



Promoting excellence in higher education

Final Report

CLOSING THE GAP IN CURRICULUM DEVELOPMENT LEADERSHIP

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The University of Queensland

September 2009



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

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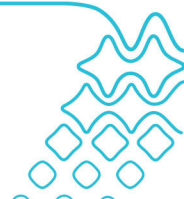
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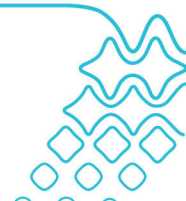
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2009



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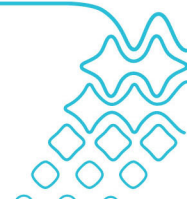
EXECUTIVE SUMMARY

The project was conducted over a three-year period to achieve policy change concerning, recognition for, and to design staff development materials and opportunities for middle-level curriculum leaders—e.g. program directors or conveners of major sequences in generalist degrees.

The project used a hub-and-spokes model and leveraged internal (and some external) funding opportunities to secure a resources base for the individuals and teams who were mentored. The project team was also involved in related internal and external activities—for example the BA Curriculum Review at the University of Melbourne and the development of the Centre for Scholarship in Teaching and Learning at the University of Queensland.

During the course of the project, the team, and others

1. developed an integrated staff development program targeting, for members of this cohort, their leadership capacities for curriculum development and management;
2. fostered changes to University staff policies and procedures to ensure appropriate recognition, remuneration, and resourcing of middle-level academic leaders;
3. provided a set of incentives for members of the targeted cohort to participate in this program, through our model to leverage off internal grant opportunities;
4. disseminating findings and skills through various mentoring and support programs and through our participation in ALTC, HERDSA, and other public symposia and, especially, through our involvement in off-site projects at La Trobe, University of Melbourne, Curtin University, the University of the Sunshine Coast, etc.;
5. secured “uptake” (our key evaluation measure, of the program, both locally and nationally) through our hub-and-spokes model and through our external involvements; and
6. have prepared a lengthy academic paper and have submitted it for publication



Final Report

ALTC-funded Leadership Development Project

Closing the Gap

in Curriculum Development Leadership

Introduction

In 2006, the Carrick Institute, as it was then, generously funded a three-year project, to support the development of curriculum leadership at the University of Queensland. In applying for the grant, we stated that

The proposed project is to design systems, including staff development programs, to support and enhance leadership skills for conveners of majors, program directors and others of their ilk who have carriage of the implementation of many of a university's fundamental strategic directives in learning and teaching. In particular, these staff are in charge of developing, managing, and evaluating those sequences of study that represent a student's most vivid identification during their period of study. ("I'm majoring in X.") Notwithstanding the importance of this staff cohort, they are relatively poorly supported by existing staff development programs in Australian universities. Furthermore, university personnel policies—e.g. those relating to workload and promotion—seldom appropriately acknowledge their significant intellectual contribution and commitment of time and energy.

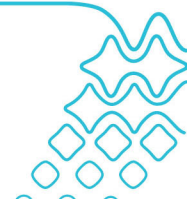
The gap that was to be closed, in other words, had several key features:

- in staff development to support structurally important roles;
- in institutional recognition and esteem for the work of these role-holders;
- in theoretical support for this role, especially in relation to sequence-of-study curriculum design issues at the tertiary level.

The project has been led by Professor Fred D'Agostino with advice, as a reference group, from the University's Teaching and Learning Committee, whose members also contributed to the development of the project proposal. The project has been directed, since inception, by Dr Mia O'Brien, from the University's Teaching and Educational Development Institute (TEDI).

The outcomes specified in our application for a Leadership Development Grant were:

- an integrated staff development program targeting, for members of this cohort, their leadership capacities for curriculum development and management;
- changes to University staff policies and procedures to ensure appropriate recognition, remuneration, and resourcing of middle-level academic leaders;
- a set of incentives for members of the targeted cohort to participate in this program;
- a dissemination plan;
- two evaluation measures which will enable us to assess and, as need be, improve the program; and
- scholarly contributions to the literature on academic leadership in higher education.



The project, summarized

Perhaps the most significant feature of the project as a whole was the way in which, gradually and organically, it spun off other significant projects, including “off-site” consultancy projects at other universities and a number of local projects which attracted in-house funding. The project leader and the project director had different, but related experiences of this.

For the project leader, the key “spin-offs” were

- the BA curriculum reviews which he led at the University of Melbourne and the University of the Sunshine Coast,
- the three-day curriculum renewal workshop he convened for the School of Social Work and Occupational Therapy at Curtin University, and
- his workshop for the curriculum renewal project at La Trobe University.

Aside from the local results of these activities, the project leader extracted, from the experience of performing them, some desiderata for the management of sequences of study in undergraduate Arts programs. Indeed, these desiderata are almost certainly portable, with appropriate modification, to other and indeed quite different degree programs. See ADDENDUM A for a summary of these findings. This Addendum forms one element of the promised “integrated staff development program” which will be introduced, as part of the professional development program which is conducted for academic staff by TEDI.

For the project director, the key “spin-offs” were

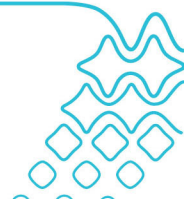
- the UQ Curriculum Leadership Program,
- the Teaching and Learning Chairs community,
- the CESoTL project, and
- the Threshold Concepts project.

The leader and the director also participated in a series of workshops for conveners of BSc majors at the University of Queensland (in conjunction with the 2008 introduction of the new generation BSc).

Again, aside from local results (and they encompass a wide range of programs at the University), a crucial extension of the project was suggested—namely, that many of the specifically sequence-of-study issues we were considering were “scalable” in the sense that there were corresponding issues at various sub- and supra- sequential levels, which the methodology and substantive results of the project might be relevant to addressing. See ADDENDUM B for a summary of these scalable findings. This Addendum forms a second element of the “integrated staff development program” which we undertook to deliver as an outcome of this project.

That the program had spin-offs and that its findings are both portable and scalable is a major (and unanticipated) outcome of the project work, we believe.

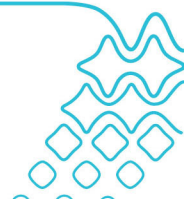
In any event, the ALTC-funded project sits at the centre, if you will, of numerous connected projects. Since some of these “spin-off” projects themselves encompass numerous sub-projects, the situation is quite complex.



In the diagram on the next page, we see that the Threshold Concepts project itself recruited a number of separate participants, each trialling an approach to the identification of the threshold concepts for their discipline. This project was funded from a UQ Teaching and Learning Strategic Grant.

Similarly, the Curriculum Leadership program encompassed three main stages. In stage 1, self-identified curriculum leaders were recruited and mentored, and, specifically, were assisted in preparing applications for UQ Teaching and Learning Strategic Grants. In stage 2, successful applicants were supported in carrying out their projects. In stage 3, some stage 2 internal grant applicants were supported to seek ALTC funding support for large-scale, in each case sector-wide, projects of curriculum development.

Aside from these “spin-offs” some of the project deliverables should also be mentioned. In particular, the project contributed to University-wide discussions leading to “changes to University staff policies and procedures to ensure appropriate recognition, remuneration, and resourcing of middle-level academic leaders”. See ADDENDUM C for documentation showing the enhanced recognition, in University staffing policy, of curriculum leadership. And, as indicated, the promised staff development program will roll out later this year through the auspices of the Teaching and Educational Development Institute.



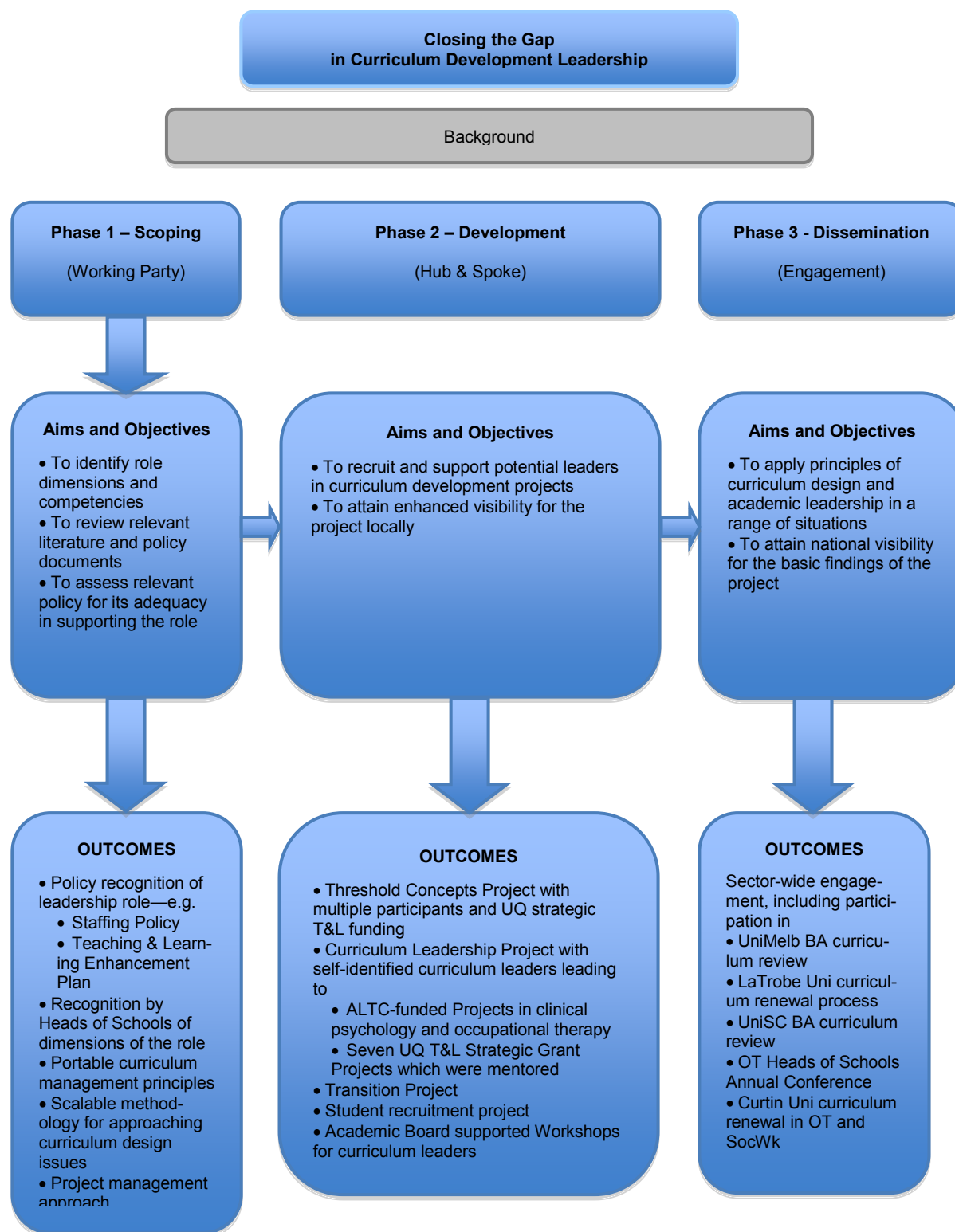
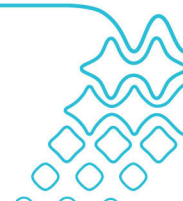


Figure 1



Placing the project in relation to others and to the literature

The project has two main aspects: the issue of curriculum design in relation to the sequence of study (e.g. major or program) and the issue of leadership in relation to “middle management” in teaching and learning. We therefore undertook a review of the literature in both these areas as an important part of Phase I of the project and, episodically, throughout the project. We were also able, especially through ALTC-sponsored symposia and workshops which we attended, to acquaint ourselves with other projects working in this same general area.

A methodological note. In developing a set of project findings about curriculum design and curriculum leadership, we employed an “action research” approach. This involved the project team, at various stages in

- elaborating the project and its spin-offs (including, in particular, the external consultancies),
- recruiting a Working Party on curriculum design and leadership, consisting of individuals across the relevant range of activities who occupied formal or informal positions as curriculum leaders interested in issues of curriculum design;
- gathering, summarising and synthesizing literature, theories, and conceptual frameworks related to these themes;
- facilitating and summarizing open-ended discussion with Working Party members on their experience of leadership, especially in relation to sequence-of-study curriculum design and delivery;
- presenting the literature relevant to curriculum design and curriculum leadership to the Working Party for discussion, the implications and relevance of the literature being reflexively considered against the ‘lived realities’ of these participants; and
- summarizing the responses and outcomes of each discussion, circulating them again to the Working Party for further comment and vetting by the project Reference Group.

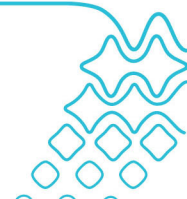
ADDENDUM D shows the materials used in this Phase of the project. This approach enabled us, we think, to develop principles of curriculum design and principles of curriculum leadership that, subject to additional challenges elsewhere in the larger process, were (a) grounded in relevant literature, and (b) coherent with the expertise and tacit knowledge of precisely the people who would have to apply these principles in their roles.

Curriculum Design

In relation to curriculum design, we found a paucity of materials targeting the major or program (as opposed to the individual unit of study).

The preoccupations of North American commentators are not readily translated to the Australian context. (Gaff et al. 1997)

Far and away the most helpful materials were those ably interpreted and summarised by Dr Susan Toohey (1999) from the University of New South Wales, with whom the Project Leader met, in Sydney, in mid October 2006.



Near the end of the project, the project leader had occasion to review Entwistle and Tomlinson's collection (2007) *Student Learning and University Teaching* and was struck by value of the contributions to this volume, especially for curriculum leaders. Some of the ideas encountered there supplemented and some reinforced understandings that the project team and its working parties had already reached in attempting to adapt concepts developed outside the particular sequence-of-study framework to applicability within that framework.

Other literature which we found informative, and which we were able to talk about with our Working Parties is listed, below, in the Bibliography.

As far as we are aware, none of the current or recent ALTC-funded projects has addressed curriculum design issues at the sequence-of-study level.

Whenever we encountered ideas that promised some applicability to the sequence-of-study context, we tested that promise through reflective deliberation with our project Working Party. During this process, other concepts, as far as we know unknown to the literature, emerged from discussion.

In any event, these processes of review and deliberation have helped us identify a conceptual framework for design, development, and evaluation of curriculum at the sequence of study level. It is shown as ADDENDUM E. We believe that this framework represents a portable check-list for sequence-of-study curriculum leaders as they seek to identify key issues. It is, if you will, a *vade mecum* for the sequence-of-study coordinator and should serve well, as it has at the University of Queensland, to focus discussion in the disciplinary collegium which will have to decide, collectively, about the structure of the curriculum for their students.

Two of the key meta-level findings of our enquiries are that

- there is likely to be great diversity within any disciplinary collegium with respect to many of the key issues of curriculum design and delivery and
- there is little in the literature that serves as a basis for the gross reduction or elimination of this diversity.

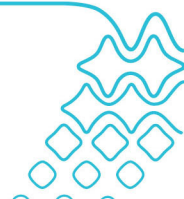
Indeed, diversity within the collegium is likely to show itself on multiple dimensions and to vary with time ... and, indeed, with the course that collegial discussion itself takes as the group gropes with the challenge of a reflectively affirmable curriculum.

This diversity has important implications. What it means, in particular, is that curriculum leadership, the second key aspect of our project, does not and cannot consist simply of mastery of an established body of curriculum design techniques and enough persuasive ability to "sell" these techniques to one's colleagues. Rather, and crucially, curriculum leadership involves negotiation about issues which are themselves negotiable, rather than settled, even "as a matter of theory".

This brings us to ...

Curriculum Leadership

In relation to curriculum leadership, we again found a paucity of materials targeting the "middle management" stratum that would be the correlate, from a personnel point of view, of the major or program (as an object of curriculum design). Again, Toohey proved an exception, and some ideas of Knight et al. (2006) were also helpful.



Here, the work of other ALTC-supported scholars was especially helpful, particularly in filling in some gaps (!) in our own internally-generated findings. In particular, the work of Geoff Scott and his colleagues¹ has been absolutely vital in the evolution of our own ideas.

Our methodology, in respect of this aspect of the program, was, again, a mixed approach. In particular, the Phase I Working Party, which we convened in mid 2006, drew on representatives (recruited through Faculty Teaching and Learning Committees) from all of the University's seven Faculties. This Working Party met three times with a brief to develop a position description for the role of major or program "convener"—i.e. precisely the "middle manager" who is or should be in charge of the major or program. Our methodology for these meetings was based on an action-research paradigm which was described earlier.

By taking this approach, we were able to validate at the same time as we developed an approach to curriculum leadership that would resonate well with the specificities of the University of Queensland and would reflect the diversity of practices and of material support at the University.

During the course of this process, the Working Party identified a subsidiary issue, via our engagement with "job design" literature, namely the capabilities and knowledge associated with various elements of the emerging position description. The key findings of the Working Party on all these matters are summarised in ADDENDUM F.

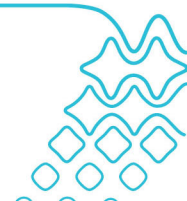
Just as there is legitimate diversity, we believe, in relation to crucial curriculum design issues, so too did we find a basis, in our Working Party discussions about leadership, for concluding that many of the categorial schemes that were offered for conceptualizing the role of the curriculum leader and for understanding leadership issues were insufficiently respectful of the legitimate diversity in a large, multi-disciplinary institution, where there might be diversity, for example, in

- the degree to which leadership positions are formalized,
- the resources available to formal leadership role holders,
- the authority of the leader
- and so on.

A meta-level desideratum for the project was therefore identified: that the project recognize and support diversity in these (and other relevant) areas, rather than seeking to identify some one-size-fits-all optimum.

Another overarching theme, and perhaps an even more important one, and certainly a guiding principle for all subsequent work, was the issue of recognition and reward. Working Party members made it clear, and repeatedly emphasized, that the position of curriculum leader was not currently adequately recognized or rewarded in relation to University staffing policies, especially promotions criteria and workload practices. As mentioned earlier, we secured recognition in staff policies for the role of sequence-of-study leader. In addition, we "push-poll" Heads of Schools at the University to establish a median expectation about the appropriate workload

¹ <http://www.altc.edu.au/resource-learning-leaders-change-uws-2008>



allocation for such a leader. There was (see ADDENDUM G) a strong central tendency, in the responses of Heads, for a 20% FTE allocation for such a role.

An important breakthrough in our understanding of curriculum leadership came through our own experience managing both this project and others we have mentioned. In particular, we realized that, whatever else they might do, curriculum leaders needed to understand the project management elements of their endeavors. Leadership, we found, was being exercised as participants designed, developed, and implemented particular teaching and learning projects. Accordingly, we developed a framework to make visible to potential curriculum leaders what is entailed in managing projects. This is shown as ADDENDUM H. A key element, reflecting the importance of Professor Geoff Scott's findings, is the emphasis on the "emotional" and "social" skills which are required in recruiting and managing staff in complex and in some cases unfamiliar undertakings.

Staff development for curriculum leadership

As part of Phase I activities, we undertook a desktop scoping study of existing staff development programs, at Australian universities, to support the role of sequence-of-study curriculum leader. See ADDENDUM I for a summary of this study. It shows that, aside from some important work at ANU and through the University of Melbourne Head Start program, there is little if any recognition, in the sector, of the significance of and demands on the sequence-of-study convener.

As indicated already, the UQ project delivers, as a key outcome, an approach to staff development that encompasses three key elements, each affirmed, reflectively, by our Working Parties and by our consultancy work: (1) a curriculum leader's management tool-kit; (2) a scalable methodology for approaching issues of curriculum design, development, and evaluation; and (3) a project management tool-kit.

The project unfolds

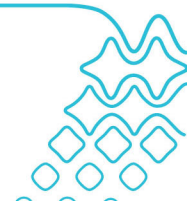
The project has unfolded in several overlapping phases.

Phase I

As indicated, Phase I involved three main projects: (1) literature review in relation to curriculum design and academic leadership; (2) scoping of staff development programs for sequence-of-study leaders; and (3) identification of the role of sequence-of-study leader, including competencies and workload, especially in relation to staff policy and practice. During Phase I we relied heavily on the members of our Working Party, as shown below.

Members of the Phase I Working Party

Greg Hainge	Arts
Susan McKay	Arts
Phil Poronnik	BACS
Bernie Degnan	BACS
Sylvia Rodger	Health Sciences
Tina Souvlis	Health Sciences

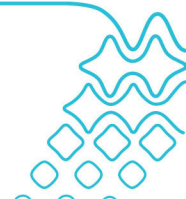


Glen Coleman	NRAVS
Donald Irving	NRAVS
Mark Schulz	EPSA
Caroline Crossthwaite	EPSA
Eric Chui	SBS
Gloria Dall'Alba	SBS
Donna Pendergast	SBS
Fiona Rohde	BEL

One of the deliverables for this Phase of the project was a “position description” for the role of sequence-of-study leader and, as this was a matter where specialist expertise was required, we recruited the Deputy President of the Academic Board (Professor Susan Hamilton), the Deputy Director of the Human Resources Directorate (Mr Marcus Parsons), the President of the local branch of the National Tertiary Education Union (Dr Andrew Bonnell), and the Deputy Director of TEDI with portfolio responsibility for staff development (Ms Julie Arthur). This Working Party agreed on a role description and drafted proposed changes to relevant University of Queensland policies. Several of its findings, and those of the earlier Working Party, were incorporated in the 2007-2011 Teaching and Learning Enhancement Plan for the University, where a key objective is to “[c]larify and strengthen the roles of School Teaching and Learning Committees, program directors and convenors of major sequences of study” and the University’s policy on Criteria for Academic Performance, where it is stated, as an expectation of Level C teaching-and-research staff, that they “will have demonstrated the ability to teach across different settings, resulting in continuous improvement of curriculum, teaching resources and approaches. He or she may be required to demonstrate successful coordination of a significant aspect of a program (e.g. a major, a clinical teaching unit or a field of study), or a significant contribution to the development or coordination of teaching in their school or faculty.” The project was therefore, in 2007, already having impact at this local level.

We presented a poster, summarizing our Phase I findings, at the February 2007 forum in Sydney convened by the Carrick Institute. We found that occasion a particularly valuable one, especially in alerting us to the empirical enquiries under way, also with Carrick support, involving a team headed by Professor Geoff Scott (UWS). (We attended a Carrick-sponsored presentation, in Brisbane, of Professor Scott’s findings in June 2007.) We have found Professor Scott’s findings very helpful in revealing a gap in our own, much more locally based, findings—namely, the neglect, in our conclusions, of the emotional and social skills which are required by curriculum leaders and others of their ilk, especially in view of the fact that their position is typically one of influence, not of structurally grounded authority. We took this finding back to our Phase I Working Party in early 2007 and its resonance with that group confirmed us in our sense that this important element needed to be given a more prominent focus in our activities.

All our Phase I findings were also presented at the HERDSA conference in Adelaide in July 2007, where much useful feedback was obtained. At this point, we began drafting a paper, summarizing all these matters, for publication in an appropriate journal.



Phase II

In Phase II the project leader and director worked closely to conceptualise, develop, and trial appropriate staff development materials, as shown, especially, in ADDENDA A, B, E, and H. Each of these sets of materials was deployed in various spin-off projects.

Projects with an external focus

In particular, as shown in ADDENDUM B, the project team recruited a dozen curriculum leaders, across the range of the University's activities, to work on a project basis to lead curriculum change. Working with this group, we were able to articulate a strategic approach to teaching and learning issues, in a sense general enough to encompass issues of pedagogy, assessment, and evaluation, as well as curriculum proper, and across a range of scales from module (as a part of a unit of study) to suite of programs. This part of the project involved mentoring leaders and resulted in many of them securing internal UQ Teaching and Learning Strategic Grants to pursue their projects and, in two cases, in leaders securing ALTC project funding for sector-wide curriculum projects.

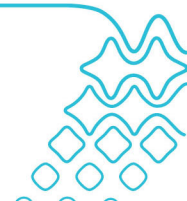
Another important aspect of Phase II of the project was the project leader's involvement in three reasonably large-scale curriculum review and renewal projects. These were:

- BA Curriculum Review, University of Melbourne
- BA Curriculum Review, University of the Sunshine Coast
- Curriculum renewal, School of Social Work and Occupational Therapy, Curtin University

Of these projects, the Melbourne BA Curriculum Review was the most important, in several ways. First, there is the matter of impact. The BA at Melbourne, under the new "Melbourne Model", will be a key element in that University's undergraduate offerings. Second, the Faculty of Arts at Melbourne is widely agreed to be among the best in Australia and its flagship degree is therefore of special importance, sector-wide, as well as locally. Finally, there is the difficulty in securing recognition of curriculum renewal in a large, traditionalist Faculty, especially at a time of financial stress and uncertainty.

The project leader recruited and worked with a team, spending about twenty days at Melbourne during the course of three months and producing a "green paper" report, which has now become the basis for a "white paper" framework for curriculum renewal at the University of Melbourne. Some of the contents of the BA Curriculum Report are incorporated into ADDENDUM A and an appropriately redacted version of the full Report is shown at ADDENDUM J. This project produced, as one of its indirect outcomes, a cadre of curriculum leaders in the Faculty of Arts at the University of Melbourne, including, especially, the Associate Dean (Curriculum and Teaching), Dr Marion J Campbell.

