Academic Language and Learning (*ALL*) activities - update, Jul. 2013
Each of the 39 Australian universities has at least one Academic Language and Learning (*ALL*) unit or centre. This unit is most commonly structurally located within a wider Teaching and Learning Centre or within the Student Service division and reports indirectly (through a Centre/Division Director) or directly, to a DVC/PVC (Teaching and Learning/Academic). In addition to a central unit, at 19 universities, some faculties (usually larger ones - eg Business/ Economics -) have their one *ALL* unit/centre, each employing one or more *ALL* educator. By the end of 2007, the 39 Australian universities reported a total of 75 *ALL* units/centres. Currently, an estimated 500 full-time/permanent *ALL* educators are employed across the 39 universities. More than half are employed as academic staff (Barthel, 2013). The vast majority of *ALL* centres/units also employ casual/sessional *ALL* staff who in many cases do most of the teaching. These *ALL* educators 'service' over 1.2 million students, of which 25% come from overseas (DEEWR, 2010).

In 2007, the Association for Academic Language & Learning (AALL) funded a project to complete a preliminary benchmarking of *ALL* professional practices by surveying *ALL* centres/units as to the practices they engage in. Responses were received from 44 (59%) of the 75 *ALL* units/centres, representing 33 (85%) of the 39 universities.

The *2007 ALL benchmarking project* members coded each practice and produced a detailed relational database from which *ALL* units can generate reports and from which users can obtain information for their own research. The website contains an introduction, overview and bibliography on benchmarking (Dearlove et al. 2007).

The *ALL* activities most commonly reported in 2007 were:
95%   **Student consultations** (face-to-face, on-line, drop-in, phone)
95%   **Learning & teaching resources, non-integrated with subject** (on-line, print, audio-visual)
93%   **Workshops** (discipline specific, generic)
86%   **Subject/course integration** (curriculum development, learning resources, guest lectures, co-teaching)
84%   **Research/scholarly activities related to ALL practice** (learning issues -plagiarism-, grants/awards, teaching evaluations, publications, learning needs analysis)
80%   **Transition** (academic preparation, orientations, alternative entry)
64%   **Committee representation and policy development** (at both university and faculty level)
59%   **Staff development and support** (consultations, workshops, tutor training)
57%   **Research student support** (general and discipline specific)
52%   **Courses** (Credit and non-credit)
43%   **non-ALL focus** (maths, science, computing)
<33% Peer mentoring, peer tutoring

These activities are consistent with findings of other benchmarking reports (Ransom and Greig, 2007) and with one of the discussion papers (Arkoudis and Starfield, 2007) commissioned by Australian Education International (AEI) for the 2007 '*National symposium: English language competence of international students*' .

The table below provides a summary update summary of the benchmarking project (November 2011) of the type of activities provided by *ALL* units/centres:
- means 'yes' on the basis of information provided by an *ALL* unit/centre or its website. No dot means either 'not applicable' or 'no information available/provided'
- means: activity added since the November 2010 update
a. **centralised**: the 'central' *ALL* unit/centre is structurally located outside a faculty and usually reports *indirectly* (through the Director of Student Services or the Centre for Learning and Teaching) or *directly* to a PVC/DVC (Teaching & Learning, or Education or Academic, …). All but one of the 39 universities has at least one central ALL unit
b. **decentralised**: in addition to a central *ALL* unit, faculties (often large ones, ie. Economics/Business) at some universities (19) employ *ALL* educators directly and/or have their own *ALL* unit/centre
c **integrated credit**: discipline specific *credit bearing* subject(s)/units embedded within courses, sometimes compulsory, usually owned by faculties and frequently co-developed/co-taught by *ALL* and faculty staff
d. **integrated non-credit:** discipline specific non-*credit* subject(s)/units or workshops embedded within courses, normally non-compulsory, usually developed/taught by *ALL* educators
e. **generic credit**: non-discipline specific *credit bearing* subject(s) (eg *Essay Writing 101*, *EAP*), sometimes compulsory, usually available to all students, often as electives, owned by faculties or *ALL* units and usually developed/taught by *ALL* educators
f. **generic non-credit**: non-discipline specific non-*credit bearing* courses/workshops, usually available to all students, usually owned by *ALL* units and usually developed/taught by *ALL* educators
g. **support for research students**: *ALL* courses/workshops available specifically to postgraduate research students
h. **1:1**: individual appointments and/or drop-in services/facilities
i. **educational development**: *ALL* educators involved in curriculum and/or staff development activities with faculty staff
j. **research active staff**: university where *ALL* staff are research active and/or expected to be
k. **ESL tuition**: provision of ESL support to enrolled students (mainly international) with limited (below required IELTS) English proficiency
l. **diagnostic assessment**: *p*ost-*e*nrolment *l*anguage *a*ssessment (PELA) of student cohorts (ie. all 1st year IT, all pathway students, selected international, etc.)

