

The Project's Communities of Practice

In working through communities of practice to develop leadership capacity the project has been engaged in an ongoing debate and questioning of the approach it has adopted. The project commenced with inherited theory associated with communities of practice, in the main this theory derives from experience in the corporate sector, as these structures are largely an unfamiliar concept within the academic landscape. There was general understanding of Lave and Wenger's (1991) framing of communities of practice as informal and social structures, defined by having a domain, a community and a 'practice'. There were two key ideas compacted into the phrase 'community of practice':

- community which refers to a group of people who relate, interact and share experiences and /or common interests; and
- practice—a way of understanding and acting that enables us to address the practical problems we encounter in our work.

Communities of practice for the project were conceived of as groups of people who share a passion for something that they 'know how' to do and who regularly interact to learn how to do it better. In the project's communities of practice, members through the context of their tasks and goals were (and continue) to:

- work on ideas about excellence in teaching and learning;
- reflect on their shared knowledge & relationships; and
- make changes in practice, resources or culture.

The Promoting Learning & Teaching Communities Project sort to resource staff at the university through a community of practice approach to academic development. This approach assumes that:

- learning is a social activity;
- learning occurs in communities that people belong to and identify with;
- knowledge is inseparable from practice, that is from doing;
- the ability to contribute to a community and to tackle real issues and take real actions, is a powerful learning stimulus.

This conceptual base proved a fuzzy background logic that only firmed as project participants and team members experienced the reality of project implementation. An account of establishing and working with communities of practice follows. Further discussion about support, learning and outcomes from the project's communities of practice can be found in the section titled *Learnings about Communities of Practice*.

Rollout and experience of communities of practice at ANU

In total, over the project life span, nine communities of practice have been resourced for different durations and intensities. Of these communities of practice, four did not make it beyond fledging meetings (between one to three). The Australian Indigenous Staff Network had initial CEDAM involvement—but this needed to be appropriately resourced by an Indigenous staff member rather than by project team presence in the group. The project provided resourcing to the Indigenous

facilitator through her membership in a Super CoP and through mentoring. The Carrick Teaching Award Nominees Community of Practice met initially towards the end of first year of the project. At that point there was not enough interest to sustain a second meeting. Subsequently through changed university recognition of teaching awards and the seed work undertaken by CEDAM, a second attempt at forming a community of practice in September 2007 proved more sustainable.

What we have labelled as 'communities of practice' (CoPs) have evolved as cross-disciplinary, structured, but informal spaces for deeper conversations and engagement for people with some common interest (such as research-led education or tutoring) concerned to effect change within their workspace. The communities have mostly formed through the impetus of the project, from the networks, connections and synergies that CEDAM is party to. Key areas of activity shared across the communities of practice have included:

- scoping issues and tasks the communities of practice wish to address;
- developing an understanding of context/s;
- unpacking vocabularies;
- relationship building;
- problem-solving (using artefacts such as case studies) and material /examples put forward by participants;
- capacity development (around group interaction, facilitation, distributed leadership and dialogue); and
- change management.

At the six month marker we had two communities of practice in establishment discussions and a further three still considering invitations to participate in project. Progress in community of practice formation at this stage was through alumni from CEDAM's Academic Leadership and Management and the Research Supervision units offered in the Graduate Certificate in Higher Education (GCHE) and Masters in Higher Education (MHE). Our progress in seeding and developing communities of practice was much slower than anticipated, constraints included:

- changes through the College restructure to pre-existing education committees and process within business areas;
- the conceptual and organisational challenges in rolling-out the project; and
- resistance to the level of input and resourcing required by the academic development unit to ensure successful implementation.

By the 12 month stage we had tried to get a number of communities of practice (not always yet self-identified as such) up and running. Here is a summary of the project's progress.