The project modelled a longer-term process of curriculum renewal with special emphasis on communication with crucial stakeholders. As indicated in the ADDENDUM H documentation, and as highlighted by the enquiries of Professor Geoff Scott, broadly social and emotional factors play a significant role in leading curriculum renewal and attention to these aspects was crucial in obtaining the outcomes we did achieve in the review process. In particular, the Project Leader



devised a scheme of consultation and collaborative work that can be applied to curriculum and, more generally, teaching and learning projects at any scale, but, certainly, at relatively large scales, involving multiple participants and numerous stakeholder groups. One of the key aspects of this scheme confirmed our earlier perceptions, under the influence of Professor Scott's work, that emotional intelligence was a key element of tertiary leadership roles. In particular, the Curriculum Review at Melbourne involved early identification of all stakeholders, including academic staff and their industrial representatives, alumni, and, especially, students and their representatives. Once these stakeholders had been identified a communications plan was devised and executed so that all stakeholders were informed, consulted, listened to, and fed back to to validate their input. This enabled a relatively smooth process of review which was organized, on the substantive side, around precisely the key elements which we had identified in relation to curriculum—for example, the nature of the student cohort, the anchorage of sequence-of-study curriculum in gateway and capstone experiences, the importance of evidence, issues of scale, issues of sustainability (especially in relation to staffing).

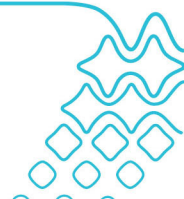
This “field study” was therefore an ideal opportunity both to disseminate some of the key findings of the project to staff at another university and, perhaps more importantly, to work through some “process issues” about curriculum leadership, resulting in a considerably more sophisticated understanding of these issues—now captured, we believe, in ADDENDUM H.

The BA Curriculum Review at the University of the Sunshine Coast was, by contrast, of much narrower scope. Meeting over the course of three days, a small panel devised a range of recommendations for the improved management of curriculum and student administration at a small, regional university where the BA plays a less central role than at Melbourne. Follow-up with the Executive Dean indicates that the review process was successful and, from the point of view of the project, the key outcome of the USC Review was a set of management tools, which emerged during the review process, and which are now summarized in ADDENDUM A.

Projects with an internal focus

During Phase II, the Project Leader and Director worked together to provide a scheme of mentoring, in-house, to UQ curriculum leaders. For this cohort, we adopted a community of practice approach, with a hub-and-spokes model. The hub consists of the Project Leader and Director, a Carrick Associate Fellow with expertise in curriculum design (Professor Marilyn Goos), and others. Each of the spokes was constituted by an individual and/or team concerned with a specific curriculum design issue. These spokes were representative of the rich diversity of programs offered by the University, ranging over all seven faculties, and including majors or programs in both generalist and professional degrees.

This cohort as a whole, consisting of about fifteen members, met once with a senior mentor in the form of the (then) Pro (now Deputy) Vice-Chancellor (Academic) and then twice more during 2007 and 2008 for catch-up sessions in which members could share their experiences with one another. Intensive project work with each of the teams was supported by a dedicated website, which contained a variety of resources, and communications facilities. From each of the spokes, we have expected both concrete accomplishments in curriculum renewal and a case study of both process and substance, from which we developed, at a later stage of Phase II, a *vade mecum* for the curriculum leader, now shown as ADDENDUM B. Mindful of the matter of diversity, we have developed a suite of model cases from which other



curriculum leaders can derive some guidance in their own efforts. See ADDENDUM K.

As part of the business of Phase II curriculum leadership work, the project team mentored applications for internal teaching and learning strategic funding and seven teams from the cohort were successful in obtaining such funding. At this point, we began to realise that our basic model, while highly strategic, could in fact be usefully generalised so that some of the key lessons of sequence-of-study curriculum leadership could be scaled both upwards (to suites of programs) and downwards (to sub-sequence, typically unit level curriculum issues). In some ways, this is the most important finding of the entire project since it gives us a much larger field of activity, so that, for example, a unit-of-study convener could, through our program, learn something about curriculum leadership that they could later, as they were recruited to more strategic positions, scale up to sequence-of-study issues about curriculum or leadership.

Crudely summarizing, the scalable approach which we have developed and which project team has been trialing identifies a number of issues as of relevance to teaching and learning design at any (reasonable) scale. The idea of sequence-of-study curriculum leadership morphed, if you will, into the idea of a strategic perspective on learning and teaching and thus represented a broadening of the project along two independent dimensions—(a) from a narrow focus on curriculum per se to a wider focus on all interrelated elements of teaching and learning—to wit, curriculum, pedagogy, assessment, and evaluation; and (b) from a focus on sequence-of-study to a focus on scaling up or down as needs call for. In particular, we have trialed, in various domains, a model which identifies the following considerations as unavoidable, directive, and scalable in designing and developing teaching and learning at tertiary level. (For a fuller account, see ADDENDUM B.)

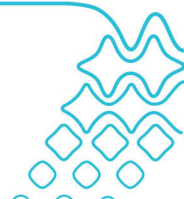
First of all, the leader (where this word now has more general significance) has to understand the environment in which they operate, where this can include (a) other units or programs which contextualize the particular learning activities and outcomes they are concerned with; (b) the institutional and extrinsic issues to which learning activities and outcomes must be responsive—e.g. local competitors offering similar “products”; (c) the nature of the preliminary experiences of students, whether this be schooling in the case of first-level teaching or previous work in the subject in the case of upper-level teaching.

Secondly, and down to sub-unit levels (e.g. particular modules in a unit of study), the leader is always faced with both staff-side and student-side issues as follows.

Staff-side issues crucially include (a) identification of any staff who might be considered “stakeholders” in the proposed teaching and learning initiative; (b) securing their engagement against possible resistance or indifference, especially through the identification of intrinsic and/or extrinsic incentives or rewards for participation; and (c) managing their expectations. Student-side issues include: (a) identification of the thresholds which need to be crossed in order for students to engage with the proposed initiative; (b) development of a throughline of progression in relation to this initiative, including, especially, (c) the capstone experiences for the initiative and (d) the transition to later stages of learning.

Finally, the strategic perspective, as identified and trialed by participants, involves, unavoidably at any scale

- evaluating the activities, and



- embedding the practices by
- re-scaling
- turning practice into policy
- turning individual initiative into a structurally supported role.

Participants in this Phase of the project included leaders working on a range of topics, including, especially:

- The Healthcare Team Challenge
- The Religion Bazaar
- Enabling Teaching Scholarship in Engineering
- Critical Legal Thinking
- Curriculum Renewal in Occupational Therapy
- Sequence of Study in Journalism
- Postgraduate clinical psychology
- Accreditation issues in business
- Postgraduate coursework in applied linguistics
- Curriculum renewal in Multi-media design
- Postgraduate law
- Postgraduate Music therapy

Three other spin-off projects should also be mentioned, all supported by internal UQ funding. These are:

- the threshold concepts project (UQ Teaching and Learning Strategic Grant funding)
- the secondary/tertiary transition project (UQ Teaching and Learning Strategic Grant funding)
- the student recruitment project (Higher Education Equity Support Program funding)

The secondary/tertiary transition project was undertaken by the Project Leader during 2008. The original objective of the project was to discover, through direct enquiry, facts about the how and the what of secondary teaching in the key Arts subjects, History and English. In Queensland, unlike, for example, New South Wales, this information cannot simply be “read off” a central Studies Authority website; detailed curriculum design decision-making is devolved, in Queensland, to the school level.

Notwithstanding this intention, the Project Leader discovered, through a series of interviews, that the more important issue, for securing an effective transition from



secondary to tertiary study, was actually a “cultural” one. In effect, secondary schooling in UQ feeder schools takes place in very different cultural circumstances than students will encounter when they begin university-level study. See ADDENDUM L for a full description of this project and its outcomes.

The student recruitment project is on-going in 2009 and involves a collaboration between the Project Leader and his opposite number, as Associate Dean (Academic), in the Faculty of Science at the University.

The threshold concepts project involves a collaboration involving the Program Director and a number of curriculum leaders who convene relatively large enrolment first-year units of study, including, in particular, Accountancy and Studies in Religion. This project draws on the idea that there are “threshold concepts” which students have to master in order to begin a learning journey through a particular area of study. It is a distinctive feature of the Director’s approach that such concepts are identified by direct empirical enquiry with the students themselves. See ADDENDUM M for a summary of this project and its findings.

Phase III

Phase III of the project is devoted to consolidation and dissemination and remains on-going. Its main features are these:

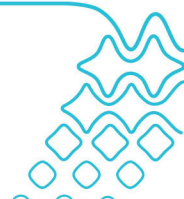
- staff development activities
- dissemination
- evaluation

Staff development activities are being designed and introduced in conjunction with the University’s roll-out of new teaching-focused positions. In particular, and using the materials and approaches summarized in ADDENDA A, B, E, and H, we will be offering workshops on the scholarship of teaching and learning for this new cohort of academic staff later in 2009. We will also be offering workshops and mentoring support for Chairs of School-level Teaching and Learning Committees, a management level which is now acknowledged as of significance by the University Senior Executive.

Dissemination involves the publication of some of the findings of this project in the scholarly press. We have submitted an article “Articulating curriculum leadership in higher education” and await a decision. This paper is shown as ADDENDUM N.

Evaluation is a crucial part of the project. We employed both formative and summative tools in the evaluation of this project. Formative evaluation data was gathered from:

1. all working sessions and professional learning workshops using standard evaluation surveys (comprising items of agreement scales plus open ended comments);
2. the working party via personal communication and noted minutes following meetings;
3. colleagues engaged in face-to-face consultancies led by the project leader and/or the project director via personal communication and a follow-up invitation to staff to comment on the quality, value and applicability of consultancies via email.



Summatively, the project leader and project director met formally to reflect on and self-evaluate the project outcomes and impact during the process of compiling this report. These reflections have been embedded in the framing of this final report and the addenda. Additionally, the project report and addenda (detailing the project activities, deliverables and impact) was submitted to an external evaluator for appraisal and comment.

A detailed report of evaluation data and the written report of the external evaluator are presented in ADDENDUM P.

Project outcomes

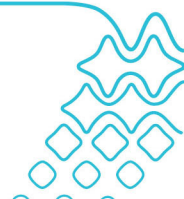
The outcomes specified in our application for a Leadership Development Grant were:

1. an integrated staff development program targeting, for members of this cohort, their leadership capacities for curriculum development and management;
2. changes to University staff policies and procedures to ensure appropriate recognition, remuneration, and resourcing of middle-level academic leaders;
3. a set of incentives for members of the targeted cohort to participate in this program;
4. a dissemination plan;
5. two evaluation measures, which will enable us to assess and, as need be, improve the program; and
6. scholarly contributions to the literature on academic leadership in higher education.

In relation to outcome #1, we are happy to report that we have now developed and are soon to deliver a University Staff Development Course on Curriculum Leadership, which we have beta-tested, in workshop plus mentoring versions, to initial cohorts of clients, drawn from across the University. This firmly embeds the project into the ordinary business of the University and ensures the delivery of the project's key staff development outcomes within the University of Queensland.

In relation to outcome #2, and as reported in our second progress report and documented in ADDENDUM C, we have secured University-level recognition of the importance of curriculum leadership positions through

- the University's triennial Teaching and Learning Enhancement Plan, where a key objective is to "[c]larify and strengthen the roles of School Teaching and Learning Committees, program directors and convenors of major sequences of study."
- the University's policy on Criteria for Academic Performance, where it is stated, as an expectation of Level C teaching-and-research staff, that they "will have demonstrated the ability to teach across different settings, resulting in continuous improvement of curriculum, teaching resources and approaches. He or she may be required to demonstrate successful coordination of a significant aspect of a program (e.g. a major, a clinical teaching unit or a field of study), or a significant contribution to the development or coordination of teaching in their school or faculty."



In relation to outcome #3, we have leveraged off the University's policy changes (see above) and, especially, off the University's internal Teaching and Learning Strategic Grants program, which provides funding for strategic initiatives in learning and teaching, to provide incentives for Phase II Working Party participants. (See the discussion below of outcome #5.)

In relation to outcome #4, our dissemination "plan" is more accurately described as a retrospective account of the chances which we have seized, partly based on networking opportunities offered by the ALTC symposia which we have attended, to project and refine the findings of the project beyond and within its initial setting. In particular, strong support from the office of the Deputy Vice-Chancellor (Academic) and from the Executive Dean of Science has enabled us to disseminate the project quite widely within the University of Queensland. For example, we have made presentations to

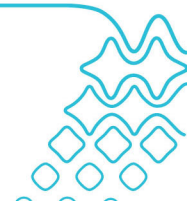
- a half-day workshop for staff intending to apply for local and/or ALTC teaching and learning grants (attendance: approximately 100);
- two meetings of conveners of majors for the Bachelor of Science degree (attendance: approximately 15-20);
- the annual meeting of the Australian and New Zealand College of Occupational Therapy Educators (attendance: approximately 20, all Heads of Program);
- two cohorts of (local) Teaching and Learning Strategic Grant winners, on project management (attendance: approximately 15 on each occasion);
- an inaugural meeting of the Chairs of School-level Teaching and Learning Committees;
- inaugural events for teaching-focused academic staff, under the auspices of the program Creating Excellence in Scholarship of Teaching and Learning at UQ. See ADDENDUM O.

Externally, dissemination takes two primary forms: direct involvement of the Project Leader or Project Director in curriculum leadership projects at other universities (already reported on) and participation in professional symposia. In particular

- HERDSA Conference symposia (2007 and 2008);
- ALTC symposia; and
- a national workshop, to be held at UQ, in conjunction with Teaching and Learning Week, 'Developing a strategic perspective for teaching and learning leadership/innovation' (for 2009).

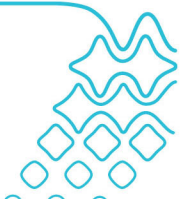
We have already mentioned journal publication, but should add that we have been solicited, by a multi-university consortium, to contribute a unit of study, on strategic aspects of curriculum leadership, for a Graduate Certificate in Higher Education which is to be offered on an on-line basis. Progress on this has been somewhat delayed by local sensitivities, especially in relation to UQ's own Graduate Certificate, offered through the School of Education.

In relation to outcome #5, we can report that there has been very gratifying "uptake" (our key evaluation measure, of the program, both locally and nationally). Locally, we mentored and sponsored seven successful applications for Teaching and



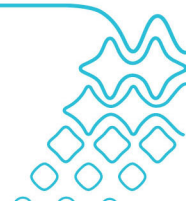
Learning Strategic Grants, and worked with successful applicants as they implemented their projects. This is our “hub and spokes” model. Two participants in a workshop series have been mentored, applied for and subsequently received ALTC project funding to support national curriculum development initiatives—in Clinical Psychology and Occupational Therapy.

In relation to outcome #6, we have prepared a lengthy academic paper and have submitted it for publication. See ADDENDUM N.



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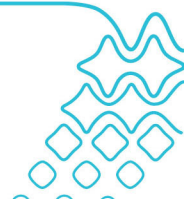
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ADDENDUM A

A framework for ensuring good management of sequences of study

Background

The Project Leader was invited to address the University of Melbourne Curriculum Commission to discuss curriculum design at the sequence-of-study level and to sketch the role of the major convener. Here too, there is evidence of substantial impact, as evidenced in the 2007 curriculum review process for the new generation BA at Melbourne, which the Project Leader chaired, and which involved about twenty working days of his time, and from which process he obtained valuable data against which to compare the local situation at the University of Queensland. This “field study” was an opportunity both to disseminate some of the key findings of the project to staff at another university and, perhaps more importantly, a chance to work through some “process issues” about curriculum leadership.

In particular, the Project Leader devised a scheme of consultation and collaborative work that can be applied to curriculum and, more generally, teaching and learning projects at any scale, but, certainly, at relatively large scales, involving multiple participants and numerous stakeholder groups. One of the key aspects of this scheme confirmed our earlier perceptions, under the influence of Professor Geoff Scott’s work, that emotional and social intelligence is a key element of tertiary leadership roles. In particular, the Curriculum Review at Melbourne involved early identification of all stakeholders, including academic staff and their industrial representatives, alumni, and, especially, students and their representatives. Once these stakeholders had been identified a communications plan was devised and executed so that all stakeholders were informed, consulted, listened to, and fed back to to validate their input. This enabled a relatively smooth process of review which was organized, on the substantive side, around precisely the key elements which we had identified in relation to curriculum—for example, the nature of the student cohort, the anchorage of sequence-of-study curriculum in gateway and capstone experiences, the importance of evidence, issues of scale, issues of sustainability (especially in relation to staffing). (See also ADDENDA B & E.)

Principles of Curriculum Design

In particular, further articulation of principles of curriculum design and evaluation were developed during this “field study”. As we wrote in the final report, every sound sequence of study will:

- need to specify and clarify how the first year program provides a basis for their subsequent offerings;
- offer a sequential program of study, such that each year builds on the preceding one;
- offer a coherent program of study, explicable in relation to internationally-recognisable understandings of the discipline and defensible in terms of coverage of subject matter and methodologies;
- articulate strategies for a capstone which consolidates students’ experiences of the discipline and opens up employment or research pathways;



- manage a student’s experience of the major so that they can make informed choices among the subjects on offer and find a clear pathway through it towards clearly-designated outcomes;
- define the ways in which the major prepares its students for further study in research and/or vocational programs;
- consider the ways in which staff in the program work cooperatively in the design and delivery of the whole program, and in team teaching within individual subjects.

Sustainability criteria for sequences of study

Another dimension which was identified was that of “sustainability” in relation to sequence-of-study offerings. In particular, the local team identified the following criteria, which, ultimately, guided curriculum and related staffing developments during implementation of our recommendations. As we wrote:

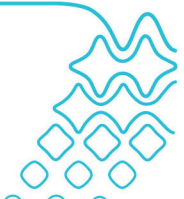
“Our recommendations about the retention or discontinuation of specific programs as majors or minors will be of particular interest to Faculty staff and students. To arrive at the recommendations which we make, we have identified and developed a number of criteria, focused on the general concept of *sustainability*. These criteria are based on the “fitness for purpose” criteria in terms of which programs were invited to make “succinct cases” for sustainability. They have been further refined as the Panel reflected on materials and arguments presented.” We identified six distinct criteria against which the sustainability of a sequence of study, in terms of resources and expertise, could be assessed. They are:

1. **Staff profile** including, especially, the adequacy of current permanent staffing arrangements to support sustainable offerings of subjects in sufficient number and variety to enable students to complete a coherent and appropriate program of study. Several programs depend on small numbers of dedicated staff. In every case, this raises issues of sustainability, in a strictly academic sense—how secure is the provision of a suitable range of subject offerings? how can subjects be scheduled to ensure student choice compatibly with staff pursuing their research activities, including study leave? etc.

The degree to which specific programs are dependent on sessional teaching is also relevant and consideration was given to the sustainability of these arrangements given budgetary constraints.

2. **Student load** particularly in view of the proposed funding relation between staff costs and enrolment numbers. Without adequate student interest in an area of study, the subjects offered for that area do not attract sufficient enrolments to meet the costs associated with their being offered. Of course, there will be cases where this criterion trades off against others and where the School(s) concerned are prepared to “cross subsidize” teaching from other income streams.

3. **Program integrity** where this encompasses the breadth of subject offerings and their coherence and coverage of the area of study. In the case of programs which are “essentially interdisciplinary”, it is also important, to ensure that students are able to “process” this interdisciplinarity, that core subjects be identified, extending beyond the provision of a distinctive capstone, that explicitly equip students to benefit from interdisciplinarity.



4. **Management** where this means, typically, having a secure place in a School of the Faculty of Arts and/or an appropriate management structure such as a Board of Studies, proper administrative structures and continuity of responsibility for maintaining the program. A program may be unsustainable in this respect where it depends for the subjects which constitute it on the offerings of and hence on the staff of a number of different Schools (or in some cases Faculties). All programs which depend for their viability on cross-School and cross-Faculty teaching arrangements need to address the management issues which are raised by this dependence.

5. **Other strategic factors** which include but are not exhausted by the intellectual centrality of the subject area, the strategic importance to the state or the nation of the subject area, the degree of stakeholder involvement and/or community support for the program, etc.

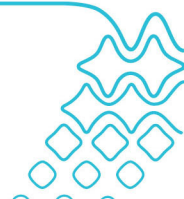
6. **Appropriateness for inclusion** in a new generation BA program where the issues include the appropriateness of the program as an undergraduate (rather than postgraduate) offering and its place in the BA rather than some other new generation degree program. In addition, each major should be reasonably distinct from every other. Any extensive cross-listing of subjects between majors should occur only with optional subjects, and it should be made clear how those subjects relate to both majors.

Principles of Management for Sequences of Study

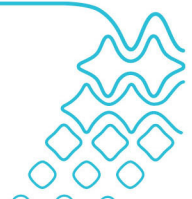
If the principles of curriculum design provide a check-list for academic organization of a sequence-of-study program, then the principles which we here articulate are complementary to them, especially in indicating, again as a check-list, how such a program might be managed, operationally. These “management principles” reflect the experience of the Project Leader in chairing the BA Curriculum Review at the University of the Sunshine Coast, though they should certainly be portable to other domains.

In particular, we identified seven key management tools to be employed to assess the continued viability of or future prospects for individual units, majors within a degree program and suites of programs. In each case, it is important that the responsible team or individual collect, manage, analyse, and rely on evidence to support its deliberations about course and program management. These tools are

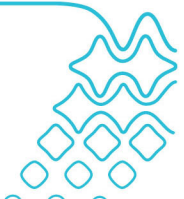
1. An evidence-based approach to assessing market demand for the unit or major and of determining the range of potential graduate destinations associated with it, including data capture and collection informed by the institution’s Strategic and Operational Plans, with analysis and incorporation of data into staffing, curriculum, and financial planning.
2. A method for costing the development and delivery of the course or courses and of assessing the income generated from student enrolments.
3. A resources plan which ensures that:
 - there is adequate staff coverage of the area of study consistent with sensible workload allocations;
 - coordinating staff are empowered to deal with student dissatisfaction with their programs or with teaching;



- dispersed knowledge is captured for and employed in curriculum development, marketing, and program review processes;
 - staff development opportunities build capacity and capabilities, especially in relation to the financial, curriculum, and marketing elements of program design and delivery, and in relation to the strategic development of a scholarship of teaching;
 - the program coordinator properly recognized in the institution's management structure and properly resourced (including through workload recognition) to manage the program and to champion it to the relevant Faculty, the institution's Senior Executive, potential and enrolled students, the community at large and graduate employers in particular;
 - there is proper and up-to-date library, information technology, teaching support services, space management planning (including class timetabling), and other infrastructure support for the units, majors, degree program as a whole and particularly for those units that adopt technologically enhanced pedagogies.
4. A curriculum design check-list which enables staff to ensure and students and potential employers of the program's graduates to perceive that
- majors offer a coherent student learning experience across the range of available units;
 - there is progression within the sequence of units from introductory, through intermediate, to advanced level study;
 - the graduate attributes are embedded and articulated in the sequence of units and can be evidenced in assessment tasks;
 - work-integrated learning is embedded and mainstreamed;
 - the curriculum is "internationalised" in accordance with the institution's policy; and
 - there are appropriate opportunities for cross-Faculty and interdisciplinary study.
5. A flexible delivery and student advisory system which
- in recognition of the timetabling difficulties for students ensures that students are able to complete their programs in a timely fashion with adequate unit selection opportunities;
 - ensures students are aware of these flexible selection opportunities for unit enrolment;
 - evaluates and resources non-standard delivery modalities such as blended learning, block teaching, off-site options to ensure that the pool for student recruitment is expanded and that local students have adequate opportunities to complete their studies compatibly with work and domestic commitments;
 - provides simpler and more transparent processes for cross-institutional enrolments;
 - identifies and simplifies student access to cross-institutional enrolment, including, where appropriate, TAFE enrolment.



6. An external *and internal* marketing methodology, targeting potential students, their families, career advisers, potential employers of graduates and other industry stakeholders, which
 - collects data about student and employer perceptions of program graduates, about both “attrition” from and “in-migration” to the program from students previously enrolled at other universities, and about medium-term graduate destinations (e.g. five years out);
 - addresses misperceptions about graduate outcomes, using the University’s Graduate Attributes, perhaps re-badged as “capabilities”, nomenclature that may be more widely understood in the recruitment pool;
 - explores the potential of combined programs and of TAFE articulation arrangements to enhance recruitment to and retention in the program;
 - provides for the differentiation of the program and its variants from other programs offered by the institution and by competitor institutions;
 - focuses on retention of already recruited students as well as recruitment of new students, including a proactive stance by Academic Advisors towards the cohort of enrolled students;
 - highlights the distinctive attractions of the program, addressing such common misunderstandings, e.g. of graduate employment outcomes, as may inhibit uptake.
7. A review mechanism which “closes the loop” to evaluate the effectiveness of the unit/major/program in terms of financial viability, curriculum coherence, learning outcomes, and graduate destinations. This should include a prominent role for the Board of Studies with responsibility for the program and its variants. As part of this process, principles against which program developments can be assessed and decisions about program viability can be made should involve the use of quantitative and qualitative data such as enrolment trends, preferences, CEQ, GDS, and internal evaluation data should be facilitated.



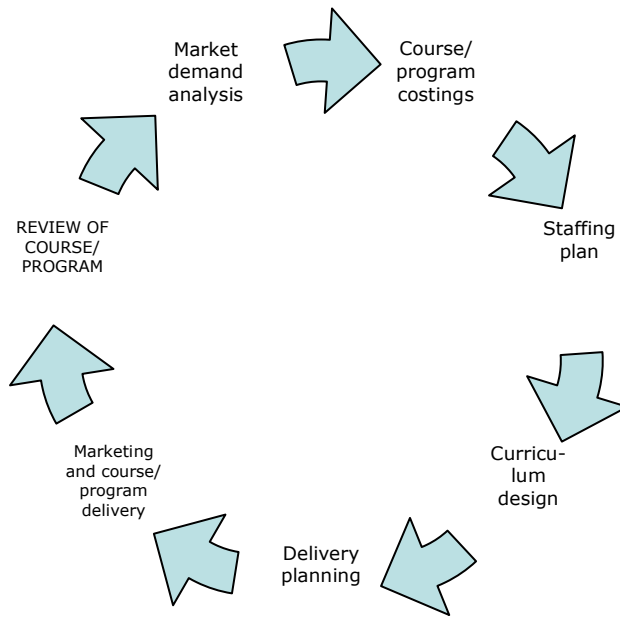
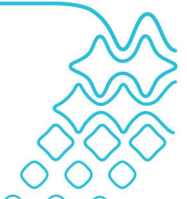


Figure 2

Conclusion

Taken together with other materials, especially those presented in ADDENDUM E, these conclusions, based on two “field-work” experiences, both involving a project team and an extended timeline, provide a check-list of issues against which curriculum design and curriculum delivery can be assessed.



