp.uow.edu.au>

One aspect of dissemination occurred through presentations:

- Lefoe, G. (2006). Influencing change: The Faculty teaching & learning scholars network. Presented at the *3rd annual conference of The International Society for the Scholarship of Teaching and Learning*, Washington, DC. USA. Retrieved October 19, 2008 from http://www.issotl.org/ISSoTL2006_abstractsLO.pdf
- Lefoe, G. & Hart, G. (2006). Partnership for leadership development: Developing the faculty fellows program in UTAS. Presented at the *University of Tasmania Teaching & Learning Forum "Teaching Matters"* November 2006. Retrieved October 19, 2008 from <http://www.utas.edu.au/teachingmatters/2006>

Networking



- Lefoe, G. & Gunn, C. (2007). Leadership. Invited presentation at *the Flexible Learning Leaders in New Zealand Forum* in Auckland, New Zealand, May 2007. <http://www.flinz.ac.nz/course/view.php?id=7&topic=4>
- Lefoe, G., & Smigiel, H. (2007). Enhancing higher education through leadership capacity development: Progressing the faculty scholars model'. Presentation at *30th HERDSA Annual Conference on Enhancing Higher Education, Theory and Scholarship*, Adelaide, Australia, 8-11 July <http://conference.herdsa.org.au/2007>
- Lefoe, G. (2008). Distributive Leadership. Invited presentation to the University Education Committee, University of Wollongong March 19.
- Lefoe, G. & Parrish, D. (2007). Distributive leadership: developing the faculty scholar model. Presented to the *Flinders 2008 scholars* on August 22.
- Lefoe, G. (2007). Distributive leadership: developing the faculty scholar model. Presented to *La Trobe University's Academic Committee* on October 23
- Lefoe, G. & Parrish, D. (2007). Distributive leadership: developing the faculty scholar model. Presented to the *La Trobe Distributive Leadership Project Steering Committee* on October 23, 2007.
- Lefoe, G. (2007) Distributive leadership: developing the faculty scholar model. *Poster session: Spotlight on Learning and Teaching ...the UOW way* (<http://www.uow.edu.au/content/groups/public/@web/@cedir/documents/doc/uow039446.pdf>) held on November 22, 2007.
- Marcus O'Donnell - Developing Creative Curriculum; Adrienne Huber - Integrating Assessment in a Community of Practice; Margaret Wallace - Worry Less Learn More; Katina Michael - Total Curriculum Management; John Littrich - Synthesising Graduate Qualities. *Spotlight on Learning and Teaching ...the UOW way* <http://www.uow.edu.au/cedir/spotlight/posters>
- Littrich, J., Michael, K., Mitchell, G., O'Donnell, M., & Wallace, M. (2008) *Teaching and Learning Scholars Network Inaugural Event Lunchtime Assessment Roundtable*, April, 3rd University of Wollongong.

“Taking part in this project I have seen the inside workings of other departments and I think that is very important to developing leadership capacity. Getting to see other aspects of the department you learn more.” (2008 Scholar)

GREEN report

Networking

“I spent a lot of time working on my action plan and I really thought a lot about the action plan and the different phases when I developed it. Then I’ve absolutely stuck to this plan and ensured I had everything done by the specified date. Definitely for me the planning has been most important.”
(2008 Scholar)

The project has produced proformas and materials to support a number of the project activities. They are available on the GREEN Website and include:

1. Steering Committee Terms of Reference
2. Faculty-based project action plan template
3. Leadership retreat participant evaluation template
4. Leadership workshop participant evaluation
5. Assessment roundtable evaluation
6. Scholar Letter of Agreement
7. Participant Consent Form
8. Participant Information Sheet
9. Participant Application Form
10. Distributive Leadership Project Ethics Application
11. Evaluation questions for participant interviews
12. Mentoring guidelines for mentees
13. Mentoring guidelines for mentors
14. Scholar progress report template
15. 2007 Roundtable Agenda and Abstracts
16. 2007 Roundtable invitation for delegates
17. 2008 Roundtable Agenda
18. 2008 Roundtable invitation for delegates
19. 2008 Scholars’ roundtable abstracts

References

References

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Knight, P. T. & Trowler, P. R. (2001). *Departmental leadership in higher education*, SRHE & Open University Press, Buckingham.

MacBeath, J. (2005). Leadership as distributed: A matter of practice. *School Leadership and Management*, 25 (4), 349-366.

Spillane, J. P., Halverson, R. & Diamond, J. B. (2004). Towards a theory of leadership practice: a distributed perspective, *Journal of Curriculum Studies* 36 (1), 3-34.

“With distributive leadership, those people who may not sit in hierarchical positions of leadership have an opportunity to lead both upwards and sideways among their colleagues and through this mechanism have a real opportunity to influence others and more importantly influence those with power that comes with hierarchical positions of leadership.”

(2008 Scholar)