<i>CoP</i>	<i>Joint Enterprise</i>	<i>Duration/ persistence</i>	<i>Formation issues</i>
<i>Academic Leadership & Management Alumni</i>	Fostering personal leadership capacity	Met monthly three times. Continued their model of course engagement, stimulus material, case studies, group problem-solving. Commenced October 2006 Not sustained	CEDAM instigated & resourced. Shift of alumni who had been through a CEDAM course into a CoP model of engagement. Transitional strategy not well thought through. Looking to course convenors to continue facilitation and resourcing.
<i>Tutors Support Network CoP</i>	Supporting tutors and demonstrators at ANU	Met monthly initially, gained momentum and met fortnightly (a sub group more frequently in developing a website). Commenced August 2006 Ongoing	CEDAM instigated & resourced. Participants drawn from across university with an interest in this issue. Initial tasked focussed imperative.
<i>Medical School Tutors Group</i>	Problem based tutoring, developing reflective practice.	Met once face to face. Beyond that idea of online community engagement. Commenced October 2006 Not sustained	Medical School + CEDAM. Members are problem based learning tutors in Medicine. This group did not get appropriate resourcing and facilitation in establishment stage.
<i>Indigenous Staff Network</i>	Network to support and sustain indigenous staff employed at ANU	Independent of CEDAM. One session with project staff, fitful, not yet operating as CoP more loose network. This existed prior to project but was only revived March 2006. Ongoing	Critical issue is cultural credibility, Indigenous based facilitation appropriate. Project working with facilitator through Super CoP.
<i>Chairs of College Education Committees</i>	Pragmatic ideas sharing forum re role, tasks & challenges	Met three times Commenced August 2006 Not sustained	CEDAM instigated. Didn't get appropriate resourcing and facilitation from ADU in establishment stage.

<i>CoP</i>	<i>Joint Enterprise</i>	<i>Duration/ persistence</i>	<i>Formation issues</i>
<i>National Centre Epidemiology & Population Health</i>	Renewal of the Master of Applied Epidemiology (MAE)	Initial discussion May 2006 Not sustained	NCEPH decided not interested in participation in project, instead wanted direct CEDAM professional development around block teaching etc.
<i>Research-led Education CoP</i>	The practice and policy of research- led education at ANU.	Monthly meeting commenced in December 2006 Ongoing	CEDAM instigated & resourced. Participants in main drawn from alumni of Grad Certificate in HE, all very interested in this issue.
<i>Carrick Award Nominees</i>	Best practice in teaching and learning.	Met once face to face. November 2006 Not sustained, (at that point)	CEDAM instigated & resourced. No participant investment strategy in place, and CEDAM was uncertain of resourcing commitment at that stage (stretched staffing).
<i>Project team CoP</i>	Inform project rollout and formative evaluation process & experience	Staff contributing to leadership project work. Ongoing	Commitment to working as a team, strong ambivalence in practice to operating as a CoP

At the end of year one of the project two focus groups conducted with the Academic Leadership and Management and the Tutors Support Network communities of practice highlighted various issues:

- The centrality of CEDAM's resourcing of the groups for current viability and future sustainability.
- Participant appreciation of the enriching opportunity for cross-disciplinary perspectives on goals and strategies.
- The willingness of particular staff within the ANU to take the initiative to address specific areas of concern they have identified.
- The sensibility in both communities that they are outside the traditional decision making avenues of the university and the coexisting tension and flexibility this establishes.

At this point it was not clear to the project team whether these fledgling groups would continue to evolve into communities of practice.

In Year Two of the project there was a conscious decision to wind back our energies in community of practice start-up and instead focus on evolving and sustaining existing communities and on the larger dissemination workshop commitment scheduled for June 2007 (see *Practice in Leadership Workshop* section). The following table overviews the resourcing work undertaken in Year 2 of the project, and subsequently there is a discussion of the activity of two communities.