ADDENDUM B

The strategic approach to learning and teaching issues

Introduction

During Phase II of the project, the project director recruited a dozen participants for a curriculum leadership mentoring program. The group included participants in charge of

- The Healthcare Team Challenge
- The Religion Bazaar
- Enabling Teaching Scholarship in Engineering
- Critical Legal Thinking
- Curriculum Renewal in Occupational Therapy
- Sequence of Study in Journalism
- Postgraduate clinical psychology
- Accreditation issues in business
- Postgraduate coursework in applied linguistics
- Curriculum renewal in Multi-media design
- Postgraduate law
- Postgraduate Music therapy

The program served several purposes, including: (a) bringing these leaders, some informal, some more formally recognized, together with their peers; (b) introducing them to senior University leaders in learning and teaching, for example the Deputy Vice-Chancellor (Academic) and the Director of TEDI; (c) introducing them to some of the findings of the project; and (d) mentoring them in their own development of leadership in curriculum-related issues.

Once again, we were pleased with and tried to be respectful of the diversity of problems, perspectives, and material (and other) resources that were associated with the different projects of these participants.

The key outcome

More than any more substantive outcome of this mentoring program—and there were several—was the realization, by the project team, that some of the participants in the program were working at different levels than we were ourselves focused on. So, for example, while some projects *were* associated with sequence-of-study issues, others were at a higher level altogether. A good example is the Postgraduate clinical

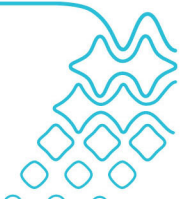


psychology project, which was aiming for ALTC grant support (and in due course received it), but was concerned with sector-wide issues of curriculum in clinical psychology. At the other end of the scale was, for example, the critical legal thinking project (supported, in due course, by a UQ Teaching and Learning Strategic grant), which was aimed at sub-sequential, indeed unit-of-study issues. This was one kind of diversity which we decided to respect. While we were interested in sequence-of-study issues specifically, we were willing to see how our findings might interact with teaching and learning issues which were not primarily at this level.

Another form of diversity also presented itself. While some of the projects, at whatever level, were primarily curriculum-related, others were not. For example, the project associated with the accreditation of business programs was primarily associated with evaluation issues, not strictly or narrowly curriculum design issues. Similarly, the Religion Bazaar project was concerned primarily with pedagogy. So, as well as expanding our range to include sub- and supra-sequential curriculum issues, we decided to see whether we could also expand it to include the full range of issues related to teaching and learning—e.g. curriculum, pedagogy, assessment, and evaluation.

This led us, in due course, and after discussion with the participants, to the hypothesis that much of what we had discovered about sequence-of-study curriculum design and leadership issues might be “scalable” and “portable” in the sense that it could illuminate issues in other areas—e.g. pedagogy or assessment—and at other scales of concern—e.g. the unit of study or the suite of programs.

Another, and potentially crucial learning on our part (also widely noted in discussions of teaching leadership) is that “leadership” might itself be an uncongenial term to be using in this context. Notwithstanding the fact that the participants in this program were, in one or another way, leaders in teaching and learning at the University, many of them did not perceive themselves as being leaders and were not entirely comfortable with the idea that they were. In part, this was modesty. In part, it was discomfort with the idea that, in many cases without formal positions let alone effective authority, they might be expected to lead others. This led to the third key insight, namely, that some other way of presenting the issues might secure more uptake, especially in the sense that potential participants would not be put off by the notion that they were expected—without portfolio, without resources, and without “authority”—to lead others. What we have settled on, tentatively, is the idea of a “strategic approach”.



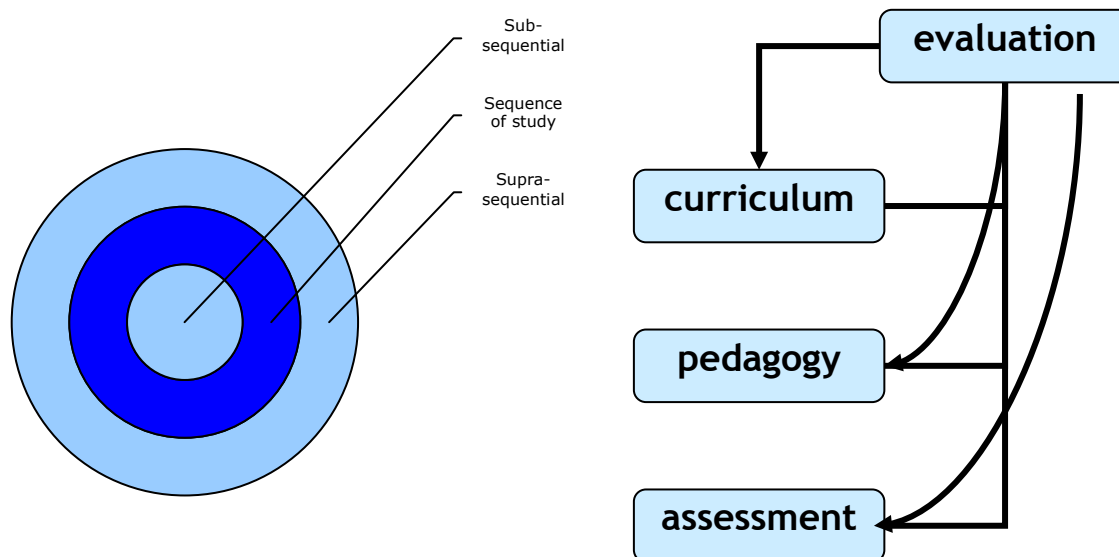


Figure 3

What we say of the participants in this mentoring program is that they are taking a strategic approach to issues of curriculum, pedagogy, assessment, and evaluation at various levels from modules within a unit of study to sectoral variants on an accreditable professional program.

Of course, it remains to develop in more detail what such an approach might encompass.

The strategic approach

What we have come to think, and as attested to by our colleagues, is that there is a way of looking at *any* issue, at *any* scale, in relation to learning and teaching that is the (or at least a) strategic way of looking at that issue.

Since the ideas we are going to introduce function at any scale and in relation to any issue, we call them, with apologies to the mathematicians, *fractal concepts*. Taken together they define the *strategic perspective*. Here they are.

The horizon

There is, in relation to any issue of teaching and learning an *horizon*. By this we mean that there are opportunities and challenges that constitute the environment in which the issue is set. So, for example, for a first-year unit of study, some of the elements on the teaching and learning horizon for that unit are

- the prior experience of the students enrolled in that unit—e.g. whether they studied the same subject at school; and
- the way in which that unit is situated in relation to others—e.g. in different subjects (which are part of the same degree program) or at different levels (e.g. does it function as a prerequisite for upper-level study?).



For a program of study (a degree program), the horizon might look different, but the notion that there *is* an horizon remains relevant. So, for example, for a bachelors-level program, the horizon might include

- the different programs of the same kind that are offered by other universities—both in respect of benchmarking for excellence and in respect of recruitment; and
- the programs of different kinds that students might also be attracted to (and what this means for recruitment and retention).

The notion of an horizon, of an environment against which any given curriculum issue should be situated, is the first element of our proposed strategic perspective. The strategically minded project team will ask: What is the horizon in this sense for our project?

The local environment

Staff attempting to deal with a teaching and learning issue strategically will, of course, need to contextualise it in relation to the horizon, as defined above, but also in relation to their own local environment. This is particularly important in relation to resources issues, on which the success or failure of a project can often depend. At whatever scale and in relation to whatever sort of issue, there are certain kinds of resources and personnel issues to recognize and deal with. For example

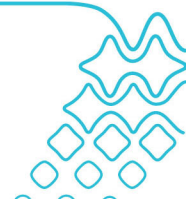
- Who needs to be recruited to address this issue?
- How can we secure their engagement with this issue?
- How can we find time to address this issue?
- What expertise is available to support our attempt to deal with this issue?
- What sorts of institutional support, including funding support, can be recruited to facilitate this project?
- What are the timelines for completing the project—e.g. in relation to central approvals?
- What are the markers for the success (or failure) of the project?

All these issues arise, we believe, at whatever scale from modules within a unit of study to suites of programs within an institution or, indeed, across a range of institutions (as with the Occupational Therapy and Clinical Psychology projects). The strategically minded project team will ask: What is the local environment in this sense for our project?

Generalizing the idea of a sequence

An important insight at this point was that many of the issues that we had identified specifically for sequence-of-study curriculum design did indeed “scale” to other sorts of problems. In particular:

We found the idea of *engagement* of the student cohort to be a valuable one in relation to sequence-of-study. How can you help students “engage” with the new ideas and approaches of a particular discipline? But this idea certainly “scales” up and down. Even within a unit of study there are ongoing “engagement” issues. If



there is, for example, a particular juncture in a unit of study where “troublesome knowledge” is encountered, then we can expect engagement to become a crucial issue at that juncture.

A related idea, also scalable, is that of “*threshold*” issues (generalizing from the idea of “threshold concepts”). These might include new forms of learning that students need to master before they can pass over the threshold to a more open horizon of learning possibilities. They might include specifically conceptual issues or, indeed, skills issues which are crucial for the “signature pedagogy” of the particular discipline.

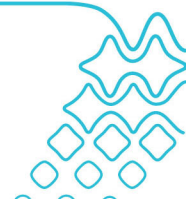
Within a sequence of study, *progression* from one level (year one) to the next is of course a crucial issue of curriculum design. How does a level-1 unit of study prepare students for more advanced work? How can level-2 courses come to be seen as part of a “throughline” with their level-1 prerequisites? But progression, in a more general sense, is always an issue in relation to curriculum, pedagogy and assessment, at whatever scale. The student completing a capstone undergraduate course may or may not progress to honours work. The student completing a particular kind of assessment task may progress to more sophisticated kinds of tasks even within the same unit of study.

There is much discussion, in relation to sequence-of-study issues of curriculum design, of the “*capstone*” experience. Typically, this means a unit of study which students complete as their last unit of study for a particular program or major and which embeds opportunities, for example, for students to reflectively synthesize their work, over a number of semesters, in this area of study. More generally, however, every teaching and learning issue, at whatever scale, has, like the sequence of study, a gateway, a progression, and a capstone. For example, in relation to unit-of-study assessment, we might have, as the gateway, a class devoted to preparation for the task, as progression a series of workshops in which students develop and critique drafts, and, as capstone, a feedback forum in which students reflect on their own performance.

Finally, we always, we believe, have issues of “*out-placement*”, if you will. At the sequence-of-study level, this might mean, most obviously, that students completing a major or a program of study will have and should be informed about a range of options where they convert what they have achieved so far into further opportunities. More specifically, someone completing (via a capstone unit) a major sequence might have options to undertake honours or coursework postgraduate study or to seek employment. These are options for “out-placement” from the major sequence. But, again, all this scales up or, especially, down. Someone completing a gateway unit of study has various options—to undertake further units in the major for which that gateway unit functions as such; to consider related areas of study; to reconsider their interest in this area of study. Similarly for assessment at the unit-of-study level. How do we transition students from one assessment task to the next?

We have, then, five concepts which structure the strategic perspective in relation to learning and teaching. They are:

- student engagement
- learning thresholds
- progression
- capstones



- out-placement

These concepts, we claim, (a) scale to any size, (b) have resonance with curriculum, pedagogy, assessment, and evaluation, and (c) taken together provide a checklist for project teams to ensure that they have conceptualized the issue in a thorough way. Conversely, teams which ignore these aspects do not, to that degree, undertake their projects *strategically*. That is our submission.

There are two further features to complete our account of the strategic perspective.

Evaluating the project

Crucially, of course, we must, with whatever kind of issue and at whatever scale, evaluate the project. This will require establishing indicators of success or failure and of employing whatever technologies are appropriate to see what these indicators might show about the effects or outcomes of the project. So, for example, if we want to improve a certain kind of “out-placement” from a level-1 gateway unit of study, we might do before-and-after measurements of “uptake”, at level-2, in that particular area of study. If, on the other hand, we are engaged with facilitating “threshold” experiences for students, we might want to assess, before and after, their grasp of the relevant concepts or skills.

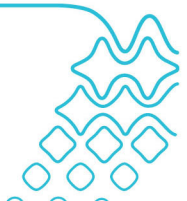
Evaluation, in all cases, involves (a) assessing the efficacy of the change induced by the implementation of the project, and, crucially, (b) allowing the results of this assessment to influence, where need be, the revision of the project, so that, for example, a “threshold” project which doesn’t improve students’ mastery is revised until it does.

All this is rather banal (we mean our presentation, not the topic *per se*), but it does set a question for project teams that is intrinsic to their proceeding strategically: How can we assess the outcomes of the project and use this assessment to improve it?

Embedding the practices

The ALTC has given considerable emphasis, in its own policies and practices, to what it calls “dissemination”. This is in our view an unfortunate term for what is, we believe, two distinct desiderata. First of all, there is dissemination in the rather straightforward sense of propagation of the ideas developed during the project, its key learnings, to other who might have an interest in them—e.g. through presentations, publications, workshops, and the like. Secondly, though, there is the issue of sustainability, also clearly important in judging the success of strategic funded enquiry in this area. If we have discovered a good way of doing something in the area of teaching and learning, then we want to *embed* that way of doing things into ordinary operational activities at the relevant level. So, for example, if we experiment with capstones in a particular program, and if evaluation shows that the experiment was a successful one, then we will want to ensure that the particular (successful) arrangements are put in place for future students.

We think that embedding has three related and sometimes complementary aspects:



Schematically, we have something like the following.

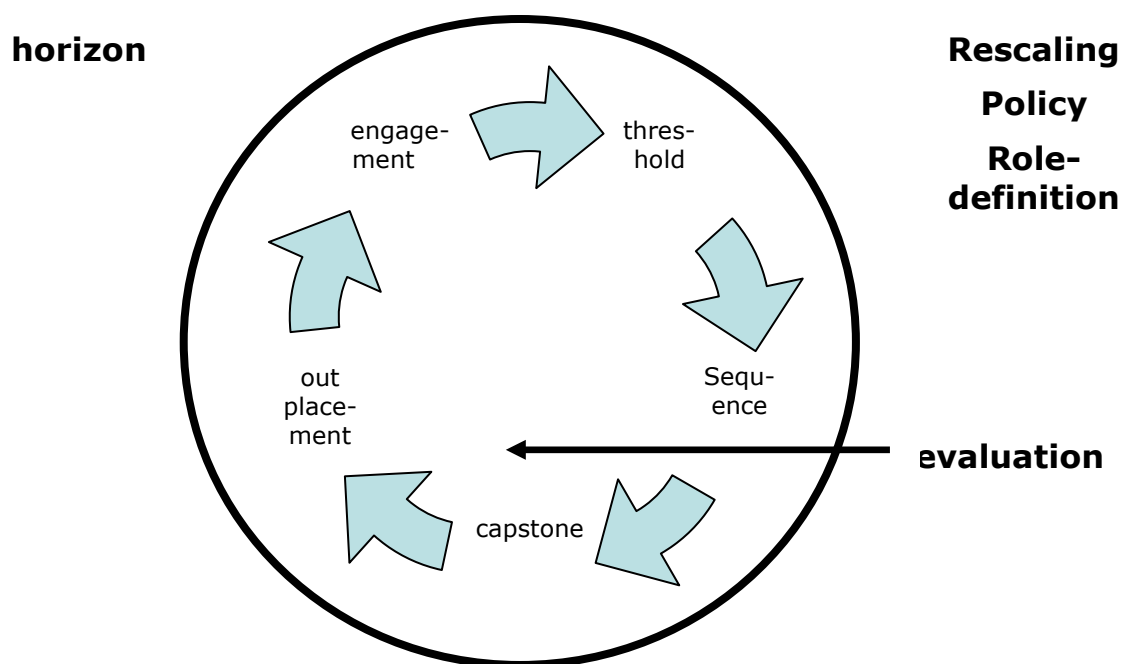


Figure 4

If we have conducted an experiment at a certain scale and it has been successful, then we might, to embed the project's results, scale the activity or process up to its highest appropriate level. (E.g. a capstone experiment works in one area of study, so introduce it more widely across the various relevant programs.) This is embedding by *scaling up*.

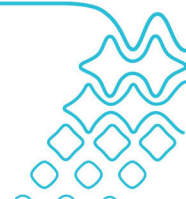
Sometimes we discover, through a strategic project, a practice that works (or works better than existing practices). One way of embedding that practice is through policy. We make it a policy that this practice be adopted. This has the capacity to embed a successful and strategic practice across the institution. This kind of embedding turns what we did (successfully) into *policy*.

Finally, we sometimes discover, through our enquiries, that empowering a team or an individual to engage in strategic activities yields good outcomes. In this case, we might want to make these activities the specific responsibilities of a new (or add them to the existing responsibility for an existing) *institutional role*.

These are three crucial mechanisms for embedding.

Conclusion

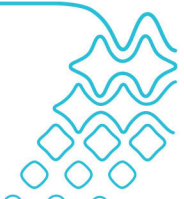
Individuals and teams working at any level of concern and on any aspect of the teaching and learning nexus can adopt a *strategic approach* to the opportunities or challenges they are addressing. Through the various forms of engagement we have had ourselves, we have developed an approach which is, we believe, both scalable and portable. It extends beyond curriculum to pedagogy, assessment, or evaluation. And it works at any level from the module within a unit of study to a suite of



programs. Its key constituent elements are easily grasped and have been affirmed by our Working Parties and our project participants. They are:

- the horizon,
- the local environment,
- sequential issues,
- evaluation and
- embedding.

For more information about sequential issues, see ADDENDUM E. For more on the project management aspects, see ADDENDUM H.



ADDENDUM C

Changes to staff policy at the University of Queensland

One of the key deliverables for the project was the implementation of

- changes to University staff policies and procedures to ensure appropriate recognition, remuneration, and resourcing of middle-level academic leaders.

As indicated elsewhere (see especially ADDENDUM D), proper recognition of staff performing curriculum leadership roles is a sine qua non for the success of any larger project of supporting individuals playing these roles.

Happily, the project coincided with a period of renewed interest in the promotion of teaching and learning at the University. This was reflected, *inter alia*, in the introduction of “teaching focused positions” where the expectation is that people in such positions will provide leadership and support that leadership through scholarship of teaching activities and projects.

With the support of the then Pro Vice-Chancellor (Teaching and Learning), now the Deputy Vice-Chancellor (Academic), a revision of University policy was, in fact, an early outcome of the project (and of other, unrelated initiatives).

Prior Policy

The role of the sequence-of-study convener or curriculum leader was not acknowledged in existing University of Queensland policy at the time the Closing the Gap project was initiated. This gap is shown clearly in the subsequently superseded policy, 5.80.12 Academic Promotion (Levels A-D), and, especially, in the section, MINIMUM STANDARDS FOR ACADEMIC LEVELS, where we find the following passage, innocent, for all intents and purposes, of any awareness of the sequence-of-study role, except in the case of a full degree program:

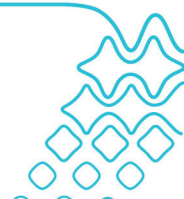
A Level B academic ... may be required to perform the full academic responsibilities of and related administration for the coordination of an award program of the institution.

A Level C academic ... may be required to perform the full academic responsibilities of and related administration for the coordination of a large award program or a number of smaller award programs of the institution.

Amended Policy

The University’s policy 5.70.17 Criteria for Academic Performance, adopted in September of 2007 clearly reflects a more nuanced and explicit recognition of the range of academic leadership roles and, in particular, makes it clear that the role of sequence-of-study convener is recognizable, for the purposes of promotion, and, indeed as a normal expectation of staff at certain levels, as a leadership role. So we find, in particular:

In teaching, a Level C academic ... may be required to demonstrate successful coordination of a significant aspect of a program (e.g. a major, a clinical teaching unit or a field of study), or a significant contribution to the development or coordination of teaching in their school or faculty.



Finding on Recognition of the Working Parties

The changes described above reflected the deliberations of two Working Parties. A large Working Party, recruited from academic leaders across the university, concluded, after reflection on the “job design” literature, that a sequence-of-study curriculum leader’s role might be usefully articulated as follows:

The leader’s primary duties are:

marketing the program;
course and program planning advice;
careers advice;
practical support and guidance for current students.
management and administration of the major/program;
alignment of the major/program to faculty-wide policies and practices, especially in relation to quality control;
strategic management of the major/program and for proper student administration;
development of curriculum for the major/program
oversight of pedagogy for the major/program and its relation to content and outcomes

Associated capabilities and knowledge include:

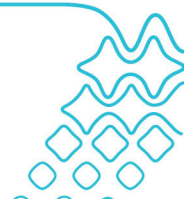
comprehensive and up-to-date knowledge of program structure and course choices, especially in relation to first year;
good understanding of students’ career goals and of their career prospects, especially as they may be enhanced by work in the program/major.
knowledge of School, Faculty, and University approval processes, evaluation cycles, strategic directions, and operational goals;
knowledge of operational issues associated with course scheduling and class timetabling;
information about the content and pedagogy associated with the individual courses which make up the major/program.
knowledge of curriculum and pedagogy for the discipline and the program

Based on these inputs and after further deliberation informed by human resources and industrial relations expertise, a second, smaller Working Party offered the following role description for sequence-of-study leaders:

To coordinate development of curriculum, oversee pedagogy, lead and manage delivery, and provide service for students at major, program or discipline level to ensure quality outcomes.

This smaller Working Party offered the following clarifying observations:

- In delineating the leader’s responsibilities and capabilities, we should be aiming for a role description, not a position description, as leaders will typically play other roles.
- An additional element of diversity was noted. In some cases, there was a one-to-one mapping between major and discipline and in some cases there was not, either because the discipline figured in more than one major or because the major was serviced by more than one discipline. In the case where the major convener was also discipline convener, their duties might also include representing the discipline externally as well as managing the major per se.



- In considering the workload associated with the role, we should bear in mind that, under the Enterprise Agreement, workload formulae and their application are negotiated at the level of the academic organizational unit—typically the School. Any issues which we identify in relation to workload will have to be couched in terms which are consistent with this crucial point.
- It is useful to associate with each of the key tasks of the role the corresponding capabilities, which suggest, but need not be strictly interpreted as, selection criteria for the role.
- It is acknowledged that the role is structurally anomalous, in lacking, typically, any place or visibility in “line management” schemata and also, typically, in lacking any supervisory powers or budgetary autonomy.
- It is acknowledged that, typically, there are an increasing number of “management” roles to be played within each academic organizational unit and, accordingly, shortages both of candidates for the leader’s role and of time and resources for leaders to play their roles effectively.
- Given the dimensions of the role, it is appropriate that we flag the desirability that it be played, normally, by someone at Level C or above.
- It is vital that the role be conceptualised as a collegial one and that the leader’s relationship with their Head of School be identified as a crucial one.
- It is vital, in approaching the task of devising a role description, that we retain open texture—to facilitate and encourage local interpretation to reflect different circumstances in different cases.
- The language of “marketing” is not perhaps appropriate for those of the leader’s duties that might be so described in a different institutional and cultural setting.

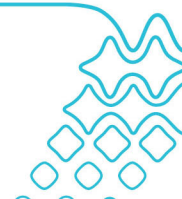


ADDENDUM D

Working Party Materials

In this ADDENDUM, we provide some of the “stimulus materials” that were used with our Phase 1 Working Party and some record of the deliberations of that group. Many of the results reported in the Final Report and in other ADDENDA are derived, directly, from the deliberations of the Working Party, whose members, shown below, were drawn from a range of different discipline areas and who had a variety of functional roles, but all of whom were identified, by their supervisors (usually the Dean of their Faculty) as a curriculum leader.

	School	Faculty
Greg Hainge	Languages	Arts
Susan McKay	English	Arts
Phil Poronnik	Biomedical Sciences	Science
Bernie Degnan	Biological Sciences	Science
Sylvia Rodger	Rehabilitation Sciences	Health Sciences
Tina Souvlis	Rehabilitation Sciences	Health Sciences
Glen Coleman	Veterinary Science	NRAVS
Donald Irving		NRAVS
Mark Schulz	Engineering	Engineering
Caroline Crosthwaite	Engineering	Engineering
Eric Chui		Social & Behavioral Sciences
Gloria Dall'Alba	Education	Social & Behavioral Sciences
Donna Pendergast	Education	Social & Behavioral Sciences
Fiona Rohde	Business	BEL
Fred D'Agostino	Carrick	Arts
Mia O'Brien	Carrick	TEDI



MATERIALS FOR THE FIRST MEETING

The Project

The University of Queensland recently received a three-year \$183,000 grant from the Carrick Institute to support work on designing a staff recognition and development program for conveners of majors, directors of programs, and others of that ilk.

Phase I of the project has three key aspects:

Development of position descriptions for targeted leadership roles. Conveners of majors, program directors, and chairs of undergraduate studies committees appear, typically, not to have formal duties statements. Development of such position descriptions is partly a matter of functional analysis (what, according to University policies and larger strategic imperatives, should such staff be deputed to do?) and partly a matter of empirical enquiry (what, typically, do such staff actually do?). In fact, the development of position descriptions is a *sine qua non* for the project as a whole. Without agreed position descriptions, we do not know the range of duties for which appropriate leadership development programs needs to be designed.

Identification of incentives for participation, by middle-rank academic leaders, in staff development programs that build leadership capacity. Without anticipating the results of our enquiries, we can expect issues of workload allocation, financial remuneration, and recognition for the purposes of promotion, permanency, study leave, and the like to figure prominently in those enquiries.

