



Background

In 2007, the Carrick Institute for Learning and Teaching in Higher Education - now known as the Australian Learning and Teaching Council (ALTC) - invited Australian universities to apply under its *Promoting Excellence Initiative* (PEI) for the funding of institutional programs designed to

build and strengthen the capacity of institutions and individuals to respond to the programmes of the Carrick Institute.

And in particular to

strengthen the quality of applications and nominations under the various programmes, to assist institutions to use the programmes to support their own priorities in ways that promote quality and diversity, and to maximise the opportunities for effective dissemination and adoption of innovation and good practice.

Subsequently, in December 2007, UniSA was successful in winning a PEI grant for its proposed three-year *Building Innovation in Learning and Teaching Program* (BuILT).

Rationale

BuILT is a future-looking and exciting response to the Carrick PEI objectives. It is a progressive program, designed to enhance the specific teaching and learning objectives of the University, in particular as articulated in the University's Teaching and Learning Framework (2007).

Specifically, BuILT is designed to build and benchmark a sustainable system of developing best practice in learning and teaching at UniSA that:

- Incorporates a comprehensive program of academic development
- Develops regenerative systems for facilitating and rewarding mentoring and leadership as core capabilities of 'academic citizenship'
- Builds transparent and shared indicators of good practice, benchmarked against national and international standards.

Aims and outcomes

The aim of BuILT is to develop and implement an integrated, University-wide, program of development activities designed to create a sustainable system for building and sustaining excellence in teaching.

Specific outcomes include:

- The establishment and development of a regenerative cohort of mentors who can support teachers to build, demonstrate and share innovation and excellence in teaching

- The strengthening of leadership capacity in learning and teaching across the University, through an integrated system of knowledge building, academic development and peer review.
- The structured and cyclical development of potential applicants for internal and national teaching awards, grants, and fellowships.

Strand one: Teachers building and demonstrating excellence

This strand extends the current strategy of identifying good teachers and developing potential through internal teaching awards and grants before supporting them to obtain national ALTC awards, grants and fellowships.

In 2008 a staged program of support will be implemented, aimed at extending the community of teachers engaged at various levels in developing, documenting and disseminating innovative approaches to learning and teaching.

Strand two: Developing mentors in teaching excellence

The program will identify and support a team of mentors who will develop their leadership capacity by developing strategies in collaboration with other mentors and by working alongside applicants for grants, awards and other professional applications.

Strand three: Developing a quality teaching advisory network

A network of invited local, national and international consultants is being developed, in order to help benchmark the quality of grant and award applications against international standards, and to assist participants to recognise indicators of excellence in learning and teaching. The consultants will also be invited to provide key workshops and advisory services, assist in benchmarking and provide an independent evaluation of the outcomes and progress of BuILT.

Sustainability

In 2009 and 2010 new cohorts of teachers and mentors will be brought into the program, while others will continue to progress through the various developmental levels supported by the program. It is expected that as the program continues, reliance on external consultants will decrease, commensurate with the development of the innovative and leadership capacity of the program participants. Through the cyclic effects of growing and accumulating expertise, the program will be well-positioned to significantly enhance the learning and teaching capacity of the University and to positively respond to emerging challenges in the years ahead.

If you require additional information please contact

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