<i>Community of practice</i>	<i>Joint Enterprise</i>	<i>Duration/persistence</i>	<i>Continuation issues</i>
<i>Tutors Support Network</i>	Supporting tutors and demonstrators at ANU	Ongoing Continued fortnightly and then monthly meetings for all of 2007, have expansionary plans for 2008.	CEDAM instigated & resourced. Getting participants to shift to understanding process facilitation and undertaking capacity development agenda. Broadening from task focus to more strategic engagement.
<i>Australian Indigenous Staff Network</i>	Networking and sustaining indigenous staff employed at ANU	Ongoing Independent of CEDAM. Becoming more like a CoP. Seeking facilitation resourcing support going into 2008	AISN facilitator participated in Super CoP & PILW 2007. She has also instigated another CoP for Indigenous trainees at ANU and more are in incubation.
<i>Research-led teaching</i>	The practice and policy of research-led education at ANU.	Ongoing Met @ monthly, some lapses in 2007 Plans to refocus activity in 2008, more practice orientation and also further work with Teaching Forum.	CEDAM instigated & resourced. Shift in terms of broader responsibility for process facilitation. Develop a capacity agenda. Investment of members.
<i>Super Community of Practice</i>	Fast track CoP and leadership capacity development	Ongoing Regular fortnightly meetings throughout 2007 New level of capacity development for 2008 & work with other areas in university wishing to establish CoPs.	CEDAM instigated & resourced. (see next report section)
<i>Carrick Award Nominees</i>	Best practice in teaching and learning.	Met three times to date. Commenced October 2007	CEDAM instigated & resourced. Award Winners are the participants. Investment carrot, institutional endorsement, VC nominated to meet with group 6 times per year.
<i>Project team</i>	Inform project rollout and formative evaluation process & experience	Met regularly to August 2007, debriefing post PILW. Very sporadically since.	Team worked to achieve PILW, subsequently project seen to be in wind down mode, and many staff working now on other Carrick projects and teaching and research commitments has meant a steady but inevitable withdrawal.

Tutors Support Network CoP

This group was initiated by a Program Leader in the Information Literacy Program, and CEDAM in light of a range of people being involved in the provision of tutoring support or induction across the ANU. Ten people are involved in this community, with approximately six members on average at each session. The group has met continuously since August 2006. CEDAM conducted a focus group with this group in late 2006 (See Appendix 2.2).

Tutors Support Network (TSN) is a cross-discipline and cross-college community of practice. The initial goal of TSN was to enrich the group's understanding of current tutor support resourcing, needs and issues, by identifying:

- the current mechanisms for tutor support and tutor training sessions for each ANU College;
- the possible overlap and/or gaps in both skill development and support for individual tutors;
- strengths and particular expertise of Colleges and individuals; and
- to review and consolidate the available expertise, experience and resources which build excellence in tutor practice at the Australian National University.

Through increased knowledge of what support and training is currently available to tutors in the different Colleges, members have been able to improve the training and support offered by sharing existing resources and building on existing initiatives. From this initial activity the group moved into wanting to address the gaps and deficiencies in resourcing. The common theme that appeared from all members of the TSN based on information from tutors, was that they wanted on-going support, not just some induction to tutoring sessions. After several scoping exercises the group determined that with its limited resources the best way to meet this need was to put together a website that enabled it to consolidate the information that was out there.

This group did not identify as a community of practice for a considerable time. Of the core membership four people were involved consistently with the Super CoP. A further two people participated in the Practice in Leadership Workshop and subsequently became more involved in Super CoP. There have been several additional people who have moved back and forth in their engagement. During 2006 this community of practice was very task focussed and gradually during 2007 there has shifted to a more strategic sense of what the community might achieve. The joint enterprise focus on improving the situation for sessional tutoring and demonstrating staff, has been relatively easy for the community to colonise as it represents a policy and service vacuum within the university.

In summary the achievements that the community can claim to date include:

- formation of Tutors Support Network August 2006;
- pilot version of a [Tutors@ANU](#) website endorsed by the Deputy Vice Chancellor to be hosted on ANU's website February 2007;
- launch of the [Tutors@ANU](#) website formally by University October 2007;
- a TSN member participates in HDR Review, and initiates a proposal to address the issue of teaching training for ANU HDR students, (part of tutor base at ANU) which is endorsed;

- strengthening and evolution of Tutor Quality Program & Tutors Induction Program run through different colleges;
- planning for a cross university tutor induction February 2008; and
- a research proposal to generate a tutor typology at ANU is scheduled for submission to Ethics Committee February 2008.