For Phase 2 work, survey and collect existing literatures and other resources about

- curriculum development in higher education;
- staff development for academic managers; and, in particular,
- staff development to support leadership in curriculum development.

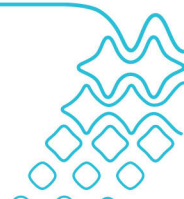
This Phase I Working Party will concentrate on the first two tasks; a Research Assistant is being employed to assist with the third task.

Background to the Project

In the course of preparing for the BA Review, the Arts Director of Studies discovered that few conveners of majors taught into that degree were properly recognised for their work or supported in undertaking the full range of duties that might be associated with their role. He also discovered, through a student survey conducted as part of the BA Review, that students identified themselves in terms of their major. (“I’m majoring in English ... or Psychology ... etc.” rather than “I’m doing a BA”.) Later, he discovered that the situation was much the same for the BSc and for a variety of undergraduate degrees at the University of Melbourne.

Crudely, the major (or program) is a structurally important element of many undergraduate degree programs and a psychologically salient feature of most students’ experience of their undergraduate work, but the work required to ensure that the major is run properly is neither recognised (e.g. in workload or for promotion) or supported (e.g. through the sorts of staff development programs that *are* available to support conveners of individuals courses, etc.)

A little reflection will show, we think, that the major/program should be considered of strategic importance, especially in relation to key University imperatives in learning and teaching—to wit:



- the development of learning communities;
- the embedding of graduate attributes;
- internationalisation;
- flexible learning;
- research-rich teaching;
- recruitment for honours and post-graduate study;
- the development of alumni relations;
- benchmarking of institutional activities against the performance of national and international partners and competitors;
- curriculum review and renewal;
- preparation for lifelong learning;
- enhancing the first-year experiences;
- commercial, industrial, and community networking;
- reference group scrutiny of curriculum development and learning outcomes, including professional accreditation and certification;
- management of attrition and of student progress;
- delivery of careers advice, mentoring, and pastoral care.

The Carrick grant project will, over three years, attempt to close this gap (between the importance of the major/program and the inadequate support for conveners) by

- developing new workload and HR policies that would properly recognize the potential dimensions of the role of major convener or program director; and
- devising and implementing a staff development program for major conveners and program directors, and other playing similar roles.

The Task of the Working Party

As indicated, our task is, first, to develop a position description for major conveners/program directors. To begin, I suggest that we consider the following materials, from the Hay Group, a personnel services firm, on the general framework for developing a job description. We can begin our discussions at our first meeting and continue them at our next meeting, at which we should also discuss the range of work recognition issues that are also of importance.

Hay Group Job Analysis Principles

What is involved?

The method is based on the interaction and relationship, in any role, of the following three factors, Know-How, Problem Solving and Accountability:



Input		Processing		Output
Know-How	→	Problem Solving	→	Accountability

Any job or role, in whatever organisational context, exists to provide some contribution or output to the organisation in which it works – its Accountability.

Achievement of the Accountability demands an input of knowledge, skills and experience – the Know-How.

To turn the Know-How into results, it must be used or processed to solve the problems which arise in the job – the Problem Solving.

To refine and make for more focused evaluation, each factor is considered in terms of either two or three facets.

Know-How

- Technical and procedural knowledge/ skills.
- Planning, organising and managerial skills.
- Human relations skills.
- Problem Solving
- Thinking environment.
- Thinking challenge.
- Accountability
- Freedom to act.

Magnitude – the scale of events on which the job has its main impact.

Impact – the directness of impact on the chosen magnitude.

From: http://www.haygroup.co.uk/services_lines/commitment/reward_design_job.asp?goto=expertise.

For discussion:

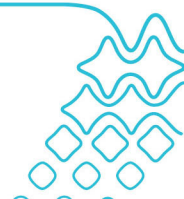
What are the elements of know-how that the convener/director role requires?

What are the activities they convener/director must engage in?

What are the outcomes the convener/director is responsible for?

A Draft Position Description

A “functional analysis” of the role of major convener/program director should start with existing University policy. (Of course, how much of what major convenors *should* do they *can* do depends on what we resource them to do, both in terms of staff development and in terms of workload and career recognition.)



HUPP 3.20.8 Curriculum Review provides for annual and triennial curriculum review of major sequences such as those found in the BA and BSc degree programs. Antecedent to curriculum review, as important as that is, is curriculum design, and the fundamental principles of curriculum design for tertiary programs of study are not, as far as we can ascertain, well articulated at the current time.

Two of the most important duties of the Convenor/Director, then, are curriculum design and curriculum review.

Recruitment and retention issues have figured in both the BA and BSc reviews at UQ, as has the desirability of improving cohort characteristics, especially in recruiting better-performed students. These issues too should properly be a matter of concern for the Convenor/Director.

In particular, a Convenor/Director should

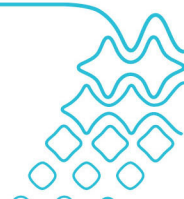
- prepare a plain-English account of the nature and value of their discipline or subject for inclusion on recruitment-oriented websites and in Prospectuses;
- recognize, in the preparation of recruitment materials, the issues that are important to students, their parents, and their careers counsellors (e.g. their career aspirations);
- identify and devise strategies for reducing attrition of students who are enrolled in that major or in the introductory-level courses for it.

This last point suggests an important matter. First-year courses are of considerable strategic significance for the program/major. In particular, they need to be aligned to students' antecedent knowledge and skills in order to engage student interest, extend students' range, but without losing touch with students' prior experience of learning (if any) in that subject. But first-year courses also need to provide a solid foundation for upper-level study, both in content and in skills development. Ensuring that both these objectives are addressed is a matter for the Convenor/Director, working in conjunction with course convenors. While it will normally lie outside a Convenor/Director's remit and powers to staff and resource first-year courses, it might nevertheless be h/er responsibility to liaise with relevant Heads of Schools to ensure that staffing and resourcing reflect the strategic importance of these gateway courses.

Just as students encounter the major initially in terms of its first-year courses, so too do they have an opportunity to achieve some closure in relation to their studies through the capstone third-year courses for the major/program. These too should be a focal responsibility for the Convenor/Director. S/he will liaise with course convenors and Heads of Schools to ensure that these courses provide students with adequate opportunities to synthesise or reflect on their previous learning, to be introduced to more advanced research topics and techniques, to be recruited for Honours and other post-graduate study, and the like. In designing proper capstone courses, only the Convenor/Director, or at least especially the Convenor/Director, will have an appropriate perspective, based on h/er understanding of the whole suite of courses which make up the major/program.

Notwithstanding my comment that curriculum design for majors/programs is not well researched and theorised, we have already identified a number of elements that Convenors/Directors will need to take into account. For example:

- identification of program-specific graduate attributes;
- progressive realisation of these graduate attributes over the entire multi-year course of study, with elementary level engagement at first year, and so on;



- the inclusion, throughout the sequence, of problem-based learning opportunities, encounters with exciting contemporary research in the field, and of e-learning support for students.

Finally, the Convenor/Director needs to be resourced so that s/he can play a proper role, one which is often now ignored in some programs, of student advisor, advocate, and supporter. This will involve, among other things,

- playing a role in the Communities website in monitoring discussion boards developed for the major/program;
- interviewing final-year students individually, or in small groups (perhaps in conjunction with their capstone studies), to assist them in planning for the future;
- identifying oneself to first-year students, perhaps in a gateway lecture, to ensure that students know that it is they who are their first point of contact for issues about the major per se;
- convening focus groups of students in relation to curriculum design and development and to comment on recruitment strategies.

Another Draft Position Description

Duties and activities for Convenors of Majors (Categories of distinctive types of knowledge, expertise, and experience?)

Overview

It is likely that a major convenor will have oversight of a major field of study or specialisation in terms of:

The Curriculum: articulated within major-specific graduate attributes and the related suite of courses that comprise the major, including a gateway course (1st year) and a capstone course (3rd year); evaluation and review of the curriculum; oversight of the subject matter and learning experiences within courses and their connection to key areas of research, as well as practice-oriented/ employment pathways etc.;

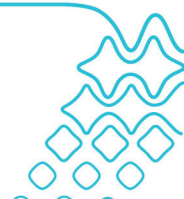
Coordination and Leadership of the Major Teaching Team: specifically the individual course coordinators and teachers related to the major; implies leadership and coordination in terms of pedagogical approach, facilitation of cross course coordination and collaboration with stakeholders (internal and external) etc.;

Management and Administration of the Major and Courses: including activities related to the marketing and communication of the major to others (upwards/downwards/outwards), oversight of the recruitment of students; identification of issues (e.g. attrition) within the major; the identification and management of resourcing needs; oversight of course approval processes;

Establishment and Coordination of Major Learning Community and Activities: perhaps this is included within above?; but specifically to oversee the establishment and coordination of a sustained learning community for the major (extra-curricula).

These preliminary categories have been created in order to make initial distinctions between what appear on the surface to be qualitatively different areas of knowledge, skill, expertise and experience.

For example, the category '*Curriculum*' will require sound understanding of curriculum (and



assessment) design principles, contemporary learning theory and approaches, disciplinary pedagogies (if they exist) and pedagogical leadership, educational evaluation processes and strategies, and the principles of reflective practice. This category would also require a working knowledge of several UQ policies and protocols (e.g. the course profile policy; the majors policy; and the curriculum review and teaching quality assessment process; and the evaluation processes within UQ).

In contrast, the category '*Coordination and Leadership of the Major Teaching Team*' may require skills and expertise of a different order, informed perhaps by an alternative knowledge base; these would include leadership and people management abilities (to bring people together, to motivate, to engage teams of people, to resolve perceived difficulties or impediments, etc.); a knowledge of relevant HR and A&P processes and the relevant policy; an understanding of staff development opportunities and professional learning principles; excellent interpersonal skills and awareness; and abilities to develop and sustain the vision and persistence of the team. (!)

Notes of Second Meeting

Comments on Notes of First Meeting

A wide-ranging discussion suggested the following points to incorporate into a more adequate account of the issues we discussed at our first meeting.

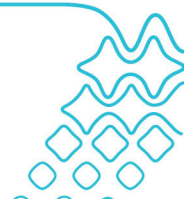
In the organization charts, it would be helpful to colour-code the different “levels”—discipline, School, Faculty, and University, as this would show the range and also the impermeabilities affecting the CONVENER’s ability to discharge h/er duties.

Along the same lines, we need to enunciate and then pursue the acknowledgement of the fact that, typically, CONVENER is not a “line management” role. The absence of CONVENERs from a line management schema is both a symptom and a cause of their relative disempowerment. It makes them invisible to the university senior executive. A clearer and more concretely specified set of delegations would assist in securing the role.

The issue of “recognition” is therefore primary in that, without it, there can be no proper development of the role and recruitment of the support which it requires if it is to be discharged effectively. (This, by the way, is the point that Knight et al. make (on page 8 of the Notes of First Meeting), when they mention the importance, for the persistence of progressive change, of the tolerance of people for change, the ability of the institution to accommodate change, and so on.)

Discussion of curriculum and the role of the convener

An important distinction emerged from discussion of the objectives or outcomes of curriculum. This is the distinction, as I would describe it, between destinations and horizons. In some programs, or at least in some mythologies (see below) about some programs, students are tracking towards a pre-identified and specific destination—e.g., indeed typically, a particular career or profession such as Occupational Therapist or Accountant. In other programs (or according to *their* mythologies), there is no typical concrete destination, but, rather, a horizon of potential opportunities. So, for example, the Arts graduate could find h/erself pursuing any of a large number of careers. This distinction may be important in understanding design problems for curriculum and pedagogy, and also in recruitment of students to programs. It also raises an issue about the use, in non-vocational programs, of a reference group which might function analogously to an accreditation body in the case of so-called vocational programs. (If students are oriented towards a horizon rather than a destination, then whom do we include in the reference group?)



The idea of curriculum ideologies (a la Toohey) was considered too crude to reflect the internal diversity in content and pedagogy. In any given course, and certainly in any given major, there might be more than one, indeed there might be all the supposedly distinct, curriculum ideologies in play. We considered whether this might, in fact, be advantageous, particularly in view of the point about horizons. If students enter a program with a variety of different orientations towards their futures, then no single curriculum ideology, if rigorously implemented, could actually cater for this diversity of orientations. The same point might be made about staff contributing to teaching. They too are likely to have a variety of different attitudes towards the so-called curriculum ideologies and their practices are likely to be, perhaps even changing, blends of them. A Procrustean flattening of this diversity would be difficult and, given the point about student diversity, counter-productive.

A key meta-level goal of curriculum design is therefore to allow for, use, and support diversity in curriculum ideologies (and in other relevant elements).

It was suggested—though the wording which follows is mine rather than any that was used during our conversation—that there might be generational differences that affect the ways in which students understand their teachers and vice versa. This perhaps reflects a point I made when summarising discussion at the First-Year Experience Second Workshop—namely, that university *culture* is something that many students have to acquire more or less as they would a second language. Denizens of the university are highly acculturated and tend to interpret events within their spheres of activity according to their culture's values and worldview. But commencing students may well arrive with different values and worldviews and may therefore struggle to assimilate themselves or to be happy with assimilating themselves to their new environment. This is a matter to be approached, perhaps, as one of cross-cultural understanding, and is perhaps preliminary to actual subject-specific teaching. This issue has both trivial and profound elements or aspects. Trivially, there is the welter of university terminology and procedures. Profoundly, there is, to return to my starting-point, a generational difference, e.g. between Boomers and Gen Y-ers, or between the culture of verbal literacy and the culture of visual literacy, etc.

One of the most important duties of the CONVENER, relevant to recruitment and retention, but also to curriculum design and pedagogy, is to understand and to work to dispel the *mythologies of the disciplines*, especially in relation to “false positives” (attractive but false pictures) and “false negatives” (unattractive but false pictures). Both kinds of mythologies create difficulties. Students cannot be recruited and retained in programs which have highly salient false negatives. Students may be recruitable to but may be difficult to retain in, or at least to keep from being alienated by, programs where there are highly salient false positives. While graduate outcomes (what kind of jobs are available?) are one element of these mythologies, there are others, including, especially, issues about process and content—e.g. “too much” stats in psychology, etc.

Summary of the Information Survey

Mia O'Brien developed a survey about curriculum leadership, as follows, including my summary of the range of individual responses:

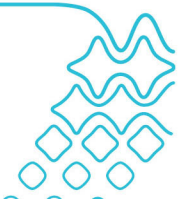
- Management and leadership of curriculum in HE – Information Survey
- What are main curriculum drivers (aspects of influence over curriculum decisions) for your major/program?
- Student outcomes
- Student expectations



- Discipline goals
- Profession/accreditation/external stakeholders
- Restructures
- Cyclical reviews
- Management committee
- Role-players (e.g. DoS, conveners)
- Who are the most important stakeholders or what is the major point of reference for curriculum decisions?
- Students
- Staff
- Potential employers
- Professional bodies
- T& L Committee
- Director of Studies
- Discipline Heads
- Other schools
- Who are the other stakeholders and how are their requirements met?
- Other programs (for benchmarking)
- Executive
- Students
- Administrative staff
- Employers
- Professional bodies

What different types of activities related to curriculum are YOU are involved in, and with whom? (These may range from course approvals to the management of course coordinators/teaching teams, to curriculum review and renewal.)

- Overview of major/program
- Course approvals
- Program and major content
- Annual TQA/curriculum review



- Accreditation
- Management of course conveners
- Engagement with stakeholders
- Overview of assessment
- Oversee curriculum mapping

Have you ever driven curriculum development and/or change? If so what were the most important facilitators and impediments? What was the “take-home message” from your experience?

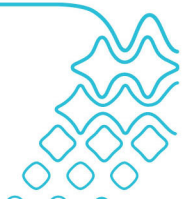
- Having staff on board is a facilitator
- Having time allocated is a facilitator
- Consultation/communication with affected parties is a facilitator
- Resistance to change is an impediment

What activities related to curriculum should you be involved in, which you don't have the opportunity/resources/remit to undertake?

- Implementation at course level
- Oversee and evaluate the outcomes of change
- Consultation with colleagues
- Contact with secondary schools
- Contact with employers

In relation to each of these questions (above), what areas of your own knowledge, expertise or influence would you most like to improve and why?

- Contextualisation of program development
- Integration and reduction of duplication
- Knowledge and process skills to oversee curriculum change
- Expertise in curriculum design
- Skills in securing cooperation
- Document drafting skills
- Knowledge of pedagogical approaches
- Knowledge of graduate outcomes and destinations



Notes for Third Meeting

Meanwhile, back at the ranch ...

Our attempts to organise a third 2006 meeting of the Working Party were still-born, alas, as a combination of factors, including the Project Director's being on annual leave for the whole of December!, made it impossible to get a "quorum".

Members of the group have already received a summary of the activities of the Working Party so far. Two tasks remain:

to consider and discuss some of the "leadership" materials which have been before us; and under the terms of reference for this group, to identify topics for consideration by Phase II Working Party, who will be active over the next two years.

In ATTACHMENT A I have reproduced the leadership materials already distributed and added an item or two to them. Discussion of these items and any other issues about leadership in connection with the role of CONVENER should be the main focus of our discussion.

The Project Director and the Project Officer have attended a meeting of recipient of Leadership Development Grants, sponsored by the Carrick Institute and held in Sydney on 8 and 9 February. Information about that meeting is shown as ATTACHMENT B.

In line with our much-reiterated theme of "recognition", the Project Director met with the University's Director of Human Resources, Mr Denis Feeney on 15 January. Mr Feeney was supportive of the project and our discussion provided an interesting contextualisation of some of the issues we have been considering. In particular, Mr Feeney saw the project as contributing, potentially, to a larger University project associated with the idea of "succession planning" and the development of leadership capacity, especially in the light of demographic shift in the University community—e.g. the mass retirement of the "baby boomers" and a consequent potential vacuum in leadership. He suggested that deliverables for our project might include a HUPP on the role and responsibilities of the CONVENER, on the model of the existing HUPPs (shown below as ATTACHMENT C) on the role and responsibilities of Heads of School, and of Executive Deans. Mr Feeney also drew attention to a forthcoming review of the University Staff Development Committee and suggested that we might want to make a submission to that review.

Topics for discussion

Let us "brainstorm" from the leadership materials. We need to think about "leadership" in the context of the CONVENER's role but also in the context of potential staff development programs to support this, and related, roles. In this regard, I draw the attention of the Working Party to the "Head Start" program at the University of Melbourne (<http://www.hr.unimelb.edu.au/development/leadership/hdsp/headstart>). I include some information as ATTACHMENT D.|

Let's think about the topics for and composition of the Phase II Working Parties, which are called for under the project proposal. Tentatively, and not to preclude further discussion, three Phase II Working Parties with some membership possibilities as indicated

- Recognition (academic staff + Human Resources)
- Skills (TEDI + HR staff + academic staff)
- Curriculum (academic staff + TEDI staff)

would mirror reasonably closely the work we've done so far.



PHASE II WORKING PARTY ON RECOGNITION

Background

The University of Queensland secured a Carrick Institute Leadership Development grant in mid 2006 to fund a project which would design and deliver support, including professional development and institutional recognition, for academic staff playing the vital roles of program directors and major conveners—henceforth CONVENERS for short.

A Phase I Working Party, with membership from the seven UQ faculties, met in the second half of 2006 and early in 2007 to identify key elements for the project as a whole. Among these, crucially, was the matter of “recognition”—how, institutionally, and at various levels, is the role of CONVENER recognized, rewarded, and supported? Key aspects of this included, for example,

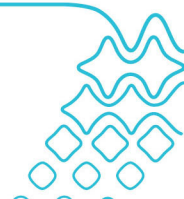
- formal recognition of the role at School, Faculty, and University levels, as shown, for example, in the development of explicit and detailed position descriptions, of the kind which exists, for example, for Deans and Heads of Schools;
- workload allocation at the School level for performing the duties of CONVENER that is commensurate with the importance of the job and the complexity of its associated duties;
- professional development opportunities of the kind that exist for Heads of Schools and for course conveners (and, indeed, for many other categories of academic staff, including casual academic staff);
- career recognition through the appointments and promotions procedures and their associated policies.

At the first meeting of the Phase I Working Party, members discussed the issue of recognition very thoroughly, as indicated in these notes:

One of the most important points to emerge from our discussion was the significance, for the role of CONVENER, of proper School and University recognition of the complexity and demands of the role. In particular, inadequate workload recognition for the role means that the tasks will be performed effectively only by staff who ignore or downgrade other important imperatives. Some staff will sacrifice their leisure or even their time for productive work-related reflection. Others will spend less time on research or on their own teaching. Or, more typically, staff may slight the responsibilities of the role, seeing, quite accurately, that to take these responsibilities seriously enough to discharge them well may be “career-limiting”. Under current University funding arrangements for teaching-related activities, there may simply be too little financial support for proper engagement with this role. (Some moderate improvement in this position might be obtained by reducing the number of majors/programs.)

More specifically, members of the working party noted that

- It is uncertain whether the CONVENER’s role should be understood, in relation to staff management policies, as teaching or as service and that some clarification of this issue would be desirable.
- More elaborated policy on the assessment, for permanency and promotion, of teaching and service activities would be helpful in ensuring recognition of the importance of the CONVENER’S role.
- There is highly variable and in some cases inadequate administrative support for the CONVENER.



- The absence of CONVENERs from line management schemata is both a symptom and a cause of their relative disempowerment. It makes them invisible to the university senior executive and even to Executive Deans and Directors of Studies. A clearer and more concretely specified set of delegations would assist in securing the role.

At the final meeting of the Phase I Working Party, it was noted that this Carrick-funded project, especially in relation to the issue of “recognition”, was well timed, as several other University-level developments in relation to staffing were coming on stream at the same time.



Figure 5

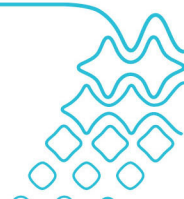
We summarized Phase I discussions of the dimensions of the role as follows:

The CONVENER’s primary duties are:

Associated capabilities and knowledge include:

- marketing the program;
- course and program planning advice;
- careers advice;
- practical support and guidance for current students.
- management and administration of the major/program;
- alignment of the major/program to faculty-

- comprehensive and up-to-date knowledge of program structure and course choices, especially in relation to first year;
- good understanding of students’ career goals and of their career prospects, especially as they may be enhanced by work in the program/major.
- knowledge of School, Faculty, and University approval processes, evaluation cycles, strategic directions, and operational goals;



wide policies and practices, especially in relation to quality control;

knowledge of operational issues associated with course scheduling and class timetabling;

strategic management of the major/program and for proper student administration;

information about the content and pedagogy associated with the individual courses which make up the major/program.

development of curriculum for the major/program

knowledge of curriculum and pedagogy for the discipline and the program

oversight of pedagogy for the major/program and its relation to content and outcomes

Phase II

In our application for Carrick funding, we stated:

The crucial outcome for this project is enhanced capacity for academic leadership, and, especially, leadership in curriculum and program development and management, among the strategically crucial but structurally neglected cohort of middle-level academic leaders. To achieve this outcome, the project will deliver:

- an integrated staff development program targeting, for members of this cohort, their leadership capacities for curriculum development and management;
- changes to University staff policies and procedures to ensure appropriate recognition, remuneration, and resourcing of middle-level academic leaders;
- a set of incentives for members of the targeted cohort to participate in this program;
- a dissemination plan;
- two evaluation measures; and
- scholarly contributions to the literature on academic leadership in higher education.

I have underlined the “deliverable” which is especially relevant to the work of this group. One of the “deliverables” for Phase I of the project, now completed, is also relevant, and our Phase II group, will need to undertake further work on this matter. To wit:

Development of position descriptions for targeted leadership roles. Conveners of majors, program directors, and chairs of undergraduate studies committees appear, typically, not to have formal duties statements. Development of such position descriptions is partly a matter of functional analysis (what, according to University policies and larger strategic imperatives, should such staff be deputed to do?) and partly a matter of empirical enquiry (what, typically, do such staff actually do?).² In fact, the development of position descriptions is a sine qua non for the project as a whole. Without agreed position descriptions, we do not know the range of duties for which appropriate leadership development programs needs to be designed.

² In Phase 3, we will need to amend existing University policy relating to staff duties and to ensure the dissemination of these amendments to academic organisational units with budgetary and personnel responsibilities for staff playing these roles.



Also relevant to our work is this statement of intent:

Planning for the design project therefore involves

- Identifying and prioritizing tasks that are, according to newly developed position descriptions, key accountabilities for members of the targeted leadership cohort. These might include curriculum review, course approval, liaison with professional and community organizations, etc.
- Identifying, for each of these key tasks, the skills, attitudes, and knowledge that are necessary for the role occupant to discharge them effectively.

KEY TASKS FOR THIS PHASE II WORKING PARTY THEREFORE INCLUDE:

- development of a position description or template for such a description for the role of CONVENER
- proposals for change to such University policies and procedural documents as refer to matters impinging on the CONVENER's duties and the recognition of this role—e.g. workload policy, the Academic Portfolio, promotions policies, and the like.

To inform these activities, a number of documents are attached, as follows:

ATTACHMENT A: Draft “duty statement” for Convenors of Majors

ATTACHMENT B: Duties and activities for Convenors of Majors[†]

ATTACHMENT C: SBS Guidelines for Program Directors

ATTACHMENT D: LCCS Discipline Coordinator Duty Statement

ATTACHMENT E: PS&IS Postgraduate Program Directors

ATTACHMENT F: Identifying and Mapping the Role(s)

ATTACHMENT G: Roles & Responsibilities of Executive Deans

ATTACHMENT H: Roles, Responsibilities and Authority of Heads of Schools and Major Centres

ATTACHMENT I: Professors

ATTACHMENT J: Guidelines for Allocation of Workload to Academic Staff

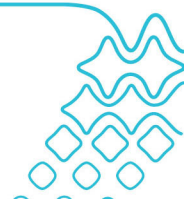
ATTACHMENT K: ACADEMIC PORTFOLIO OF ACHIEVEMENT

ATTACHMENT L: Academic Promotion (level A - D)

ATTACHMENT M: Appointment, Probation and Confirmation of Continuing Appointment (Academic Staff)

ATTACHMENT N: Academic Duties and Responsibilities (Lecturer, Senior Lecturer, Reader, Professor)

ATTACHMENT O: Report of the Working Party on the Diversity of Academic Roles



The range and diversity of these documents might well overwhelm us. To begin with, I would like to consider whether we can “boil down”, from ATTACHMENTS A-F, a more generic position statement, and one, crucially, which is “open-textured” on matters where there is considerable existing, and well-grounded diversity of practice in the various disciplines and organisational units.