Academic Language & Learning centre/unit activities - Australian universities 2013

University	a. centralised	b. decentralised	c. integrated credit	d. integrated non-credit	e. generic credit	f. generic non-credit	g. g support for research Ss	h. 1:1	i. educational development	j. research active staff	k. ESL tuition #	l. diagnostic assessment #
1 Australian Catholic U ^ *	•			•		•	•	•		•		
2 Australian National U ^ *	•	•	•			•	•	•	•	•		
3 Bond U ^ *	•			•		•	•	•	•	•	•	•
4 Central Queensland U *	•			•				•	•	•	•	
5 Charles Darwin U ^ *	•		•	•	•	•	•	•	•	•	•	•
6 Charles Sturt U ^ *	•			•		•	•	•	•	•	•	
7 Curtin U ^ *	•	•	•	•		•	•	•	•	•[1]	•	•
8 Deakin U ^ *	•			•		•	•	•	•	•		•
9 Edith Cowan U ^ *	•	•	•	•	•	•	•	•	•	•[1]	•	•
10 Flinders U *	•					•	•	•		•		•
11 Griffith U ^ *	•		•	•	•	•	•	•	•	•[1]		•
12 James Cook U ^ *	•			•		•	•	•	•	•[1]		•
13 La Trobe U ^ *	•	•		•	•	•	•	•	•	•		•
14 Macquarie U *	•		•	•	•	•	•	•	•	•		
15 Monash U ^ *	•	•	•	•	•	•	•	•	•	•		•
16 Murdoch U *	•			•	•	•	•	•	•	•	•	•
17 Qld U Technology ^ *	•	•	•	•	•	•	•	•	•	•	•	
18 RMIT U ^ *	•		•	•		•	•	•	•		•	•
19 Southern Cross U ^ *	•					•		•	•	•		
20 Swinburne U ^ *	•					•		•	•	•		
21 U Adelaide ^ *	•	•	•	•		•	•	•	•	•		
22 U Ballarat *		•		•(red)			•	•	•	•(red)	•	
23 U Canberra ^ *	•	•	•	•		•	•	•	•	•	•	
24 U Melbourne ^ *	•	•	•	•	•	•	•	•	•	•	•	•
25 U New England ^ *	•	•	•	•		•	•	•	•	•		
26 U New South Wales ^ *	•	•	•	•		•	•	•	•	•		
UNSW C'berra (ADFA)^ *	•	•	•	•	•	•	•	•	•	•	•	•
27 U Newcastle ^ *	•					•	•	•			•	•
28 U Notre Dame *	•					•						
29 U Queensland ^ *	•		•	•		•	•	•	•	•		
30 U South Australia ^ *	•	•	•	•		•	•	•	•	•	•	•
31 U Southern Qld ^ *	•			•			•	•	•	•		
32 U Sydney ^ *	•	•	•	•	•	•	•	•	•	•		•
33 U Tasmania ^ *	•			•(red)		•(red)	•	•		•(red)		•(red)
34 U Technology, Sydney ^ *	•	•	•	•	•	•	•	•	•	•		•
35 U Sunshine Coast ^ *	•			•			•	•	•	•		
36 U Western Australia ^ *	•	•	•	•		•	•	•	•	•	•	•
37 U Western Sydney ^ *	•					•	•			•	•	•
38 U Wollongong ^ *	•	•	•	•	•	•	•	•	•	•	•	•
39 Victoria U ^ *	•	•	•	•	•	•	•	•	•	•	•	•
2008	39	14	13	26	13	28	30	38	26	28	16	18
2010	39	18	19	33	14	37	32	38	32	29	23	25
2013	37	19	21	35	14	39	35	38	32	35	23	27

^ participated in *2007 ALL benchmarking project*, (Dearlove et al., 2007)

\# these categories (col. k. & l.) were added in July 2008 and were not included in the *2007 ALL benchmarking project*

* updated Jul. 2013;   • activity added/changed since 2010 update*;*   [1] supported but optional

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Dearlove, J., James, B., Jamieson, H., Percy, A., Purser, E., Rossetto, C., Skillen, J., Stirling, J. & Barthel, A., (2007). Towards benchmarking ALL practice, 8th biennial conference of the Association for Academic Language & Learning (AALL), La Trobe University, http://cedir.uow.edu.au/projects/AAL/, (20 Mar 2008)

DEEWR, table 28, *All students September 2010 update*, in selected higher education statistics: http://www.deewr.gov.au/HigherEducation/Publications/HEStatistics/Publications/Pages/2010StudentFullYear.aspx

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