The screenshot shows the Tutors@ANU website interface. At the top left is the ANU logo and the text 'Tutors@ANU'. Below the logo is a navigation menu with links: Tutors@ANU Home, Who are 'tutors'?, Why tutor?, Want to tutor?, What tutors do, Skills development, Pay & Conditions, Excellence Awards, Help, and Tutors' Community. There is also an 'Extras' section with a link to 'Useful Links'. A search bar with the 'swicki' logo is present. The main content area features a large image of two people, a 'Welcome to Tutors@ANU' heading, and several text blocks: 'Tutors and demonstrators are an essential component of the teaching and learning activity of the ANU.', 'This web site is designed to assist all tutors and demonstrators, and those aspiring to become tutors and demonstrators, to meet the high expectations placed upon them.', and 'Email tutors@anu.edu.au your suggestions for additions and improvements to these pages.' Below this is a 'Tutoring and Demonstrating 2008' announcement for Friday 22 February, 3.15-4.45pm, with a 'View comments' link. On the right side, there is a vertical list of buttons: 'Who are 'tutors'?', 'Why tutor?', 'Want to tutor?', 'What tutors do', 'Skills development', 'Pay & Conditions', 'Excellence Awards', 'Help', and 'Tutors' Community'. The footer contains copyright information, a disclaimer, privacy policy, and contact details for ANU.

The network has identified the following goals to advance in 2008:

- opening up TSN to a broader membership;
- establishing and resourcing tutoring and demonstrating communities of practice;
- involving tutors in content and editorial management of the website;
- undertaking research to establish a baseline level of data to profile sessional tutoring and demonstrating staff at ANU;
- engaging the university and ANU management in a dialogue about the situation of sessional staff;
- development of management and maintenance plan and resourcing for [Tutors@ANU](#) website; and
- inter-college collaboration on tutor resourcing and whole university approaches to tutor induction and resourcing.

In November 2007 in reviewing how they saw themselves working as a community of practice the group nominated the following functions:

- networking;
- information sharing;
- getting things done (meeting change agendas);
- acting in concert;
- deepening understanding of issues and context of tutoring and demonstrating; and
- learning (inquiry & reflective practice).

During this session they also spoke of what they valued about the Tutors Support Network as a community of practice, this included:

- building broader understanding of ANU situation and context;
- operating across college and university divides;
- a forum to scope and understand tutor training and support issues;
- offering a useful model for working in a university;
- getting different people with some shared interests working collaboratively;
- exposure to what other people are doing;
- being able to leverage information and initiatives from various areas of the university to influence current practices and culture in local areas; and
- operating in a collegial way with idea of mutual responsibility.

For the project team, three staff have participated at various times in this community. There has been a gradual shift in awareness to identifying as a community of practice. Arguably there have also been shifts in skills and mental models. Several participants have 'grown' in their preparedness to take on responsibility and in shifts in sense of their own agency. In the main these are the members that have also participated Super CoP or the *Practice in Leadership Workshop*. As participant observers project staff have noted the following skill development:

- active listening;
- tolerance;
- dealing with the diversity of the membership;
- more sophisticated political understanding of the university; and
- broadening of strategies, activity and approaches.

Additionally there have been several other changes including:

- moving to research focus as a way of building investment for membership in its own professional development;
- greater willingness by participants to involve themselves in a range of associated initiatives such as planning group for the ANU Teaching Forum; and
- increased autonomy by group in determining their own agenda and processes.

Tutors Support Network Community of Practice		
<i>Meeting Date</i>	<i>Activities</i>	<i>Actions/outcomes</i>
9/08/2006 8 people	Initial meeting to explore interest in the CoP, and what it might offer participants Introductions, scoped activities attended engaged in and interests in relations to tutors & demonstrators at ANU. Ideas to emerge: Develop a single website across ANU to inform and resource tutors. Profile tutor role models Mentoring program for tutors Running additional version of the Graduate Teaching Program (GTP) Pooling resources, seeing if a body of core across college resources can be distilled.	<i>Built more informed understanding of current initiatives re Tutors support across ANU and highlighted the many gaps and deficiencies</i>
13/09/2006 6 people	Strong interest in developing a Tutoring Hub website so: Scoped the context Outlined website aim, content and structure broadly Did a SWOT analysis	<i>Group undertook research on websites at other unis, considered grant possibilities/</i>
11/10/2006 8 people	Overview of AUQA's findings at other institutions in relation to sessional staff Discussion re existing performance indicators for T & L and also in relational to sessional staff. Used this information to revisit ideas for Tutors Hub	<i>Group undertook further research on websites at other unis, more focus on function and organization not content.</i>
9/11/2006 8 people	Reports on research from other tutoring websites Scoped developmental issues in evolving website Brainstorm on website structure	<i>A small working team of three volunteered to meet to develop a site shell before next meeting.</i>