We might then, at a later meeting, consider the resulting more generic document in the light of ATTACHMENTS G-I, to produce a further revised document which conforms to whatever general pattern can be detected in these already-existing documents, to which this further revised document might then become a companion.

These two rounds of drafting will give us something that we can then take to some of the University’s other policy documents, especially ATTACHMENTS J and L-N, and to the Academic Portfolio (ATTACHMENT K).

We might then close the loop by looking again at the draft generic position description. All these stages of the process might be usefully informed by the more horizontal document ATTACHMENT O.

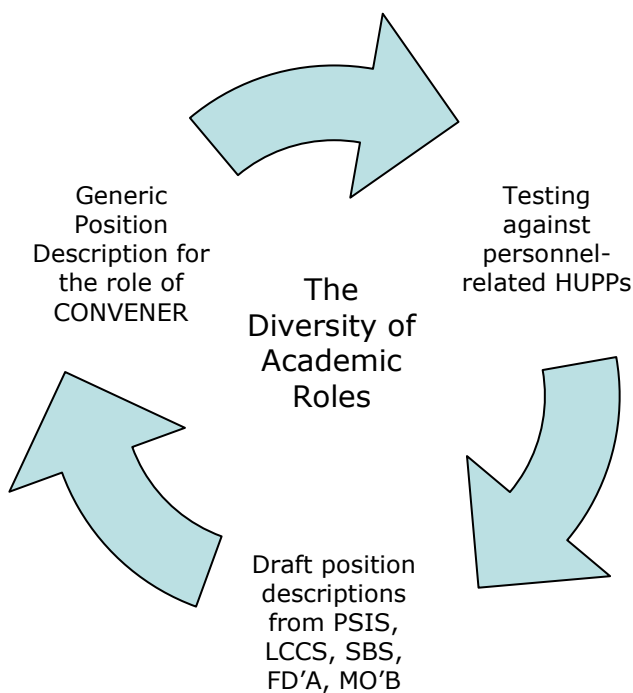
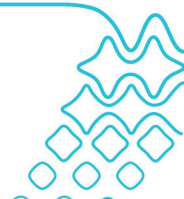


Figure 6



ADDENDUM E

A framework for sequence-of-study curriculum design

One of the key deliverables for the project was an “export-ready” framework, synthesizing the literature we encountered and the lived experience and expertise of our colleagues, for the rational development of sequence-of-study curriculum.

An important proviso

One of the earliest learnings, from the Phase I Working Party, is that there is a great deal of legitimate diversity in conscientious and thoughtful approaches to sequence-of-study curriculum issues. Some of this diversity is related to disciplinary differences, some to the different ways in which students make a transition to tertiary study; other differences might show themselves from one institution to others. Our Working Party clearly articulated a preference for an approach that was not so narrowly prescriptive that it amounted to a one-size-fits-all template for curriculum design. Accordingly, we have adopted the principle that *we are drawing a map; we are not marking out a pathway* (that all must follow or risk being declared “off course”). Our idea, then, was to develop a “*curriculum geography*”, where we attempt to identify issues which are likely to be prominent features of any curriculum landscape, but which will have to be understood and accommodated in different ways in different situations, using the techniques of curriculum leadership which we have also identified and which are outlined in ADDENDUM H.

A fundamental organizing principle

In discussion with our Phase I Working Party, and as a result of our literature review, we adopted a tripartite approach to sequence-of-study curriculum issues, reflecting the importance, which emerged in discussion, of students’ experiences *before* engaging with the tertiary curriculum, of the first-year experience, and of the sequence as a whole. Using this schema, we were able to further sub-divide the issues likely to be important to sequence-of-study curriculum designers. So we have, schematically:

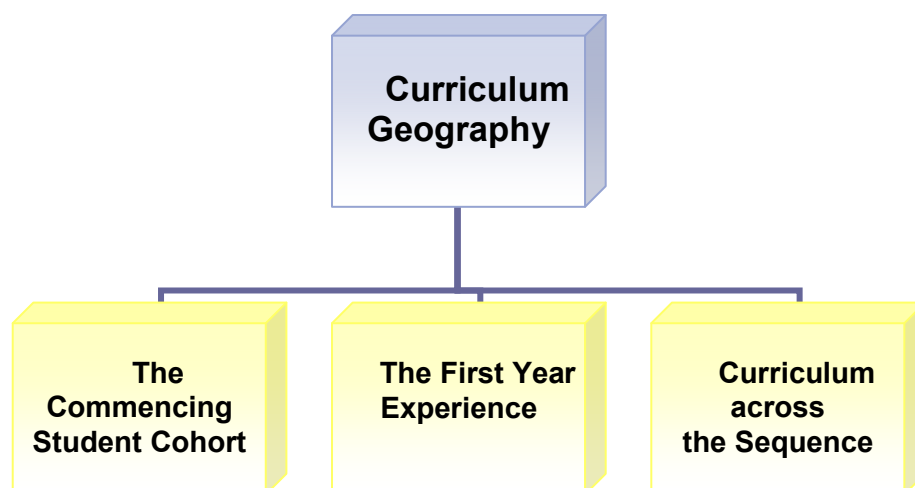
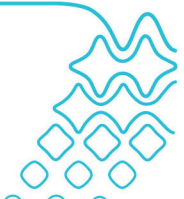


Figure 7



The Commencing Student Cohort

In relation to the commencing student cohort, we developed two important ideas that we believe are crucial to student engagement with the curriculum, but that we have not encountered in the literature. Another idea which the Working Party endorsed as relevant is already well known to the literature.

So we have, schematically.

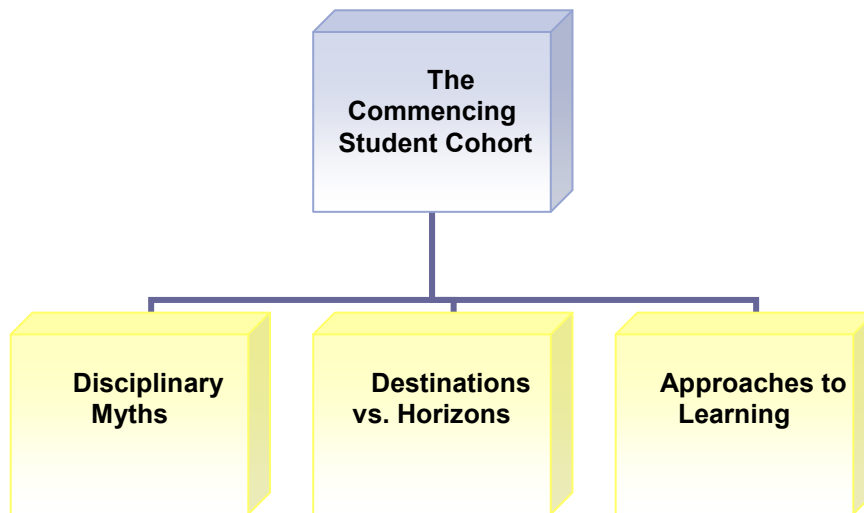


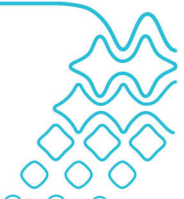
Figure 8

Disciplinary Myths

One of the most important duties of the sequence-of-study curriculum leader, relevant to recruitment and retention (see ADDENDUM F), but also to curriculum design and pedagogy, is to understand and to work to dispel the *myths about the discipline*, especially in relation to “false positives” (attractive but false understandings of the discipline) and “false negatives” (unattractive but false understandings). Both kinds of myths create difficulties, according to the members of our Working Party.

Students cannot be recruited and retained in programs which have highly salient false negatives. That a humanities sequence of study does not have an identifiable and attractive specific career “destination” as an outcome of study (see below) may be a myth about Bachelors of Arts degrees that inhibits recruitment and retention. On the other hand, students may be recruitable to but may be difficult to retain in, or at least to keep from being alienated by, programs where there are highly salient false positives. The idea, for example, that psychologists function as helping professionals is often belied, for many students, when they encounter its experimental and statistically “confronting” foundations in academic settings.

While graduate outcomes (what kind of jobs are available?) are one element of these myths, there are others, including, especially, issues about process and content. Many students in, for example, Biology, Economics, and Psychology are surprised, and not always happily so, by the degree of “mathematics” that is involved in the study of these subjects at tertiary level.



The importance, for curriculum design, of these myths is, we believe, a new insight developed through the Working Party's deliberations. Such myths affect, we hypothesise, students' engagement with the curriculum which they encounter. This is, we submit, an hypothesis which ought to be tested.

Destinations vs. Horizons

An important distinction emerged from discussion of the objectives or outcomes of sequence-of-study curriculum and its delivery to students. This is the distinction between destinations and horizons.

In some programs, or at least in some myths (see above) about some programs, students are tracking towards a pre-identified and specific destination—e.g., indeed typically, a particular career or profession such as Occupational Therapist or Accountant. In other programs (or according to myths about them), there is no typical concrete destination, but, rather, an horizon of potential opportunities. So, for example, Science graduates could find themselves pursuing any of a large number of careers, none of which is easily visible from the point of view of a year twelve student or, indeed, from the point of view of a first-year (or even final-year!) university student.

This distinction may be important in understanding design problems for curriculum and pedagogy, and also in recruitment of students to programs. It also raises an issue about the use, in non-vocational programs, of a reference group which might function analogously to an accreditation body in the case of so-called vocational programs. (If students are oriented towards an horizon rather than a destination, then whom do we include in the reference group?)

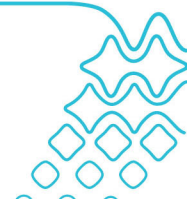
Managing both student and staff expectations about the destination/horizon locus of variation will be important, we hypothesise.

On the student side, students in one program, where horizons are a more adequate representation of their future situations, may well compare themselves to other students for whom a destination does (or is widely believed to) exist. This may affect student motivation. Managing students' perceptions of these differences can be challenging.

On the staff side, there is a tendency, particularly in areas of study where some or many staff adopt the "traditional or disciplinary ideology" (see below) to think of the sequence of study as having a destination—namely, honours work or even research post-graduate work—which is, in fact, a destination for only a tiny fraction of the cohort as a whole. Here too there is need and room for leadership. The possible effects on student engagement of the horizon/destination distinction is something, we submit, which ought to be investigated.

Approaches to Learning

The idea that students have different approaches to learning—e.g. surface, strategic, and deep approaches—is well recognised in the curriculum literature. (Marton & Saljo, 1984) One discovery (made by the project leader undertaking a Teaching and Learning Strategic Grant project; see ADDENDUM L and the discussion, below, of "Transition Issues") is that year twelve school students may be positioned, by the demands of tertiary entrance oriented assessment activities, towards a specifically strategic approach to learning that may not serve them well when, in first-year university units of study, they are left largely to their own devices, trying to strategize a "game" whose rules they do not yet know.



Again, we hypothesize that mismatches between students' approaches to learning and the typical requirements of learning in first-year university study may contribute to engagement difficulties for beginning students. This is an hypothesis that should, we think, be tested.

The significance of these issues

Each of these three aspects of the commencing student cohort raises, we believe, a set of questions for the curriculum leader and their team.

First of all, there are factual questions: What do students coming to our particular field of study believe about that field and about the outcomes, in the job market, for graduates in that field? What sorts of learning approaches do they bring to their university studies? And so on.

Secondly, though, there are design questions: How, given what we know about our first-year cohort, do we design a transitional experience for them? (See below.)

These, we believe, are questions that any curriculum leader will need to engage with. How the factual questions are answered will differ locally and, within an institution, from discipline to discipline. How the design questions are addressed will be, of course, partly a matter of the various constraints and resources which impinge on curriculum design and development and these too will, characteristically, differ from one discipline to the other, from one institution to the other and will reflect, differently in different situations, the assumptions, often tacit, that the disciplinary collegium at a particular institution makes about the ends and means of tertiary study. (See below.)

The First Year Experience

Many studies have identified the significance, for students' engagement with the curriculum, of their experience of the first year of tertiary study (Kuh, 2001). On account of their previous experiences, with disciplinary myths, with learning styles that may not be well adapted to the tertiary setting, and so on, students commencing tertiary study are, according to our Working Party, of special concern to the curriculum team and its leader(s).

Schematically, we have:



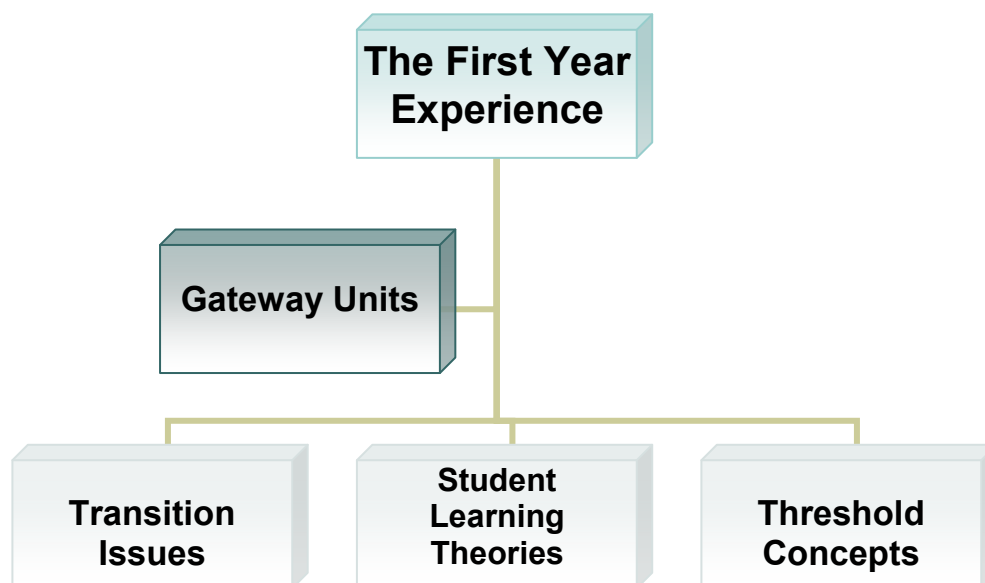


Figure 9

Again, some of these issues are already familiar from the literature, but others have not, as far as we are aware, been theorized and investigated rigorously, something that remains to be done.

Transition Issues

As already mentioned, the project leader undertook a UQ-funded Teaching and Learning Strategic Grant project (see ADDENDUM L) aiming to discover more about the issues faced by first-year students, specifically in the UQ BA program, whose main results, as they affect sequence-of-study curriculum design, can be summarized as follows:

The material and cultural conditions at school are different from those at university. In particular,

<i>Year twelve is characterised by</i>	<i>whereas first year at university is characterised by</i>
small classes	large classes
attention from teachers	anonymous interactions
a nurturant environment	a bureaucratic and impersonal environment
student-centred learning	didactic teaching and relatively passive learning
continual feedback on progress in learning	limited and episodic feedback on formal assessment



Year twelve is	whereas first year
a VILLAGE	a CITY
where the student is	
a person with a story	a number with a record

Students (and their high school teachers) identified difficulties in moving:

from a place in which

- their activities were scheduled by others and in which schedules were dense, and
- they were surrounded by “intimates”

to a place in which

- their activities were largely self-scheduled in an otherwise rather sparse timetable, and
- they were surrounded by strangers.

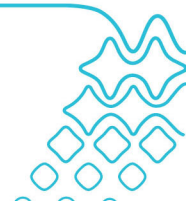
Accordingly, in addition to whatever other transitional issues students might face, they were bound, in coming to university study directly from year twelve, to encounter difficulties that are akin to “culture shock”. This is a matter of importance, then, in sequence-of-study curriculum design, especially insofar as it may affect students’ engagement with the curriculum at a crucial point for students’ continued success and confidence in their own abilities.

A proviso. As usual, there are differences which it is important not to elide. Some university-level programs of study reproduce, to some extent, the material and cultural conditions of high school and will accordingly present less difficulty for students making the transition from secondary to tertiary study. At the University of Queensland, many of the allied health programs—e.g. physiotherapy, pharmacy, and the like—resemble the school situation in a number of key particulars; they are small-cohort, fixed curriculum programs with heavily scheduled teaching and learning activities and low student-staff ratios. We hypothesize that “culture shock” will be less prominently on display amongst students in these kinds of programs than in others, especially the large-enrolment generalist programs, with their myriad subject choices and large first-year classes. This is an hypothesis that should, we think, be tested.

Student Learning Theories

An interesting issue for curriculum designers is how to manage student learning, especially during the first-year induction process, given the diversity of different ideas which students themselves have about what it means to be a learner or to learn something. Toohey (1999, 130-1) summarizes the literature and identifies five different answers which students give when they are asked “to talk or write about their conceptions of learning in their university studies”. These were, she says:

- learning as knowledge acquisition;
- learning as memorizing and retaining;



- learning as applying what is known;
- learning as gaining insight or understanding;
- learning as personal development.

Clearly, these “theories” about what it means to learn will interact with students’ preferred “approaches to learning” and may well pose difficulties for teaching staff who might have quite different understandings of what is required for genuine learning.

An important issue will be to understand the diversity of the student cohort with respect to both approaches to and theories about learning. Another issue will be the “alignment” of students’ approaches and theories with staff’s preferred approaches and theories, as these are captured, for example, in the variety of “curriculum ideologies” (see below) to which staff might subscribe.

Threshold Concepts

The idea of “threshold concepts” has played an important recent role in discussions of curriculum design (see e.g. Meyer and Land, 2003), where it has been linked with the idea of troublesome knowledge. In particular, it is hypothesised that effective engagement with the wider body of disciplinary materials is contingent on the success of students in mastering threshold concepts.

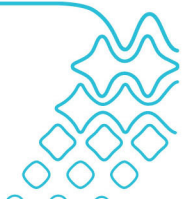
While the Working Party found the idea of threshold concepts a valuable one, especially in relation to securing a smooth transition to tertiary learning, its members registered several provisos.

In particular, they noted that the idea that concepts, specifically, stood at the threshold of potential disciplinary mastery was misleading insofar as it did not recognize the significance, across a range of fields of study, of particular *skills* or *perspectives* (ways of looking at phenomena) which it might also or even mainly be important to grasp in order to attain, gradually, mastery of the discipline’s characteristic “ways of thinking and practicing”. (See Entwistle, 2005.)

In addition, members of the Working Party were perplexed by the epistemological basis of claims about threshold concepts and with the mysterious mechanics of their identification. In particular, some members believed that threshold concepts and troublesome knowledge should be identified through empirical enquiry amongst the students encountering new knowledge and skills in a tertiary setting. Accordingly, the Project Director, supported by UQ Teaching and Learning Strategic Grant funding, undertook, with a cohort of first-year unit of study coordinators, an empirical study to establish, directly from student feedback,

- which concepts students consider important for their learning,
- what difficulties they encountered in attempting to master these concepts, and
- what strategies they employed in overcoming these difficulties.

The results of these enquiries are reported more fully in ADDENDUM M, but their more general significance for sequence-of-study curriculum leaders is obvious. Once it is known what concepts and skills students consider important, the curriculum leader can, working with their colleagues, consider (a) whether these concepts and



skills are indeed important, disciplinarily, in orienting the student learning experience, and (b) how to overcome the difficulties which have been identified, trading, in particular, on the strategies for doing so that the students themselves have identified.

The significance of these issues

Each of these three aspects of the first-year experience raises, we believe, a set of questions for the curriculum leader and their team.

First of all, there are factual questions: What are the differences between students' year twelve and first year material and cultural conditions of learning? What are the threshold concepts and skills which it is crucial for them to master? What sorts of understandings do they have about what it means to learn?

Secondly, though, there are design questions: How, given what we know about our students, do we design an effective first-year experience for them? (See below.)

These, we believe, are questions that any curriculum leader will need to engage with. How the factual questions are answered will, again, differ locally and, within an institution, from discipline to discipline. How the design questions are addressed will be, of course, partly a matter of the various constraints and resources which impinge on curriculum design and development and, again, these too will, characteristically, differ from one discipline to the other, from one institution to the other.

Gateway units

All these issues are relevant, of course, to the design of introductory-level units of study. In this regard, the project leader, who was involved in BA curriculum reviews at both UQ and the University of Melbourne (see ADDENDUM J), has initiated discussion of the idea and potential efficacy of a *gateway/capstone model* for sequences of study.

For various reasons, over a range, especially of the “generalist” degrees, many sequences of study have come, since the mid 1970s, to be characterised by a rather “flat” structure. Sometimes there are many first-year units, a great many second-year units, and almost no third-year units. And, since the second-year units will often be taught to a cohort of students which is highly diverse with respect to their first-year unit choices, these purportedly upper-level units will need themselves to be taught without prerequisite knowledge or skills being too strongly assumed by the lecturers participating.

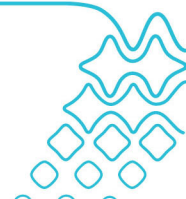
To address these issues, some universities are now adopting the gateway/capstone model, which templates sequences of study as having, at first level, a narrow gateway and, at third level, a specific common capstone unit. For example, a Humanities major might be structured as follows:

HUMN1000 + one from {HUMN1001, HUMN1002}

Four from {HUMN2000, ..., HUMN200n}

HUMN3000 + one from {HUMN3001, HUMN3002, HUMN3003}

On this model, all teaching staff engaged with second-level HUMN teaching can assume that all students taking their units of study have completed an appropriate prerequisite (HUMN1000); they needn't repeat, but can build on the concepts, skills, and content knowledge developed in that unit. Similarly, all students completing the



sequence of study will “cap” their studies by completing a common unit of study in which, variously, they will have opportunities to synthesize subject knowledge and skills, to contextualise them, to be recruited to and prepared for honours or coursework postgraduate study and so on. Gateway and capstone units also provide a natural locus (specifically because they are compulsory for all students attempting a particular sequence of study) for such institutionally important imperatives as

- cohort building to enhance student engagement,
- internationalization of the curriculum,
- work-integrated learning,
- contextualization of the discipline in relation to social and ethical issues, and
- interdisciplinarity.

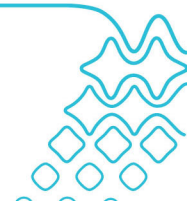
Clearly, whatever the merits of this model for broader sequence-of-study issues (see below), the gateway unit for any given sequence of study provides a specific and, because the gateway unit is compulsory for all students attempting the sequence, highly appropriate locus for engagement with the various specific curriculum issues which we have identified. If we have identified specific threshold issues for the discipline, then we can engage with them in the gateway unit. If we want to design activities to assist students to overcome “culture shock”, then, again, these activities are most appropriately associated with the gateway unit. Since the unit is compulsory, we get better coverage. Since the unit is a preliminary to other study, we deal with these issues there in order to maximize students’ ability to progress to higher levels of study.

Sequence of Study Issues

Much of the emphasis, so far, has been on managing the first-year experience. Many studies show how crucial this is to students’ engagement with the curriculum. Notwithstanding this rather obvious point, the key finding of the Working Party was that sequence-of-study design needs to be informed by a set of ideas and principles if it is not, under current circumstances (see ADDENDUM E), to be haphazard.

Close inspection of the BA curricula at both Queensland and Melbourne showed that, in some cases, disciplinary collegia had not managed to avoid what Reardon and Ramaley called “junkyard curricula”. As they put it (1997:517), many sequences of study are “littered with reforms of five decades and assorted legacies” that offer students little more than the opportunity to “scrounge around the yard for four years, picking and choosing from among the rubble in accordance with minimal house rules”.

As part of our Phase I activities, the project leader and project director identified a range of curriculum design ideas and confirmed their potential utility with the Working Party. Those that were validated by the Working Party, are shown, schematically, below:



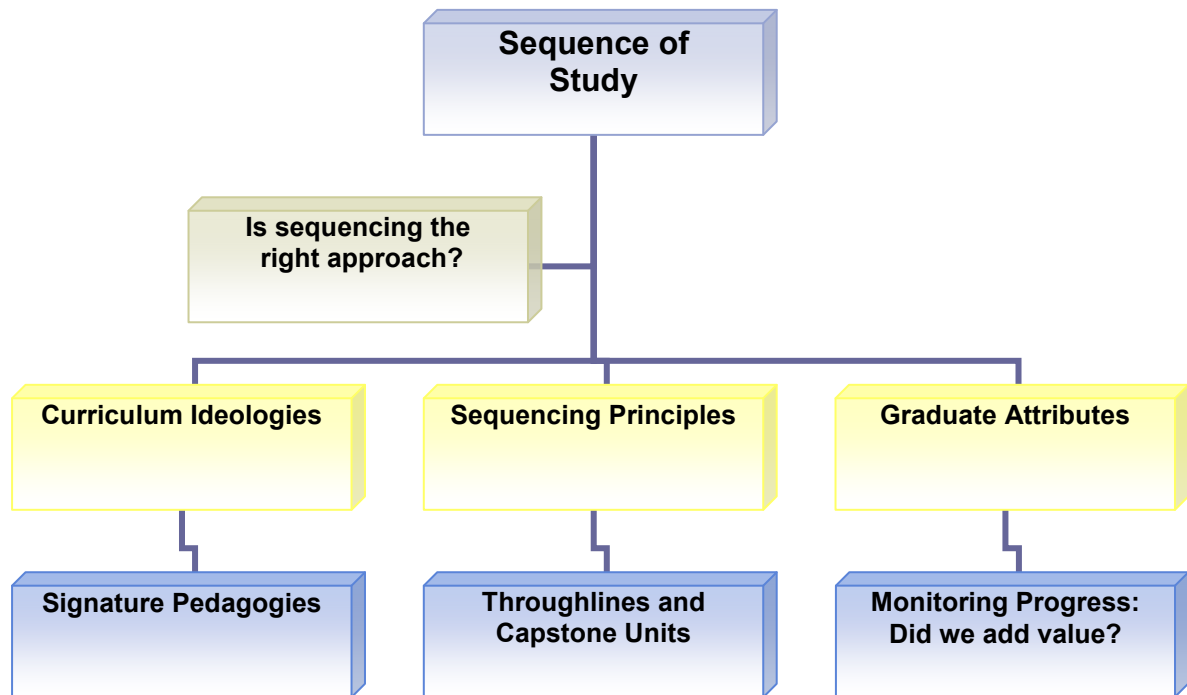


Figure 10

Curriculum ideologies

According to Toohey (1999, 44), we owe to Elliot Eisner the notion of “curriculum ideologies”, which he defines as ‘the value premises from which decisions about practical educational matters are made’ and ‘beliefs about what schools should teach, for what ends, and for what reasons’. Of course, as Toohey points out, these ideologies are sometimes tacit, rather than clearly articulated. In either case, they may, as she puts it (ibid.) “be so long-standing, and so commonly held in the discipline, that they are accepted without question.”

