

Path to Macquarie	Research	Strategic Projects	Governance Roles
Teacher • 15 years - primary schools Education Consultant & State Manager • Diocese of Wollongong and NSW Catholic Education Commission Marketing Manager • Professional Sporting Team Director • Own business – Education Consultant Director and Associate Dean • UOW	Preparing Assessing and Developing Higher Education Leaders (PADHEL) Investigating the El leadership capabilities that HE leaders (in formal roles) should develop & utilise. Leading and Managing Millennials: An Exploration of the Needs and Future of Higher Education Leadership Investigating strategies and practices for the successful leadership of Millennials	Technology Enhanced Learning Accreditation Scheme (TELAS) • Designing an internationally benchmarked accreditation scheme that will assess, assure, certify and recognise the quality of online learning	ASCILITE President • The Australasian Society for Computers in Learning in Tertiary Education AJET Management Committee • Australasian Journal of Educational Technology JJUTLP Lead Editor – International Advisory Board • Journal of University Teaching and Learning Practice

Top EI Leadership Capabilities that need to be developed in HE leaders in formal roles:

- 1. Being a reflective practitioner
- 2. Guide and inspire individuals/groups towards achieving goals.
- 3. Set up agreed and clear expectations of what needs to be done, by whom and with what support
- 4. Create a shared vision.
- 5. Get people to work as a team.
- 6. Understand people's emotions, needs, desires and perspectives, and take an active interest in their concerns
- 7. Support and encourage individuals and teams, so that they give of their best and achieve desired outcomes.
- 8. Manage conflict and resolve disagreements.

Top 5 strategies that Millennials want from their leaders/leadership:

- 1. Opportunities to act in leadership roles
- 2. Training that provides opportunities to learn new skills for future job prospects or promotion
- 3. A leader/supervisor/boss who is a teacher and can help them to grow and improve
- 4. Feedback, evaluations and assessments on their work performance
- 5. To be mentored by older more experience people at work

The TELAS: An ASCILITE Initiative

MACQUARIE University

WHY AND WHAT?

Why

- Raise awareness of exemplary practice
- Assess and accredit the quality of online learning
- Encourage and motivate excellence in online learning
- Promote and recognise exemplary innovation and practice in online learning
- Externally validate and provide a measure for benchmarking

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What

- An accreditation framework that will guide the assessment of online learning quality
- Website that will support, promote and recognise exemplary practice in online learning
- Accredited peer reviewers to assess
 and guide quality
- Community of Practice to encourage and motivate quality







- 1. I certainly don't have any plans and in my meetings with key stakeholders there has been no suggestion that there is a need to look at a new LMS. As part of the digital strategy there may be some appetite to consolidate the LMS's that we currently have at Macquarie, it is my understanding that there are 4 LMS's in use across the institution.
- 2. There is going to be a common response to a number of these questions which is the digital strategy or L&T strategic plan refocus will identify the direction and possibility of such initiative(s). I don't at this stage have plans but am very open to ideas and discussion of ideas.
- 3. As pre-empted on the previous slide there are a few strategic priorities that are coming out of the meetings I am having with key stakeholders the one that seems to be most critical is the digital strategy so I would suggest that this is the penultimate first thing on my to-do list



- 4. I think the value of the HEA fellowships needs to be rationalized as part of the broader L&T strategic plan, I would suggest that there are varying value propositions at the individual, department, faculty and institutional levels. The program will continue into 2019 and will be supported by the Office of the PVC L&T and the Learning Innovation Hub
- 5. We are currently involved in an Employability benchmarking exercise with AdvanceHE and 24 other institutions from across Australia, NZ and SE Asia, the information we receive from this exercise will be used to inform and guide future frameworks or strategy.
- 6. This is very embedded in that common response I alluded to earlier in that the digital strategy will need to articulate an approach or solution to ensuring that educational technologies are contemporary and appropriate.



- 7. There are a raft of resources and ideas for inclusive teaching practices available online and from my discussions with our library team also across the institution but particularly through the library. As part of the refocusing of the L&T Strategy it would seem a good idea to think about how we might plan for the curation and sharing of not only good practices in inclusive teaching but also other aspects of Educational endeavour. (simple e.g.s knowing students names, making sure there are activities for students to know each others names, verbal and written instructions, ample time for completing tasks, getting formative student feedback, communicating high expectations and a belief in all students, ensuring students understand what they are being asked to do repeat what you are being asked to do, asking questions in a non-threatening supportive way
- 8. This is a really interesting question work that I have undertaken in the TELAS initiative suggests that students want consistency in their tech environments e.g. the look and feel of the units in a LMS, the positioning of information, even the presentation of learning for example readings then activities then further reading or activities. But there is also disciplinary nuances and if a student is going to be appropriately educated in their discipline there will be certain technologies and digital resources that the student should be exposed to and engage with. E.g creative writing v medicine. So ultimately it will depend on the purpose and needs of the learning.
- 9. At the moment this is probably a question that I can't answer, Gail White and I actually have a meeting scheduled for this week to discuss the career and employability agenda. What I do feel confident in saying is that akin to Gail's Student Success

Framework we would be looking to ensure consistent, accurate, personalised and timely service provision in both the physical and digital environments.



- 10. This will be addressed in the digital strategy ... this strategy will need to encompass digital competency not only of students but teachers as well. I envisage the conceptualisation of a framework for academic digital competencies and literacies
- 11. It would be remiss of me not to plug the TELAS here ... my intention is to curate exemplars of digital best practice against the framework for quality in online learning and make these available online via the TELAS website
- 12. I think the environment needs to be one in which firstly and foremostly teaching is valued and rewarded, I think we need to look for opportunities to lessen our burden of administration and identify where we can free up time in current teaching practices to give back time to enable teachers to develop their teaching practice. I do also think that the approach to developing teaching practice needs to be personalised in that the individual identifies the areas that they think need developing and have a desire to develop



- 13. By developing knowledge and understanding of the importance of accessibility and then assisting academics to see how that can be achieved. There may be the opportunity for resources to be developed to assist with the integration of accessibility functions in units. Again the need for this would be articulated in a digital strategy and how that would be implemented would need to be negotiated across faculties and departments.
- 14. At the moment I don't have a vision ... I think the future of educational media production and support should be determined by the digital strategy and the implementation of this strategy
- 15. I have been surprised at how welcome and connected I already feel to the institution ... I have met so many people and I have valued their respective candid musings and insights. I am extremely encouraged by the goodwill of staff and I am excited to be part of the university at a time that I think will be really challenging but highly rewarding with significant progress and success on the horizon.



- 16. I think the combination of the student success strategic framework, the curriculum architecture initiative, the digital strategy and the L&T strategic Framework will collectively better support international student experiences. Together these should articulate an approach that will enhance not only the international student experiences but our domestic student experiences as well
- 17. Immediate plans were discussed earlier in relation to the conceptualization of a digital strategy, the rationalization of Macquarie's differentiation in its graduate outcomes and course and unit design, the development and recognition of exemplary teaching and the refreshing of systems and infrastructure to minimize unnecessary process burdens
- 18. I will work closely with Executive Deans and Associate Deans, I intend to report regularly to the Executive Group through the DVCA and I will engage with all levels of learning and teaching governance mainly through my ex officio appointments onto committees such as Senate, SLTC and ASQC