Meeting Date	Activities	Actions/outcomes
15/11/07 4 people	TSN Focus Group No understanding of forming a CoP Motivation was self interest and to make things better for tutors See value in getting together to share practice & ideas Keen awareness having no institutional power, nor resources, nor authority Valued being part of a across College network Group in a concrete phase, from ideas into website development.	<i>Small website development /editorial team meet weekly over next few months 4 members @</i>
12/02/2007 8 people	Considered situation at ANU with Tutor awards in Colleges Agreements made re links and pointer to Tutors @ ANU website Analysis and comments on 1 st level site content Launch discussion Integration of other areas program material discussed	<i>Small website development /editorial team meeting between main sessions</i>
12/03/2007 4 people	Workshopped website content and navigation	<i>Small website development /editorial team meeting between main sessions</i>
26/03/2007 5 people	News sharing Organising video content for website, why tutor? Analysis of level 2 of site	<i>Homework comparative analysis of two versions of site.</i>
12/04/2007 5 people	Tutor training discussion Pilot program in Tutor training scoped Website design feedback strategies Website maintenance & resourcing First draft of a competitive grant application developed	<i>Beginning of a model/potential paper to outline integrated approach to training.</i>
7/05/2007 5 people	General discussion re grant application for tutoring resourcing at ANU	

Meeting Date	Activities	Actions/outcomes
4/06/2007 5 people	Briefing on HDR working party, to consider teacher training at ANU CoP explored overlap between HDR WP and TSN interests and agendas. A member of TSN will be on a sub committee of HDR WP. He is taking aspects of TSN vision and approaches to table with HDR WP. Grant Application and resourcing discussed. Scoped a possible model for more flexible training opportunities and recognition for teaching activities at ANU.	
13/08/2007 4 people	Meeting raising profile of TSN and Tutors @ ANU website Website Editorial	<i>Letter to DVC to initiate ANU supporting launch of website</i>
27/08/2007 4 people	Launch of website planning Video content discussion of Tutors@ANU website Research role	<i>Meetings with HR to finalise certain content of website for launch</i>
10/09/2007 5 people	Planning session launch of website	<i>Launch venue, process, and speakers. Design for a promotional bookmark</i>
3/10/2007	Public event: Launch of Tutors@ANU website 35 people	<i>Produced bookmark Launched website</i>
24 /10/2007 7 people	Debrief from launch of Tutors@ANU website Overview of college tutor induction activity Situation with HDR review Idea raised of cross college joint induction for 2008 Idea raised and explored of research activity for CoP	<i>Member to present next meeting re Research function for TSN.</i>
12/11/2007 9 people	CoP debrief, what have we valued re TSN CoP Considering research interest in the CoP and what type of enquiry would best serve needs of our tutors. Establishing a different model or operation for TSN with working parties convened between meetings to undertake task activities: Cross University Tutors Induction 2008 Semester 1 Maintenance and further development of Tutors@ANU website.	<i>Working parties formed and meeting between sessions. Members preparing reports for next meeting.</i>

Meeting Date	Activities	Actions/outcomes
28/11/2007	Sessional Teaching Colloquium @ANU Carrick Project 4 members of TSN attended	
10/12/2007 8 people	Working party reports: Cross college ANU Tutor induction 2008 Tutors@ANU website: further development Research proposal and ethics committee	<i>Draft Research proposal being circulated to members for comment and changes prior to submission to Ethics Committee February 2008.</i>

Research-led Education Community of Practice

The Research-led Education Community of Practice arose from the interest of graduates from CEDAM's Certificate in Higher Education (GCHE). This community of practice has a specific focus on fostering leadership and research-led education at the ANU. GCHE graduates were invited by CEDAM to participate in the *Promoting Teaching and Learning Communities Project*. A self-nominated group of eight people convened a first meeting in December, with an expressed interest in how to incorporate their research into their teaching, and also in developing their leadership capabilities to be more effective within their college structures. From this initial meeting a further meeting occurred later in December to invite a wider representation from other areas, (various expressions of interest received from Science and Environment areas).