Toohey identified five distinctive curriculum ideologies which might underpin decisions, within a disciplinary collegium, about how to structure a sequence of study. TABLE 1 below summarizes her analysis of these distinctive ideologies.

One of the first and most important points is, of course, about the fact and significance of the diversity of potential approaches which this taxonomy reveals. Again, our basic proviso, our geographical (rather than prescriptive) approach seems warranted. Given the diversity of different basic approaches to curriculum issues which academics might take, how can curriculum design issues be reduced to a template or universally applicable formula?

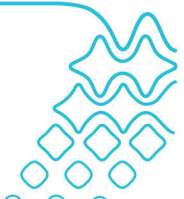


TABLE 1	Traditional/ discipline based	Performance/ system based	Cognitive	Relevance/ experiential	Socially critical
<i>What is knowledge?</i>	Independently existing body of theory and abstract knowledge, existing in texts awaiting student access.	Knowledge is evidenced by what students can do.	Knowledge is constructed by the knower and this can be done well or poorly	Personally significant and useful information is valued.	Knowledge is socially constructed within social and cultural framework with similar others
<i>Learning and its facilitation</i>	Teachers sift through body of knowledge, select important items and transmit to diligent and motivated students.	Learning is facilitated by analysing targeted skills into components which are sequenced and combined; students follow the path laid out	Study in depth of a limited amount of material; emphasis on integration of knowledge; small-group work is characteristic	A learning-conducive climate is a key element; respect for students; student involvement in planning the course of study; use of learning contracts.	Learning is like the cognitivist's conceptual change model and involves understanding how interests affect interpretations
<i>Goals and objectives</i>	Students acquire broad disciplinary knowledge—content and skills.	Students become skilled performers	Development of the processes of thinking	A learning goal is the involvement of learners in formulating learning goals	A learning goal is to produce an self-actualizing subject
<i>Essential content and its organization</i>	Content is chosen to provide a representative account of the field. Depth may be sacrificed for coverage. The discipline's logic provides	Content reflects an analysis of the skills and performances of already skilled performers	Content is chosen for its utility in providing occasions for mastering concepts and practicing skills; breadth is sacrificed for depth	Learning contracts negotiated between students and teachers identify student-relevant content	Content is problem oriented—specifically in relation to large-scale “social issues”.

	the logic for the sequential structuring of learning.				
<i>Purposes of assessment</i>	Assessment confirms acquisition and sorts with relation to future study.	Frequent assessment to identify the need for remedial action and to verify skills acquisition	Assessment is based on complex problems and measure intellectual skills of analysis, etc.	Students will evaluate their own learning.; large complex projects	Strong elements of collaboration between students and teachers and among students.
<i>Resources and infrastructure</i>	Delivery to large classes with tutorials taught by sessional staff. Textbooks are important.	Considerable variety, but opportunities to practice skills in realistic settings	Interactive small-group work; not congenial with distance education	Teacher time, good library	Interactive small-group work.

Notwithstanding this obvious point and the Working Party's acceptance of it, we found that the idea, as presented by Toohey, is itself too crude in failing to reflect the diversity in curriculum ideologies likely to be characteristic of any given disciplinary collegium. In any given unit of study, and certainly in any given sequence of study, there might be more than one, indeed there might be all the supposedly distinct, curriculum ideologies in play.

And which of these ideologies was in play might vary (a) from discipline to discipline, (b) from institution to institution, and (c) over relatively short periods of time even within a single disciplinary collegium at a given institution. Which curriculum ideology ought to be in play might be, among the members of the collegium, a point of contestation, not of pre-existent agreement, and therefore certainly a matter of negotiation.

The Working Party considered whether this diversity in embedded ideologies might, in fact, be advantageous, particularly in view of the point, above, about horizons. If students enter a program with a variety of different orientations towards their futures, then no single curriculum ideology, if rigorously implemented, could actually cater for *this* diversity of orientations. The same point might be made about staff contributing to teaching. They too are likely to have a variety of different attitudes towards the so-called curriculum ideologies and their practices are likely to be, perhaps even changing, blends of them. A Procrustean flattening of this diversity would be difficult and, given the point about student diversity, counter-productive.

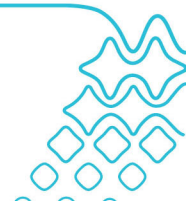
On the other hand, managing the coherence and progressive structure of a sequence of study where such diversity is embedded would, of course, be orders of magnitude more difficult, other things being equal, than would managing a sequence of study where there was, among staff and even students, a single dominant approach.

Another, related matter is variation in staff attitudes about the *point* of sequence-of-study curriculum design and delivery. Some staff, and perhaps they typically fall within the "traditional or disciplinary" category in curriculum ideologies, see the sequence of study as serving *their* interests—e.g. especially in recruiting honours and research postgraduate students. Staff in this cohort "preach to the converted", or, anyway, hope to "reproduce the discipline" through their teaching. Other staff may take a different view of the point of the sequence of study, giving more attention, perhaps, to the median student, whose interest in the discipline per se is unlikely to outlast her graduation from the program. Here there may be greater variety in the curriculum ideologies that are endorsed. Someone targeting the median student may have a social critical curriculum ideology or perhaps a cognitive ideology. Here, though, there is, in either case, a more student-centred approach, and perhaps more open-mindedness towards the development of sequence of study graduate attributes.

Sequencing Principles

During our literature survey, we encountered Derek Rowntree's useful discussion (1982) of some of the approaches that might be taken to the problem of identifying a specific temporal sequencing for the units of study which might constitute the particular elements in a disciplinary major or undergraduate program. In particular, as Rowntree put it (1982, 107)

When planning a course as a whole we may identify many types of sequence. Here are the types I am going to discuss:



- Topic-by-topic (or parallel themes)
- Chronological
- Causal
- Structural logic
- Problem centred
- Spiral
- Backward chaining.

On Rowntree's account, and in our collective understanding, each of these potential approaches has pluses and minuses from curriculum and pedagogy points of view. Not all courses of study lend themselves to an historical treatment and some are characterized by a rather porous structural logic, for example. In other cases, these approaches are almost *de rigueur*. (And, again, whatever consensus might be observed about these principles within a collegium can change within relatively short periods of time. The project leader is long enough established in Australian philosophy to remember when an historical approach was nearly universal, and to have witnessed a situation in which it has more or less disappeared entirely in his own discipline of philosophy.)

Our conclusion on this occasion, as is characteristic of our approach in general is: This is a matter for discussion, locally, by the collegium. It is likely, as with curriculum ideologies, that there will be, within any given collegium, a diversity of preferences and, in any event, different approaches might work better in some disciplines than in others. While it is important to identify these issues for discussion, the outcome of that discussion cannot be dictated from theoretical principles of universal validity.

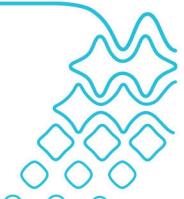
Graduate Attributes

As part of the project, the project leader developed an approach to graduate attributes which made them more directly relevant to the issue of sequence-of-study design than might ordinarily be thought to be possible. In particular, the project leader, working with colleagues from UQ's Teaching and Educational Development Institute, developed the idea that discipline-specific graduate attributes, along the lines of the British "subject benchmark statements"³ might provide the armature, within a given discipline, on which a particular sequence of units of study might be developed.

This approach differs, of course, from the more generic approach to graduate attributes which is common policy in Australian universities. It is inspired, not merely by the British "benchmarking" project, but, more locally, by the more specific graduate attributes that often figure in "vocational" programs of study where accrediting agencies require, of graduates fit to be registered in the profession, a specific corpus of competencies, attitudes, and content knowledge.

Clearly, this device interacts with curriculum ideologies and the different sequencing

³ <http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp>



principles which Rowntree identified when it is applied to the design of a sequence of study in a specific discipline. Is there, for example, a “logical sequence” in which certain skills or content knowledge should be introduced, when these elements are part of the discipline-specific attributes?

Signature Pedagogies

We owe to Lee Shulman (2005) the exciting idea of ‘signature pedagogies’, which are perhaps most obviously exhibited in professional programs, such as law or laboratory sciences, and are most evident where a dominant pedagogical model is widely acknowledged and, crucially, where this model owes its dominance, in effect, to the alignment between this pedagogy and the activities, on the job, of practicing professions working in this field. So, for example, the heavy emphasis in science courses on laboratory exercises, as a pedagogical approach, closely mirrors the situation and activities of professional scientists.

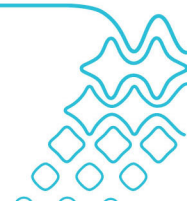
Clearly, there are assumptions underpinning these pedagogies which may need to be teased out by thoughtful curriculum designers. It may be sensible to teach law students by enacting the rituals of the appellate court or physiotherapy students by modelling and then monitoring their own performance of key professional tasks. This may make less sense in other areas where the curriculum ideology may be aiming for something quite other than professional competence. Certainly, this is a threshold decision for curriculum designers, at every level from first year to the capstone experience—Are there appropriate signature pedagogies for this discipline and for this cohort of students?

Throughlines

Blythe’s notion of curricular “throughlines” (1998) is an important one, we believe. If students undertaking a sequence of study are able to experience their activities as a journey in which they progressively become more knowledgeable and more skilful, their engagement with their studies is reinforced and their sense of efficacy as learned is enhanced. Clearly, throughlines will be difficult to establish in “junkyard curricula” and more easily designed and implemented when a sequence of study has a gateway unit and a capstone unit. Other elements are also important, particularly vertical integration of units of study, so that they constantly cross-reference one another and periodic opportunities for students to consolidate what they have experienced in one unit of study with what they are now learning.

Evaluation and “Closing the Loop”

Finally, there is the issue of evaluation of the curriculum, indeed of the entire package of curriculum/pedagogy/assessment. What do we know, and what would we like to know, about the efficacy our teaching practices and their effects on student learning. Our Working Party and other discussants were strongly of the view that there is currently no entirely adequate approach to evaluation of sequence-of-study learning. On the one hand, instruments such as the Course Experience Questionnaire, which do at least tap into whole-of-program experiences, simply solicit students’ judgments about how well they learned; these instruments don’t and don’t purport to measure actual student learning. On the other hand, there are opportunities, largely unexploited in the Australian system, but well known elsewhere, for direct examination of students’ learning across a sequence of study. Two models are available and may be worth considering: the Oxbridge end-of-program examination system or the system of “comprehensive” area of study examinations which are widely used in the United States.



The significance of these issues

Each of these sequence-of-study issues raises, we believe, a set of questions for the curriculum leader and their team.

First of all, there are factual questions: What are sequencing principles, curriculum ideologies, signature pedagogies, throughlines, and graduate attributes by which a sequence of study is shaped? How much conscious awareness do students and staff have of these elements of curriculum structure?

Secondly, though, there are design questions: How can we create a negotiation or discussion among members of a disciplinary collegium to develop reflectively endorsed answers to these questions which respect and indeed trade on both student and staff diversity? How can we implement these decisions and evaluate them?

These, we believe, are questions that any curriculum leader will need to engage with. How the factual questions are answered will, again, differ locally and, within an institution, from discipline to discipline. How the design questions are addressed will be, of course, partly a matter of the various constraints and resources which impinge on curriculum design and development and, again, these too will, characteristically, differ from one discipline to the other, from one institution to the other.

Testable Hypotheses

We have, throughout, identified hypotheses related to crucial issues about curriculum design and delivery that have, as far as we know, not been systematically investigated. These hypotheses arise from our (collective) encounter with the literature and, especially, through our reflective validation of this literature. We have, in particular, the following hypotheses.

Disciplinary myths and, especially, false negatives and false positives, can influence student recruitment, retention, and engagement with the curriculum.

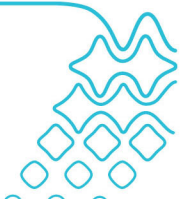
Students' engagement with the curriculum will be influenced by how they see the career outcomes associated with their course of study—whether on the horizon model or on the destination model.

How well students' antecedent learning approaches are aligned with those required at tertiary level will influence student performance.

Whether a student's program of study shares certain salient features with their secondary school experience will influence the degree of "culture shock" which they experience in first year of university.

Summary

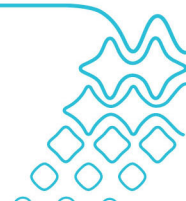
Curriculum design is sometimes shaped by external professional accreditation requirements. In a bygone era, still remembered by some, curriculum design was the responsibility of a disciplinary collegium and reflected discussion and negotiation. In the present and especially in generalist programs without external accreditation, curriculum design is largely a misnomer, at least at the level of the sequence of study. What one member of staff does may be all but unknown by other members teaching other units in the same area of study. Certainly, there is often little consultation, let alone collaborative design behind many so-called "sequences of study"; they are, truly, "junkyard curricula".



There are now concepts and tools, however, which academics otherwise untrained in educational theory and practice can use to orient their deliberations, whether singly or collegially. We have identified some and have used our Working Parties and our collaborators to validate these against the lived realities of university-level teachers and the requirements and constraints which frame their activities.

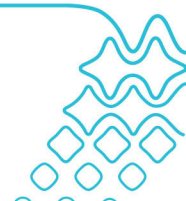
It is appropriate to repeat that we do not imagine that we have specified a path to which all right-thinking sequence-of-study designers ought to keep. Diversity is not only ineliminable as a purely practical matter; something would be lost, we believe, in a one-size-fits-all world. What we have tried to do is offer ideas that can serve as a check-list for the reflective practitioner:

- ✓ What are the myths about my discipline and what sorts of issues do they raise for the engagement of first-year students?
- ✓ Do students in my area of study have a definite career destination or, instead, an horizon of ill-defined outcomes? What does this mean for student engagement and learning?
- ✓ What sorts of approaches to learning are my students likely to take? How well is this aligned with what will be required for them to succeed?
- ✓ What sorts of experiences have my students had in secondary school and how well will these experiences serve them in a tertiary environment?
- ✓ What theories do students have about what it means to learn? How well aligned are these theories with what is actually required, in my discipline, for them to learn?
- ✓ What are the threshold concepts, skills, and attitudes which students will need to master in order to succeed in my area of study?
- ✓ What are the curriculum ideologies which students will encounter from the collegium in my area of study and how well are these ideologies with students' theories about and approaches to learning?
- ✓ What principles is the disciplinary collegium going to use as a basis for organizing a proper sequence of study for students?
- ✓ How can graduate attributes in my disciplinary area be defined to play a role in structuring the sequence-of-study curriculum?
- ✓ What are the signature pedagogies in my discipline and how well equipped are students to encounter them?
- ✓ How can we create a throughline experience for students and cap off their sequence of study in some way which enables us to evaluate the efficacy of student learning?



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ADDENDUM F

A framework for understanding the role of curriculum leader and its associated capabilities

Background

The importance of diversity

An overarching theme from Working Party discussions was that many of the categorial schemes that were offered for conceptualizing the role of the sequence of study “convener” (as we will call them) and for understanding leadership and curriculum issues were insufficiently respectful of the legitimate diversity that might exist among students (in their aspirations) and among staff (in their pedagogical approaches and sense of the discipline, in the dimensions of their position, and so on). A meta-level desideratum is therefore that the project recognize and support diversity in these (and other relevant) areas.

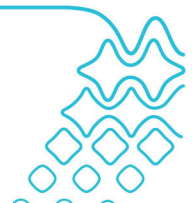
More concretely, one of the possible outcomes of the project as a whole has been referred to as “The Bible”, meaning a *vade mecum* for the (aspiring) convener. Such a handbook should, given the importance and legitimacy of diversity, have the character of a workbook which enables each convener to find their own way through the thicket of competing interpretations of their role to an outcome that reflects their own sense of the dimensions, responsibilities, and deliverables of their position. To use some vocabulary that we originally used in relation to student outcomes (see ADDENDUM B), The Bible needs to recognize that conveners have an horizon of possible destinations, rather than a common destination. The Bible, in other words, will chart the geography, rather than identifying a specific pathway for the convener to follow.

Recognition

One of the most important points to emerge was the significance, for the role of convener, of proper institutional recognition of the complexity and demands of that role. In particular, inadequate *workload* recognition for the role (see ADDENDUM G) means that the tasks will be performed effectively only by staff who ignore or downgrade other important imperatives. Some staff will sacrifice their leisure or even their time for productive work-related reflection. Others will spend less time on research or on their own teaching. Or, more typically, staff may slight the responsibilities of the role, seeing, quite accurately, that to take these responsibilities seriously enough to discharge them well may be “career-limiting”. Under current University funding arrangements for teaching-related activities, there may simply be too little financial support for proper engagement with this role. (Some moderate improvement in this position might be obtained by reducing the number of majors/programs.)

More specifically, members of the working party noted that

- It is uncertain whether the convener’s role should be understood, in relation to staff management policies, as teaching or as service and that some clarification of this issue would be desirable.
- More elaborated policy on the assessment, for permanency and promotion, of teaching and service activities would be helpful in ensuring recognition of the importance of the convener’s role.



- There is highly variable and in some cases inadequate administrative support for the convener.
- The absence of conveners from a line management schema is both a symptom and a cause of their relative disempowerment. It makes them invisible to the university senior executive. A clearer and more concretely specified set of delegations would assist in securing the role.

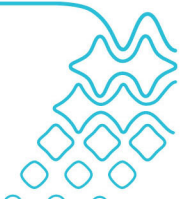
The Project Leader worked throughout 2007 to secure better institutional recognition of the role. This had two aspects: (a) workload recognition (see ADDENDUM G) and recognition of the importance of the role in University staffing policy (see ADDENDUM C).

The dimensions of the role

How the role of convener is to be conceptualized and delineated is crucial for developing a position description which could, in turn, be used to drive a leadership development program. As indicated, diversity is inescapable and desirable. Not only does the convener nomenclature reflect a variety of differently-denominated positions, but the ways in which these various positions are situated locally differ from one organizational unit to another in various respects—e.g. in the degree of administrative support, in the line management relations, and so on. Notwithstanding these variations, three main areas of responsibility emerged from the discussion—to wit:

- Student liaison and administration
- Professional relations with other staff
- Curriculum management

We mapped (largely) common functional elements against these three areas using two main displays—the organization chart and the capabilities analysis. Summarizing these issues, the CONVENER role can be represented as follows in terms of its relations with other university roles.



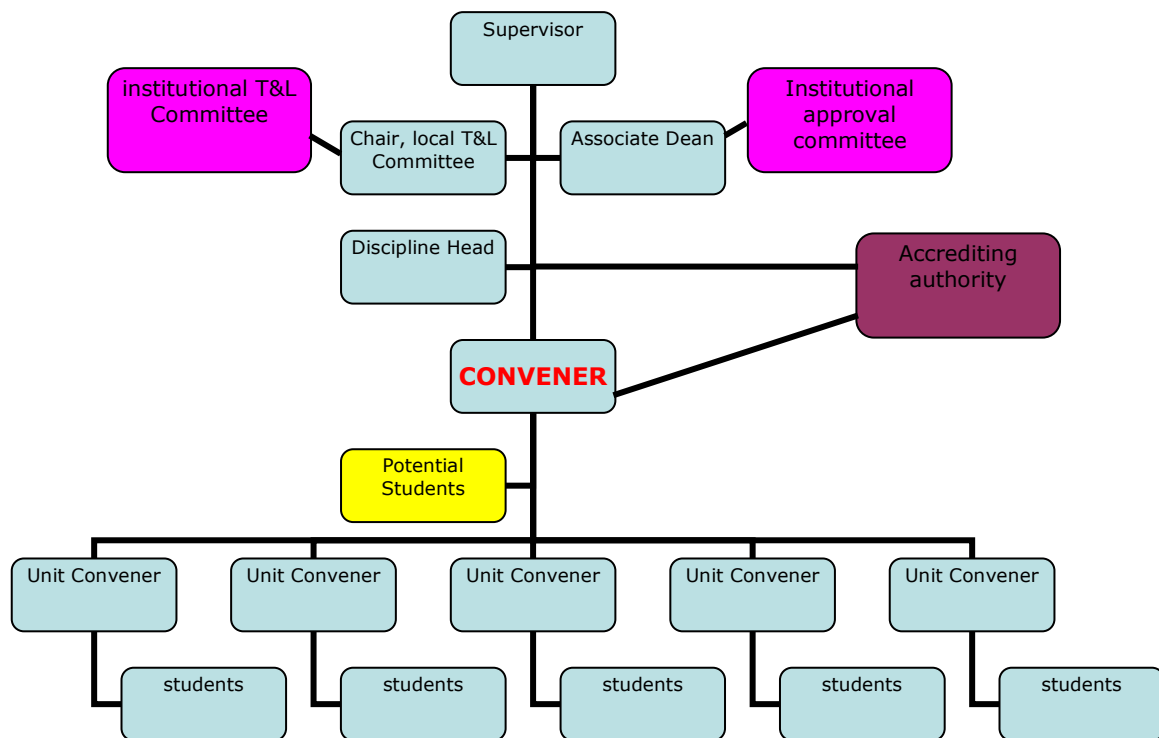
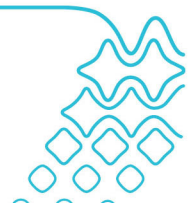


Figure 11

The convener is answerable, downwards, to unit conveners and students, and, upwards, to discipline and school heads, to the local and faculty teaching and learner leaders, and, through them, to university approvals committee, the institutional Teaching and Learning Committee, etc.

Associated with these lines of responsibility are, as indicated, a number of key duties. According to the Working Parties, and reflecting the diversity of practice across the University, we identified the following duties and their associated capabilities.

<i>The CONVENER's primary duties are:</i>	<i>Associated capabilities and knowledge include:</i>
marketing the program; careers advice;	good understanding of students' career goals and of their career prospects, especially as they may be enhanced by work in the program.
course and program planning advice; practical support and guidance for current students.	comprehensive and up-to-date knowledge of program structure and course choices, especially in relation to first year;
management of the major/program;	knowledge of School, Faculty, and University approval processes, evaluation cycles, strategic directions, and operational goals;
administration of the major/program;	knowledge of operational issues associated with course scheduling and class timetabling;



alignment of the major/program to faculty-wide policies and practices, especially in relation to quality control;	information about the content and pedagogy associated with the individual courses which make up the major/program.
strategic management of the major/program and for proper student administration;	leadership and management skills;
development of curriculum for the major/program; oversight of pedagogy for the major/program and its relation to content and outcomes.	knowledge of curriculum and pedagogy for the discipline and the program and of key evaluation measures and techniques.

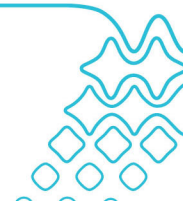
We can see clearly the main accountabilities, capacities, and knowledge required to perform the role of convener. In particular, the convener should ideally have

- good communication skills;
- good people management and negotiation skills;
- empathy;
- a sound knowledge of discipline, school, faculty, and university strategic goals, operational imperatives, procedures, and policies, especially in relation to approvals, scheduling, and evaluation.

Some points of interest

A lively discussion turned up several important points, which it is vital to register formally.

- In delineating the convener’s responsibilities and capabilities, we should be aiming for a *role* description, not a *position* description, as conveners will typically play other roles.
- An additional element of diversity was noted. In some cases, there was a one-to-one mapping between a program and a discipline and in some cases there was not, either because the discipline figured in more than one program or because the program was serviced by more than one discipline. In the case where the program convener was also discipline convener, their duties might also include representing the discipline externally as well as managing the program per se.
- In considering the workload associated with the role, we should bear in mind that, under local Enterprise Agreements, workload formulae and their application are sometimes negotiated at the level of the academic organizational unit—typically the School. Any issues which we identify in relation to workload will have to be couched in terms which are consistent with this crucial point.
- It is useful to associate with each of the key tasks of the role the corresponding capabilities, which suggest, but need not be strictly interpreted as, selection criteria for the role.
- It is acknowledged that the role is structurally anomalous, in lacking, typically, any



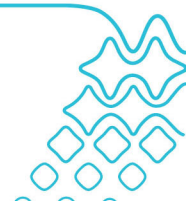
place or visibility in “line management” schemata and also, typically, in lacking any supervisory powers or budgetary autonomy.

- It is acknowledged that, typically, there are an increasing number of “management” roles to be play within each academic organizational unit and, accordingly, shortages both of candidates for the convener’s role and of time and resources for conveners to play their roles effectively.
- Given the dimensions of the role, it is appropriate that we flag the desirability that it be played, normally, by someone at Level C or above.
- It is vital that the role be conceptualised as a collegial one and that the convener’s relationship with their line supervisor be identified as a crucial one.
- It is vital, in approaching the task of devising a role description, that we retain open texture—to facilitate and encourage local interpretation to reflect different circumstances in different cases.
- The language of “marketing” is not perhaps appropriate for those of the convener’s duties that might be so described in a different institutional and cultural setting.

Tentative definition of the role

Drawing on these ideas, developed by our Phase 1 Working Party, we convened a Phase 2 Working Party with strategic membership. In particular, this Working Party had as members (a) a senior Human Resources staffer, (b) the president of the local branch of the academic industrial union (NTEU), and (c) the Deputy President of the Academic Board (on account of her responsibility in chairing central promotions committees). There was agreement, by this group in a succinct statement about the role of the convener—to wit:

To coordinate development of curriculum, oversee pedagogy, lead and manage delivery, and provide service for students at major, program or discipline level to ensure quality outcomes.



ADDENDUM G

Securing appropriate workload recognition for curriculum leaders

Background

As indicated in ADDENDUM F, a Phase 2 Working Party, with strategic membership, identified, based on earlier work by the Phase 1 Working Party, a number of key responsibilities for the role of the sequence-of-study convener.

The Phase 1 Working Party had also identified, as, effectively, the very first finding of the entire project, that role-recognition was crucial to the role's being performed effectively. Without workload recognition, staff playing the role of sequence-of-study convener would either slight their duties or risk slighting other also important duties, possibly with adverse career consequences. Role recognition has two key elements: (a) recognition in policy, especially staff policy (e.g. promotion and confirmation of continuing employment), and (b) recognition in workload allocations. ADDENDUM C documents the recognition achieved for this role in local staffing policy. What we provide here is an account of the recognition that was sought, and affirmed, by heads of schools at the University of Queensland.

Solicitation

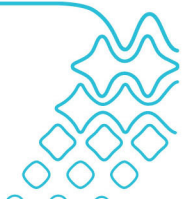
As part of Phase 2 of our initial enquiries, the project leader surveyed all Heads of School. The questionnaire was as follows:

First of all, could you please indicate which majors or programs are convened or directed by staff in your School?

The Phase II Working Party on "Recognition" for our project agreed on the following role description for conveners/directors of sequences of study:

To coordinate development of curriculum, oversee pedagogy, lead and manage delivery, and provide service for students at major, program or discipline level to ensure quality outcomes.

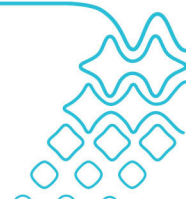
This description encompasses a number of different aspects, which I articulate, below, both from the Phase I and Phase II work of our project teams and from the survey research of Professor Geoff Scott, of the University of Western Sydney, who is a specialist in this area. Against each task or aspect, it would be helpful to know, for your school, which of these play a role in the duties of conveners/directors working under your supervision. *Could you please indicate, on a scale of 1 to 5, the significance of each of these aspects?*



	1	2	3	4	5
marketing the program					
course and program planning advice					
careers advice					
practical support and guidance for current students					
management and administration of the major/program					
alignment of the major/program to faculty-wide policies and practices, especially in relation to quality control					
strategic management of the major/program including future planning					
development of curriculum for the major/program					
oversight of pedagogy for the major/program and its relation to content and outcomes					
identifying new opportunities					
negotiating relationships with staff					
managing other staff					
reviewing teaching activities					
scholarly research on pedagogy and curriculum					

Are there any other aspects of the convener's/director's role which are important in your School's activities, but which have been neglected in our role description? If so, please briefly indicate what they are.

It is important, too, for us to understand *how much workload allocation Heads consider it appropriate to make for the role of convener/director*. It will, clearly, be difficult, given the variety of different workload mechanisms, for us to "standardise" these data, but I would welcome, if you could, two inputs in this area, plus information about the dimension, in student load, of the major.

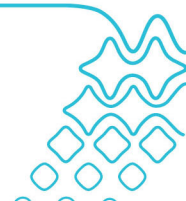


<i>For the major/program in</i>	<i>With student load of</i>	<i>How many hours per week, averaged over the year, should the convener/director spend in discharging their duties?</i>	<i>What percentage of a full-time workload would/should be allocated to permit the effective discharge of their duties?</i>

Survey outcomes

We received 26 responses to the survey request, across a range of different disciplines. The consolidated responses on workload allocation, standardized to a percentage of a full-time equivalent staff workload are as follows:

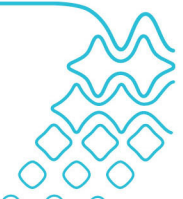
<i>For the major/program in</i>	<i>% of a FTE workload</i>
Wildlife Science	10%
Music	3-5%
Pharmacy	20-25%
Nursing + Midwifery	40%
Ancient History + Classical Languages	25%
Philosophy + Logic and Philosophy of Science	20-30%
History	10%
Studies in Religion	25%
Japanese + MAJIT	20%
Chinese + MATIC	18-20%
Applied Linguistics	10%
French, Spanish	6-8%
German, Indonesian, Korean, Russian	3-5%
Public Health	30%
International Public Health	15-20%
Health Studies	15-20%
Veterinary Science	20%



BEd Secondary	20%
Grad Dip Ed	15%
MYS	15%
Computer Science programs	10%
Architecture	50%
Regional and Town Planning	50%
BA/BSc/BEnvMan	50%
Engineering	10%
Psychology	20%
AVERAGE	18.46%- 19.73%

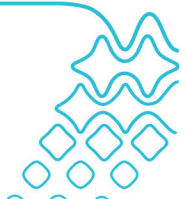
Heads' responses about the importance of the various duties associated with the convener's role are shown below.

<i>Importance on a scale of 1 (unimportant) to 5</i>	1	2	3	4	5	Average of responses
marketing the program	4	4	7	1	1	2.47
course and program planning advice		3	3	6	5	3.18
careers advice	4	3	5	4	1	2.71
<i>practical support and guidance for current students</i>	2	1	4	4	5	3.56
<i>management and administration of the major/program</i>			1	5	10	4.56
alignment of the major/program to faculty-wide policies and practices, especially in relation to quality control		2	6	4	5	3.12
<i>strategic management of the major/program including future planning</i>		2	4	8	3	3.71
<i>development of curriculum for the major/program</i>		1	4	5	7	4.06
oversight of pedagogy for the major/program and its relation to content and outcomes		1	8	3	5	3.12
identifying new opportunities	2		9	5	1	3.18



negotiating relationships with staff	1	3	6	5	2	3.23
managing other staff	4	6	5	2		2.29
reviewing teaching activities		3	7	5	2	3.35
scholarly research on pedagogy and curriculum	5	8	3	1		2.0

The most significant activities, as indicated by Heads' average responses, align very well with the conjectural work of functional analysis which informed the Phase 1 and 2 Working Parties deliberations about these matters. This convergence reassures us that we have delineated the primary aspects of the role, and, also, that we have broad agreement, across the University, about its significance, in terms of workload.



ADDENDUM H

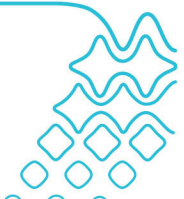
A framework for the management of teaching and learning leadership projects

How do projects work?

- T&L Strategic projects are neither events nor states.
 - They unfold over time.
 - They involve multifarious personnel.
 - They require resources.
 - They engage people's feelings as well as occupying their minds.
 - They issue in outcomes, not all of which are expected or desired.
- These activities therefore require both planning—to set a framework—and agility—to respond to unexpected events.
- *What planning have you already undertaken?*
- Some is implicit in your application, as we will see.

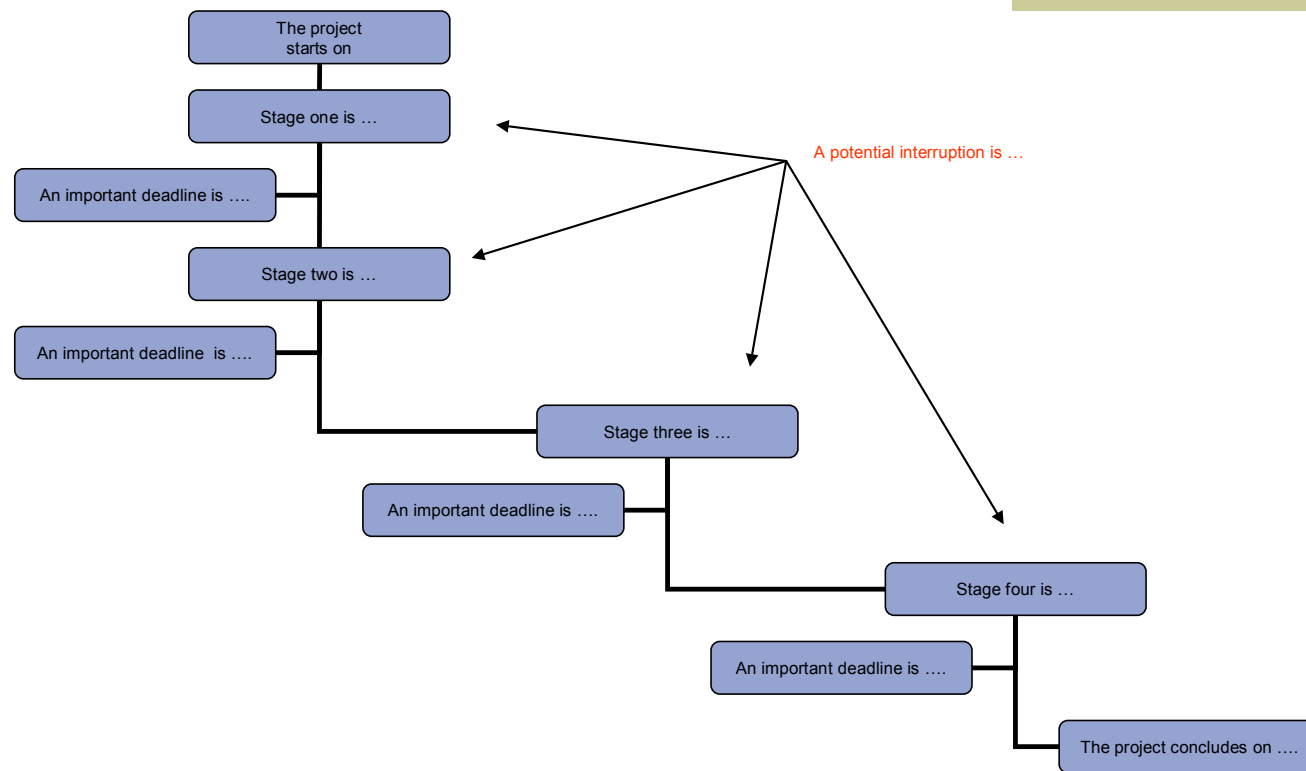
Projects unfold over time.

- What is the likely *duration* of the project?
- What are the key *stages* for the project?
- What *interruptions* to the project need to be accommodated?
- How does the project's timeline relate to other crucial institutional timelines—e.g. approval processes, advertising and marketing, bookings?
- When do you have to report back on progress and/or completion?
- Work backwards from key deadlines.
- Develop a **CALENDAR** of key events.



The Calendar—a first draft

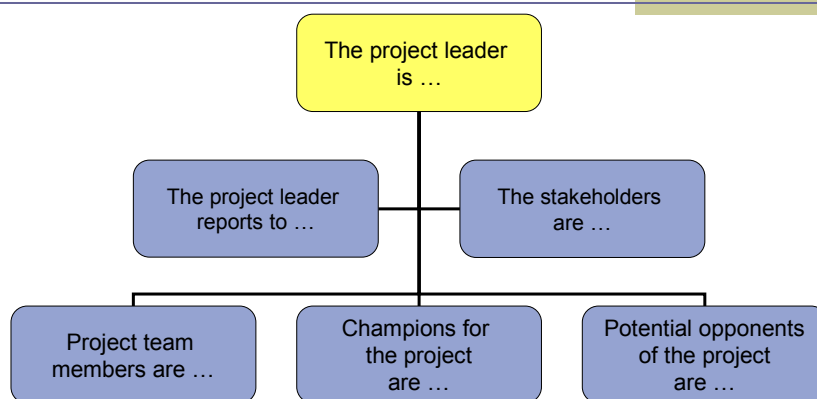
and a chance to begin mapping the project



Projects involve multifarious personnel.

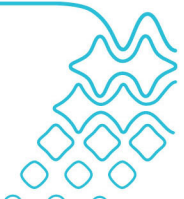
- Who is in *charge* of the project?
- Who are *members* of the core team?
- To whom does the project leader *report*?
- With whom will the project team have to interact to get information?
- Who needs to be *recruited* to the aims and methods of the project so that it can be “championed” in the wider stakeholder community?
- Who are potentially opposed to the project?
- Who are the key *stakeholders*?
- Develop a **PERSONNEL CHART** identifying and showing the relations of all the people involved.

The Personnel Chart—a first draft



In each case, we have two crucial questions:

1. *How do I identify the relevant parties?*
2. *How do I approach these parties in a way that might secure their recognition of the project and their cooperation in securing its outcomes?*

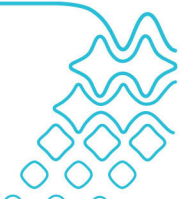


The importance of values and interests

- Projects are intended to produce change.
- Many people are uncomfortable with change.
 - Many changes have been contrary to traditional academic values.
 - Some changes have been badly managed.
 - People have change fatigue.
- It's vital to identify the "value-adding" that your project might supply.
- *What improvement will your project yield?*
- It's vital to identify the value-threat that your project constitutes.
- *What is it? Who will see it that way?*

Projects engage people's feelings as well as occupying their minds.

- Positive feelings
 - Some people will be enthusiastic about the project.
 - Who are they?
 - Can they be given a role in the project that will harness their energy?
- Negative feelings
 - Some people will resist they project.
 - Who are they?
 - Can their opposition be overcome, neutralised, or accommodated within the framework of the project? How?
- Develop an **EMOTIONAL AUDIT** of the project.



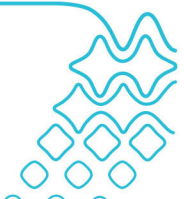
Putting time and people together

The project calendar needs to be developed with reference to the personnel chart.

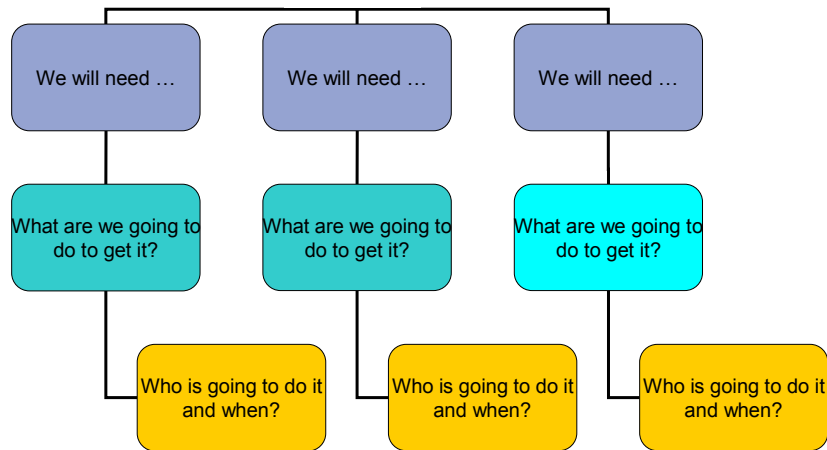
- Identification of key people will be an early stage activity for the project
- Consultation with contributors and other stakeholders will be scheduled events on the project calendar
- Availability of key people will be a constraining factor when the calendar is developed

Projects require resources.

- You will have budgeted for some of these, but others will have been taken for granted and/or unforeseen.
- In particular, what do you need to *know* that you don't already know (e.g. about curriculum or pedagogy or assessment), in order to complete the project?
- Where are these *resources* going to be sourced?
- Develop an **INVENTORY** of project resources.



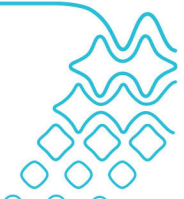
Resources Inventory—a first draft



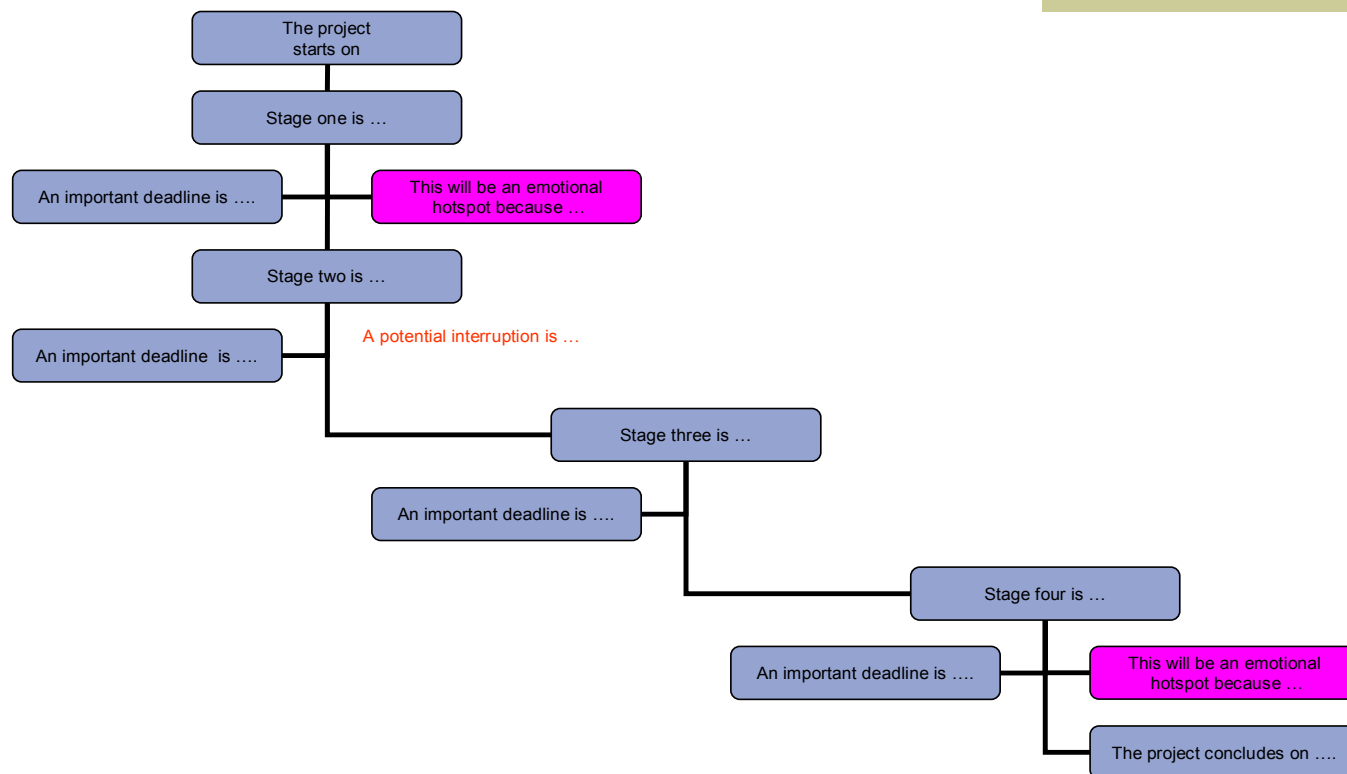
What are YOUR resources needs?

Putting emotional issues together with time and personnel issues

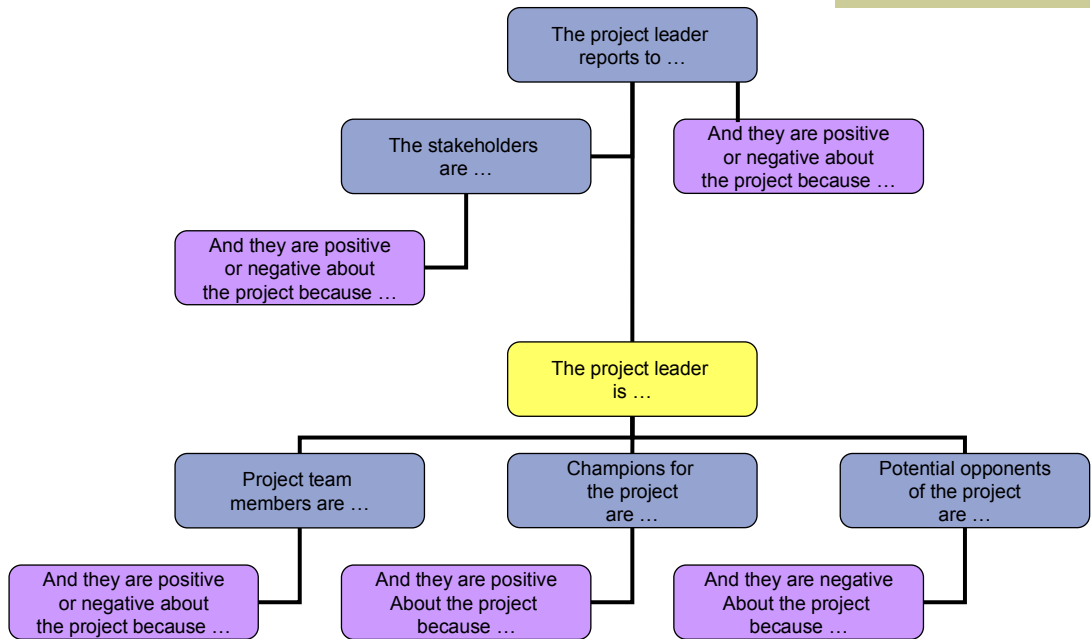
- On the CALENDAR, we need to chart events and processes where emotional factors will be especially salient (and potentially disruptive).
- On the PERSONNEL CHART, we need to identify hot and cold personnel, evaluate the degree of emotional reactivity, and formulate a plan for harnessing or otherwise dealing with the energies of each person or group.



The Calendar—a second draft

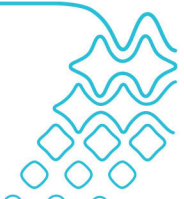
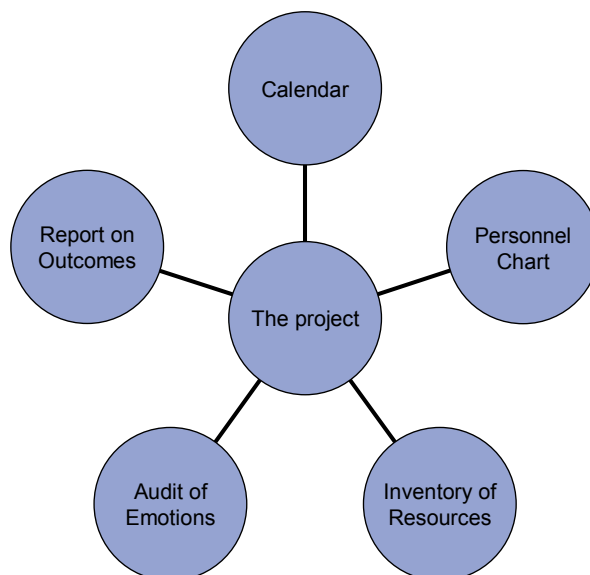


The Personnel Chart—a second draft



- These aspects
 - Evaluation
 - Dissemination
 - Sustainability
- all need to be incorporated into the planning cycles.
- They need to be placed in the timetable
- They need to be resourced.
- We need to identify key personnel for each.