There are approximately twelve people who are the members of this community of practice, with regular attendance of between six to eight people per session. This group formed later in 2006, and have met on a semi-regular monthly basis. Two members of the project team have underpinned its process facilitation base. Of the membership (including project staff) four people have participated in Super CoP and also the *Practice in Leadership Workshop*. The majority of active participants in the community of practice are academics from the Faculty of Science, with smaller involvement from other areas of campus including academics from arts and science research schools. Academics from the science faculty have tended to have greater participation in the GCHE and also have actively engaged with (been early adopters of) university initiatives to advance research-led education, such as the Bachelor of Philosophy (PhB) program and direct Honours Pathway Options (HPO). The science base membership has provided some cohesion in the community of practice for common goals and issues, but also created challenges for including participants from other areas of the university.

For early phase of community of practice formation, members were busy trying to scope research-led education at the ANU and understand what people were doing, and what could be done differently. During 2007 there has been a shift to a broader sense of the potential for what the community could achieve. The joint enterprise concerning research-led education is a core concern of the university and the group has been very aware of being strategic in their activities.

The community of practice has met eight times and in general has focussed on building contextual understanding of ANU, advancing specific initiatives in relation to Research-led Education such as the PhB and also sharing practices and building university engagement with this discourse. This group was comfortable with identifying as community of practice from its inception this probably reflects the core membership's openness to group based approaches as many of them had or were undertaking professional development through CEDAM.

At the first meeting the group identified the following aims for their Research-led Community of Practice:

- interaction with other people, sharing ideas and practices;
- assuming a leadership role in evolving research-led at ANU;
- championing the cause;
- defining what research-led might be (ideas, vision, practice); and
- opportunity to set agenda for ANU.

In summary the achievements that the community can claim to date include:

- formation of Research Led Education CoP November 2006;
- sharing ideas and practices;
- evolving a vision for research-led education at the ANU;
- scoping and putting forward a Science Research Induction course for first year science students through specific members for that College;
- submitting an Expression of Interest to Carrick—on a first year research induction course;
- resourcing a university seminar on research-led education for the Teaching Forum; and
- evolving an ANU Research-led education website that documents examples of research-led education and resources developed.

The Research-led Education Community of Practice has been demonstrating some of the characteristic activities of a community of practice through:

- the joint endeavour of influencing research led education at ANU;
- seeking to achieve culture change in this area at ANU;
- conjoint activity such as program and seminar initiatives;
- building a richer and more complex, understanding of research education at ANU and other research intensive universities in the community;
- common problem solving;
- surfacing tacit knowledge; and
- disseminating ideas and practice.

For the project team, there has been slow steady progress in this group as a community of practice. In part this has been a consequence of meeting monthly, but also have some disruption in this meeting schedule (difficulties with trying to accommodate members in teaching rounds and also CEDAM staff having high workloads which has imposed some time constraints).

The Super Community of Practice undertook a hot-housing exercise with five members of the Research-led Education Community of Practice. The following issues were identified and the membership determined to consider way to address these going into 2008:

- personal motivation and investment of members;
- strengthening practice orientation;
- addressing capacity development for members and process facilitation; and
- instituting more regular meeting arrangements.

Research-led Education Community of Practice

Meeting Date	Activities	Actions/outcomes
19/12/2006 8 people	<p>Initial meeting to explore interest in the CoP, and what it might offer participants</p> <p>The main activity of the meeting was to articulate what the purpose of research-led education CoP might be.</p> <p>Scoping situation and context re-research-led education at ANU</p> <p>Considered what research-led might encompass: testing out understandings, practice, and ideas.</p> <p>Bringing together teaching and research elements of practice.</p> <p>Putting together a portfolio of research led practices ...</p> <p>Exploring the meaning of research-led education and how it might contribute to student capability development.</p> <p>Group establishment structure, roles and processes.</p>	<p><i>Identified rationale for enhancing quality of teaching and learning at the ANU</i></p> <p><i>Definitions and visions research-led education</i></p> <p><i>Challenges and opportunities for progressing vision</i></p>
30/01/2007 9 people	<p>1. Developing a vision of research-led education at the ANU</p> <p>Issues raised:</p> <ul style="list-style-type: none"> What is meant by research-led education? What is meant by research? What is the purpose of doing research for students? How do researchers from the ANU research schools contribute to undergraduate education? <p>2. Sharing visions</p> <ul style="list-style-type: none"> Integrated Business Project (IBP) Science PhB program Arts and research-led education <p>3. What could the Research-led Education CoP do?</p> <ul style="list-style-type: none"> a) Sketch out an induction program into the research process—with focus on science PhB. b) A seminar on research-led education in the CEDAM seminar program. c) Develop/ document case studies for research-led education website. d) College level activities/ action research/ reflections e) Cross-disciplinary interaction, problem-solving and reflecting. f) Create an ANU vision statement on research-led education. 	<p><i>Group formed to progress Science Research induction course and develop Carrick proposal.</i></p>

Meeting Date	Activities	Actions/outcomes
10/04/2007 10 people	Report on Science Induction course Visions shared participants raised issues of need for cultural change for colleagues to value and appreciate research-led education (and teaching/ learning). Several people spoke of their experience in specific areas: Arts, Science, research schools.	<i>Researching idea of putting together a proposal to go to Carrick competitive Grant Scheme to foster undergraduate research culture.</i>
15/05/ 2007 10 people	Reflections on the research culture of the ANU: Developing a culture of appreciation of research and teaching/ learning Nature of research community at ANU compartmentalised. Questions asked about what to we need to do/to consider, to develop a culture of appreciation for research as part of undergraduate program? Examples shared from CRES/SRES/Visual Arts, Law Developing a collaborative ANU research culture (i) Mapping of processes/ activities that support a collaborative ANU research culture (ii) Audit of research-led education at the ANU.	<i>EOI submitted to Carrick competitive Grant Scheme Integrating research and teaching to foster an undergraduate research culture. April 2007</i>
31/07/2007 7 people?	Science PhB Report on evaluation of PhB program by two members <ul style="list-style-type: none"> • Undergraduate Research Experiences at other universities • Science Research Induction course • Future activities ANU Teaching Forum/ workshop on research-led education Audit/mapping of existing courses and practices at the ANU	
25/09/2007 3 people	A member presentation on “Research-based Education in Computer Science at the ANU: Challenges and Opportunities. Science Research Induction course Teaching Forum event (on Research led education) Consideration of a website: how to present our learning and resources?	<i>Member initiates university wide Teaching Forum session on Research-led education</i>

Meeting Date	Activities	Actions/outcomes
30/10/2007 8 people	Overview of approaches to U/G research-led education US, University of Washington Report from Tokyo IARU presentation by RB on research-led education. RB has initiated a session in teaching Forum on research-led education group keen to help St George research-led field based visual arts experiences.	<i>Initiated a research-led education information site on the Project (Alliance) software base at ANU</i>
19 / 11/ 2007 5 people	Planning and process design session to support resourcing of a university wide Teaching Forum on Research-led Education.	<i>Process Design for Teaching Forum</i>
30 / 11/ 2007	Teaching Forum on Research-led education Research-led CoP members facilitating at this session	
18/12/2007	Christmas drinks	<i>Good cheer</i>

At the end of Year 2 of the project there are several emerging communities of practice—such as the Carrick Teaching Award Winners or the Australian Indigenous Staff Network which has recently invited the project to resource them to develop process facilitation skills within the membership which will make stronger resourcing demands on CEDAM going into 2008. An account of the project team as community of practice is subsumed with the *Super Community of Practice* section that follows and also in the section on *Cultivation and Propagation*.