The planning matrix



ADDENDUM I

Scoping of Australian Staff Development Programs

University	UQ	Uni Melb	Monash
<i>Rationale</i>	To provide supervisors and managers of general staff with crucial info about UQ policy and procedures, and develop and enhance their leadership expertise.	To build capability, commitment and organizational sustainability through the provision of relevant, high quality leadership and mgmt programs.	PD courses in leadership and senior mgmt AVCC staff development and training program gives staff op to mix with colleagues from national and international unis
<i>Target Cohort</i>	Staff who are either in management positions at HEW levels 7-9 or are aspiring to gain such a position	Available to academic and professional staff leaders and managers (ranging from HEW3-10)	Top 200 academic and general senior managers Nominated academic staff only
<i>Content</i>	The leadership courses offered focus on areas such as: workload, performance and staff mgmt, recruitment, ethics, communication skills, writing and problem solving. There does not appear to be any courses which focus on educational leadership or curriculum leadership.	The leadership courses include self mgmt and team leadership as well as seminars and forum groups. The university also offers a partnership program which aims to develop effective working partnerships between DMs, Heads, faculties and central admin.	PD courses cover supervision, project mgmt, working in teams, resolving conflict etc. Approaches to effective leadership, leadership program for middle managers, women in leadership, implementing and sustaining change, Leading the academic or administrative unit etc.
<i>Approach</i>	Top-down (seminars, workshops etc.)	The above are top-down courses (seminars, workshops, forums etc.)	Combo top-down and bottom-up = seminars, courses, residentials and networking

<i>Location (institutional)</i>	Institutional - TEDI	Human Resources	- Staff Development Unit - Residential
<i>Other points of interest..?</i>	N/A	Headstart program (please see attached sheet) Academic women in leadership	N/A
<i>URL</i>	http://www.uq.edu.au	http://www.hr.unimelb.edu.au/development/programs/leadership	http://www.adm.monash.edu.au/staff-development
<i>University</i>	Uni Sydney	UWA	UNSW
<i>Rationale</i>	Only teaching and research develop't courses are offered.	Leadership in research training = provides an overview of developing new researchers	UNSW currently developing a suite of leadership and mgmt development programs. UNSW currently offers mgmt series. Activities relevant for leadership in T&L
<i>Target Cohort</i>	N/A	Experienced supervisors or postgrad students	These programs will be aimed at senior and junior managers and Heads of School The two mgmt series are open to managers and supervisors. Associate Deans, HoS

<i>Content</i>	N/A	The supervision of research students	One of the series focuses on managing staff and the other looks at learning to lead, innovations in leadership, growing a team etc. Implementation T&L policies and strategies and discussion issues relating to T&L
<i>Approach</i>	N/A	Top-down	2 and 3. Top-down (courses, seminar)
<i>Location (institutional)</i>	N/A	Centre for the Advancement of L&T	Human Resources
<i>Other points of interest..?</i>	N/A	N/A	- Carrick Educational Leadership Project (see attached sheet) - A Step Ahead Program (mentoring) (bottom-up)
<i>URL</i>	http://www.itl.usyd.edu.au/	http://www.catl.uwa.edu.au/welcome	http://www.unsw.edu.au/learning/pve/leadership.html http://www.hr.unsw.edu.au/osds/ldrmgtconsult.html

University	Uni Adelaide	ANU	
<i>Rationale</i>	<p>Review the nature of academic leadership and develop approaches to leadership in T&L appropriate to the participant's context.</p> <p>L'ship Development Program = aimed to target the specific challenges and areas of focus that leaders face.</p>	<p>A course on curriculum design and a course on academic leadership and mgmt are offered as well as a PD course on leadership and team building.</p> <p>Leadership Development Program = aim is to identify, develop and strengthen our leadership by providing leaders with opportunities to network & learn from each other.</p>	
<i>Target Cohort</i>	<p>For senior academic staff with substantial levels of responsibility for leadership in T&L (Level C, D and E appointments).</p> <p>Unknown</p>	<p>For any academic for PD purposes or postgrad students working towards an MA or Grad Cert. Current and aspiring leaders who wish to build effective teams.</p> <p>Leaders of all levels</p>	
<i>Content</i>	<p>Development and completion of a project that demonstrates effective leadership as well as a teaching portfolio.</p> <p>Identify individual leadership style and establish, build and maintain leadership networks.</p>	<p>Curriculum course = principles and practices in the design, teaching and evaluation of curriculum and opportunities for innovation. Academic leadership course and PD course = focus on strategies and IP competencies required for effective academic leadership.</p> <p>Core skills and knowledge for new HoS,</p>	

		Deans and Directors; change mgmt; communication; coaching conflict resolution etc.	
<i>Approach</i>	1 and 2. Bottom-up (ongoing – yr long)	1 and 2. Top-down (seminars, courses etc.)	
<i>Location (institutional)</i>	Centre for Learning and Professional Development	- Centre for Educational Development and Academic Methods - Centre for Continuing Education - Human Resources	
<i>Other points of interest..?</i>	Management skills professional development courses also offered (top-down) E.g. “Managing the Challenge of Leadership and Management”	N/A	
<i>URL</i>	http://www.adelaide.edu.au/clpd/hta/leadership/ http://www.adelaide.edu.au/clpd/orgdev/	http://www.anu.edu.au/CEDAM/ http://www.anu.edu.au/cce/pdcourses/index.php http://info.anu.edu.au/hr/Training_and_Development/ANU_Leadership_Program/index.asp	

University	QUT	Macquarie	Murdoch
<i>Rationale</i>	Equip academics with knowledge and skills to lead teaching teams and develop course design Workshops for senior educational leaders	The development of management and leadership capacity in the university	Two workshops focus on taking academic leadership seriously in a difficult environment
<i>Target Cohort</i>	Course coordinators and those responsible for course majors Executive Deans, Assistant Deans, HoS	Varying levels of courses for varying staff levels	Executive Deans, Deans, HoS and professoriate
<i>Content</i>	Leading a teaching team and course design Mgmt of teaching performance and key roles in T & L	Team/Project leadership, leadership essentials, advancing leadership, executive development etc.	See Rationale section
<i>Approach</i>	Top-down	Top-down	Top-down
<i>Location</i>	T & L support services	Centre for Professional Development	Teaching and Learning Centre
<i>URL</i>	http://www.talss.qut.edu.au/staff/staffdev/leadingTeach	http://www.cpd.mq.edu.au/leadership/programs.htm	http://www.tlc.murdoch.edu.au/asd/docs/leadership.html

University	Deakin	UNE	
<i>Rationale</i>	Leadership programs designed to meet the current and emerging needs of Deakin's leaders Potential HOS leadership Program	Staff leadership program – to provide tools for operational leaders of UNE to become better leaders	
<i>Target Cohort</i>	Academic and admin staff Academics planning to move into the HoS role, nominated by the Dean	Unknown	
<i>Content</i>	Leadership essentials, leading effectively etc. Comprehensive leadership and management preparation focused on the requirements of HoS	Intro to leadership, emotional intelligence, ethics and politics of leadership, equity, diversity and gender issues for leaders etc.	
<i>Approach</i>	1 = Top-down 2 = Bottom-up (mentoring)	1. Top-down	
<i>Location</i>	Human Resources	Human Resources	
<i>URL</i>	http://www.deakin.edu.au/hr/sd/PHOS.php	http://www.une.edu.au/od/courses/pd.htm	

University	UniMelb (Headstart Program)	UNSW (Carrick Edu'l L'ship Program)	
<i>Rationale</i>	Aims to prepare participants for significant leadership roles within the university	Aim of the project is to develop and implement a comprehensive Curriculum Leadership Program.	
<i>Target Cohort</i>	Potential Heads and academic leaders Level D and E (teaching and research) staff who hold a continuing appointment with the university	Associate Deans (Education) (ADEs) and Course coordinators.	
<i>Content</i>	Exploration of academic leadership, focusing on personal capacities, working relationships, and dilemmas of the broader university. Key themes: the peculiarities of leading in a collegial environment; many roles of a Head; difficult conversations; power and influence; ethical dilemmas; coaching; change mgmt.	2 residential projects 1 = discuss perspectives on role of ADE 2 = Institutional issues such as Bologna Process, the Learning and Teaching Performance Fund, establishing cross institutional networks and leadership in action.	
<i>Approach</i>	Bottom-up The program provides customized support for individual consultancies and department-based projects. Support includes assistance with needs analysis, diagnosis, project development,	Top-down (see above content seminars) Bottom-up (see below) Support the role of ADEs by providing specific assistance with regard to their self-identified needs in leadership and	

	identification of appropriate internal or external consultants and evaluation. Formal or informal arrangements are made to address personal and/or professional leadership interests and needs.	change mgmt. Facilitate networking between project participants to encourage sharing of successful ideas and strategies	
<i>Location (institutional)</i>	Human Resources	Cross institutional (UNSW, QUT and CDU) - Learning and Teaching Unit	
<i>URL</i>	www.unimelb.edu.au , www.hr.unimelb.edu.au/development/leadership/hdsp	http://www.ltu.unsw.edu.au/content/leadership/UNSW_initiatives.cfm?ss=0	

ADDENDUM J

University of Melbourne BA Curriculum Review¹

Context for the Review

The then Executive Dean of Arts, Professor Belinda Probert, commissioned a Panel to review curriculum for the new generation Bachelor of Arts program at the University of Melbourne. Terms of reference are shown as ATTACHMENT A below and have guided the deliberations of the panel throughout its activities. Membership of this panel is:

- Professor Fred D’Agostino, Director of Studies, Faculty of Arts, The University of Queensland, *Chair*
- Associate Professor Steve James, Associate Dean of Arts (Undergraduate Studies), The University of Melbourne
- Associate Professor John Murphy, Associate Dean of Arts (Research and Research Training), The University of Melbourne
- Dr Marion J Campbell, Assistant Dean of Arts (Curriculum and Teaching), The University of Melbourne
- The Panel was assisted in its work by
- Dr Craig Bird, Manager of Academic Programs, Faculty of Arts, The University of Melbourne
- Ms Bonnie Lander, Executive Officer

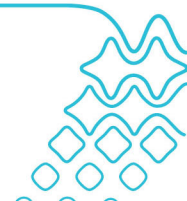
The Panel adopted the following procedure to develop the data and other information which inform its recommendations:

Conveners of majors and/or minors in the Bachelor of Arts were asked to submit “succinct cases” outlining the role of their programs in the new generation Bachelor of Arts at the University of Melbourne. (See ATTACHMENT B below.)

The Panel met with each major convener and their Head of School for approximately half an hour and put to them questions which had been raised by the “succinct case”. The convener and Head were offered an opportunity to raise questions of their own and to make additional statements supporting, extending or clarifying their written submission. Heads of Schools were also interviewed separately to provide an overview of school-wide issues.

Terms of reference, frequently asked questions, and other information about the curriculum review were posted on the Faculty of Arts website (<http://www.arts.unimelb.edu.au/campus/curriculum-review/>), where a portal was created to permit stakeholders to offer observations about the issues to be

¹ This report is heavily redacted and is included with the permission of Professor Mark Considine, Executive Dean of Arts, the University of Melbourne.



addressed by the Panel.

Based on the written submissions, the face-to-face interviews, information gathered from and provided by stakeholders, and such data (e.g. about enrolments, staffing, and the like) as we were able to assemble, the Panel Chair formulated a draft report which was circulated to Panel members for comment and amendment.

As an adjunct to these activities and in recognition of the concerns which students and staff have expressed about the significance and potential impact of the Curriculum Review, the Chair (and on some occasions other members of the Panel) met with officers of the

- University of Melbourne Student Union (13 and 31 July, 26 September),
- Bachelor of Arts Students Society (13 July),
- local branch of the National Tertiary Education Union (13 July and 1 August, 26 September),
- and with the Faculty of Arts
- Teaching and Learning Committee (12 June), and
- Executive Committee (12 June and 31 July, 26 September).

The Chair also met with several Deputy Heads of Schools. Several public fora for students and staff were also held.

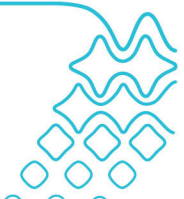
Background and Framework

The oldest degree in the University, the Bachelor of Arts has for many years been marked by diversity, richness and the international high standing of its disciplinary offerings. Notwithstanding the high regard in which the degree program is held, several constraints now shape its future. These engender challenges, tensions and debates within the Schools as discipline groups deliberate about past practices, future challenges and opportunities, and, especially, about how the best of what has been done might be preserved and enhanced while positioning the BA for a sustainable and flourishing future.

The Melbourne Model

Key design decisions built into the Melbourne Model are generating some of the challenges faced by Schools and by conveners of majors. In particular, *The Melbourne Model: Report of the Curriculum Commission* pronounces forcefully on the following matters.

- “[N]one of the ‘new generation’ undergraduate courses will be the same as an existing one”.
- “[M]ajors in any discipline are to be characterised by development across a three-year program ... [and] should culminate in a ‘capstone’ experience in the third year”.
- “Designing new ... programs will also provide an historic opportunity to evaluate and improve the intellectual coherence, research relevance and cohort experience in undergraduate programs. These programs should set a new



benchmark in Australian higher education ...”

Also relevant to our deliberations and to subsequent interpretation and implementation of our recommendations are four key design constraints which are implicit in Melbourne Model structural principles.

Firstly, BA students will now take one-quarter of their load as breadth subjects from outside the BA List, and the Faculty of Arts will therefore need to ensure that this loss of teaching load is at least matched by load arising from non-BA students enrolling in Arts subjects to satisfy breadth requirements in their own degree programs. The importance of recruiting and retaining enrolments from non-BA students will unavoidably have some impact on curriculum and pedagogical planning, which must encompass the needs and interests of both BA and non-BA students.

A second design principle of the Melbourne Model is that all students will be required to choose a major, and that majors are expected to have a sequential architecture from first year to the third year capstone via intermediate level study. This expectation of subject sequencing implies, in our view, that the importance of diversity and disciplinary coverage in major plans must henceforth be balanced against the demand for a structured sequence of study embodying a progressive development of key knowledges, theories and methodologies.

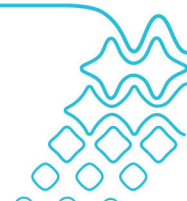
A third design principle of the new generation degrees is that they are meant to be generalist, focused on developing broad areas of knowledge along with some specialization in the major. While this principle may already be embodied in the design of some majors, it may have a greater impact on the re-design of others, particularly where breadth of specialized subjects has been a key design principle. Giving more emphasis to a generalist approach may have an impact on how the major functions as preparation for honours and research postgraduate study and, indeed, on how years 4 and 5 are understood in specific discipline areas.

A fourth pressure concerns how many subjects can be sustained in a major in the second and third years. Across the Faculty, majors vary from very large programs with large numbers of subjects and students, to very small programs with few students enrolling and usually (though not invariably) fewer subjects offered. Leaving aside the sustainability of very small programs, even larger programs still encounter issues of sustainability. How many subjects can a discipline group sustain? how many subjects is too few to be intellectually credible, and what number is too many to maintain coherence? What are the additional costs of large numbers of subjects in both professional and academic staff time, and what are the “opportunity costs” of not having time for other work, such as research or coursework teaching? Should subject choices be driven by staff interest, or from the point of view of what students will encounter and need to realize their own ambitions? Our recommendations on this issue especially should be read in the light of proposed budget stringencies. The development of School business plans can be expected to provide more accurate information about the costs of maintaining specific numbers of subjects for specific numbers of students.

The BA Working Party

The Review is also conducted in the light of key decisions made during 2006 by the BA Working Party, which recommended, inter alia, that:

- the Faculty and its Schools develop a menu of eight Interdisciplinary subjects at first year, which would provide a cohort experience and would facilitate the school/university transition;



- only one disciplinary subject be required at first year level for each major (in addition to an Interdisciplinary subject associated with the major);
- only two first year subjects be offered for each major;
- between six and nine subjects be offered at each of second and third year for each major;
- there be a limited amount of cross-listing of subjects between majors;
- a capstone subject for each major be provided exclusively to students in that major;
- majors consist of 100 points (8 subjects), including one Interdisciplinary subject at first year and a compulsory capstone at third year, so that students choose 5 subjects for that major (exclusive of the capstone) in second and third year.

In devising our recommendations, we have taken our Terms of Reference, our findings, and the requirements and implied constraints of the Melbourne Model and the BA Review as fundamental guiding principles.

Introduction

In many ways, this Report simply reflects and commends good practice (aided by good policies and processes) which the Panel observed during the review period on the part of Schools teaching into the new generation BA ... and which had already been observed, we note, in the 2004 Review of the Bachelor of Arts which was conducted by the Teaching and Learning Quality Assurance Committee. It is important, at the outset, to say that, in many programs and even across whole Schools, the Panel found instances of real, indeed profound engagement with the challenges and opportunities of curriculum renewal. The Curriculum Review process therefore represents an important reflective interval in the Faculty's ordinary operations rather than a radical intervention in a dysfunctional system, in our view. This is especially heartening given the context in which the Curriculum Review is being undertaken. The Arts Renewal Strategy announced by the Professor Probert has understandably heightened anxieties about the future of programs and of staffing profiles in the Faculty of Arts. Given the uncertainties associated with introduction of new generation undergraduate degrees in 2008, and the challenges of restructuring degree programs and of developing new generation subjects, the Curriculum Review, while vital to the future success of the Faculty and to the quality of the student experience, will have been widely viewed, especially initially, as a potential threat to existing activities rather than an opportunity for enhancement of programs. It is to the credit of the Faculty's officers and of academic staff across the Schools that negative attitudes about the Curriculum Review have, we believe, dissipated in many, perhaps even most instances. We believe that many key staff in the Faculty's Schools who may not before have been are now actively and creatively engaged in the process of curriculum renewal. We salute them.

Much of such student unrest about curriculum review as exists (and the measure of such unrest should not be exaggerated) turns on two key issues, about which the University should develop and implement a consistent approach. First, students are concerned about "teaching out"—how will the subject choices of "old generation" students be affected by curriculum change associated with the introduction of new generation degree programs? We understand that the University has developed and has begun to propagate a policy about this matter. Secondly, students are concerned



about the reduction in subject choice which is a natural consequence of a broadly-implemented policy of reduction in the number of subjects offered and taught. We recommend an approach to this second issue below, under the heading Subject Reduction.

Commendations

As indicated, the Panel encountered, through various media, a great many examples of good practice and would like to commend, in particular,

[a redaction at this point]

Curriculum Review and the Melbourne Model

The curriculum review sets the terms for the Faculty's engagement with the Melbourne Model and initiates rather than concludes a process of curriculum reform that will require implementation over, approximately, the next five years. We expect this long-term implementation to be overseen by the Executive Dean and, in particular, by the Faculty Teaching and Learning Committee, or, perhaps and as at the University of Queensland, by a Management Committee including senior academic staff.

The implementation of the Review's recommendations will of course occur in a financial and administrative context which will require, inter alia, the Faculty to reduce its long-term reliance on funding from Commonwealth Supported Places and to increase its fee, particularly its post-graduate coursework fee income. Whether more serious budgetary stringencies will impose an even severer discipline remains to be seen but must be taken into account. In any event, many academic staff may need, given the Melbourne Model changes, to devote less of their time to undergraduate teaching in order to give more attention to research and/or to develop and teach income-generating subjects at levels four and five. In order to do this without jeopardizing the quality of the undergraduate program, a new method of curriculum design and delivery will need to be adopted. This will include

- the revision of major and subject syllabuses to provide broader and, in some cases, less specialized coverage;
- the reduction of the number of subjects offered and an increase in the size of subjects; and
- greater reliance on team teaching.

These suggestions in themselves may create anxieties among Faculty staff, who are being asked to move away from majors with demonstrated strengths but associated costs towards a largely untested model. While each School will need to make its own decisions about the balance between these various tensions, this Report sketches out the parameters for such decisions.

We offer the recommendations which follow as proposals to be implemented through further work at School and Faculty level, and as offering a way of positioning the new generation BA so that it will set a new standard against which other such programs in Australia will measure themselves. In line with Melbourne Model principles, this Report argues for a rebalancing, in the curriculum, between broad general coverage of the various fields of study and the unique opportunities which are offered, in many areas, for undergraduate student specialization. While we recognize and applaud the value of tightly focused specialist study for undergraduate students, we also believe



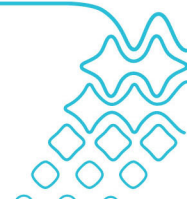
that the primary principles of structuring for the new generation BA are that it should

- offer a range of programs in the humanities, social sciences and languages that meet the requirements of a liberal education;
- match the offerings of comparable national and international universities;
- consolidate traditional disciplinary knowledge and incorporate cutting edge developments in disciplines and interdisciplinary areas of study;
- provide clearly designed pathways to both research-based programs and to employment opportunities;
- focus on the student experience of learning and on students' acquisition of generic skills alongside specific subject outcomes.

Majors

Majors are the structuring principle of the new generation BA. This is a significant change, in that previously students were able (but not required) to designate a major (usually after the fact) simply by accumulating a specified number of subjects. In the new model, students will be required to choose a major early in their degree program (probably at the beginning of their second year of study). This suggests that from a curriculum perspective majors need to be carefully designed *as such*, and to be conceptualised from the point of view of students. In some areas, the subject offerings taken as a whole represent the research interests and expertise of staff, but students choose only a haphazard fraction of those offerings, often without being given the guidance to make effective intellectual choices. Our hope is that new generation majors will be conceptualised, structured and administered so as to provide students with a diverse but coherent, well-grounded and progressively developed understanding of the discipline. Majors accordingly will

- need to specify and clarify how the first year program provides a basis for their subsequent offerings;
- offer a sequential program of study, such that each year builds on the preceding one;
- offer a coherent program of study, explicable in relation to internationally-recognisable understandings of the discipline and defensible in terms of coverage of subject matter and methodologies;
- articulate strategies for a capstone which consolidates students' experiences of the discipline and opens up employment or research pathways;
- manage a student's experience of the major so that they can make informed choices among the subjects on offer and find a clear pathway through it towards clearly-designated outcomes;
- define the ways in which the major prepares its students for further study in research and/or vocational programs;
- consider the ways in which staff in the program work cooperatively in the design and delivery of the whole program, and in team teaching within individual subjects.



The Curriculum Review has encountered, in its enquiries, a number of different approaches to the demands of curriculum renewal for majors. In particular, it has discovered programs that

- are rethinking their undergraduate offerings as tightly structured sequences with limited numbers of subjects, with the intent of freeing up staff for postgraduate coursework and for research;
- have trimmed subjects, often with some pain and loss, but have not yet given as much attention to the intellectual and structural coherence of what remains;
- have re-fashioned an already small number of subjects into a more coherent major, particularly by designating some subjects as core at each year level, and others as electives;
- have been reluctant to reduce subjects, because their major strategy is – at least implicitly – to offer as much diversity as they can sustain to work as a platform for honours and Research Higher Degrees;
- are able to cross-subsidise their small enrolments through drawing on philanthropic and other external sources of support for salary costs.

This range of engagements with curriculum renewal is apposite, but some of these approaches are favored in the Report, particularly those which emphasize the importance of curriculum coherence.

Several issues of specific relevance to all majors are discussed below. Comments on the individual majors appear later, including recommendations for retention and, in some cases, for discontinuation.

Administration

It is recommended that all majors put in place the following management systems to ensure that the major is, where necessary, redesigned with appropriate input from interested parties and, in any event, properly administered to ensure the quality of the student experience.

1. All majors should appoint an academic coordinator, who should be a senior member of staff with responsibility for the academic content and delivery of the program, and for consulting and coordinating all staff teaching into the major.
2. All majors (or groups of majors where appropriate) should have a Board of Studies with representation of academic, professional, community and student interests as appropriate. Membership of these Boards needs to be coordinated across the Faculty, and in relation to the Board of Studies for the BA as a whole, in order to avoid duplication of representation.
3. All majors (or groups of majors where appropriate) should consider the appointment of an academic course advisor (at level A) who will do some teaching into the program but will be responsible primarily for promoting and explaining the major to students and prospective students through publications, talks and course advice.
4. The Faculty and its Schools consider how students are to be advised about choosing a major and what administrative arrangements need to be put in place, including student system arrangements, to facilitate this.



5. The draft policy proposal on Student Advising prepared by HeadStart participants should be released, disseminated, discussed and its recommendations implemented as appropriate.

Core and optional subjects

In some areas of study, majors will be characterized by a requirement that students take one or more compulsory subjects (aside from the third year capstone). Another model distinguishes between core and optional subjects, with students required to take a certain number from each group. In each case there must be a clear curriculum rationale for the structural distinctions and requirements. Similarly, a major which does not provide any structural guidance for student choice will need to be able to justify that degree of openness of structure in terms of the nature of the discipline. In some specific cases, such as foreign language acquisition, it may be appropriate to offer primarily compulsory subjects, but it is expected that most majors will provide some degree of student choice. The appropriate degree of choice will be determined by principles of curriculum design, by funding issues related to staff costs and student numbers, and by an assessment of how much choice an individual student can properly process in deciding upon five subjects (the highest number available at second and third years exclusive of the compulsory capstone).

Capstone teaching

The introduction of designated “capstone” subjects for the BA majors raises a number of issues of policy and of implementation. We accordingly recommend that Schools, with the assistance of the Faculty consider

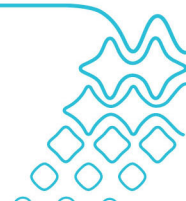
- how capstone subjects which have large enrolments (e.g. in English Literary Studies) are to be designed and delivered; and
- how capstone subjects are to be designed in areas of study (such as History) where some degree of internal “streaming” of subject options has been preserved.

Costs

Individual Schools will need to identify the costs associated with offering a specific number of subjects within their majors. These costs will include

- the flag fall costs of developing a subject (see below);
- the fulltime and sessional teaching costs for each semester of delivery;
- the administrative costs of servicing a wide range of subjects; and
- the opportunity costs for teaching at other levels and for increased research output.

The Faculty’s budget model will provide guidance here, and the possibility that funding may not be available for undergraduate subjects with enrolments of fewer than 40 will also need to be taken into account. This last point is especially relevant to the viability of a major, since capstone subjects (which by definition the full student cohort for each major each year) will be vulnerable if they fall significantly below an enrolment of 40 on a regular basis. Each School will be responsible for ensuring that it can adequately staff the full major program on an ongoing basis.



Subject Reduction

Subject reduction is recommended as an important way of releasing staff time for other activities and may be required, financially, if the University implements proposals not to fund small-enrolment subjects. Subject reduction is also recommended, for example by the 2004 Review of the Bachelor of Arts undertaken by the Teaching and Learning Quality Assurance Committee, as a way of ensuring the coherence of the student experience.

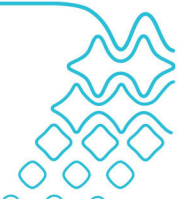
While many staff have been happy to give significant time to sustaining large numbers of undergraduate subjects, we note that there are costs, we call them “flag fall” costs, that are associated with offering a subject and that are largely independent of how many students enrol in that subject. For example, if an area of study attracts approximately 1000 subject enrolments per year, then, if it offers students twenty subjects, it will have twenty lots of flag fall costs plus the costs of tutoring and marking 1000 students, whereas, if it offers ten subjects, it will have the same marking and tutoring costs, but only half the flag fall costs. Since we estimate flag fall costs at approximately 70 hours per subject (including the time required to deliver lectures), the reduction from twenty to ten subjects saves the organizational unit approximately 700 hours of staff time which can be devoted to other activities—research, enhancement of teaching and learning, etc.

Of course, these “savings” may come at a cost—the reduction of options for students and of opportunities for staff to pursue teaching in specialist areas with which they strongly identify and in which they may well be engaged in cutting-edge research. As usual, this loss has to be acknowledged. It is real. The question, then, is whether the savings can be realised without bearing too heavy a burden of losses. We believe that this will be generally possible—e.g. by “repackaging” topics in different “bundles”. For example, one subject reduction strategy in getting from twenty courses to ten might be to delete ten existing subjects. But another strategy, which is frequently available, is to “cherry-pick” the best elements from the twenty existing subjects and repackage them into ten subjects. Students then still get good teaching in specialist areas of study and staff still get opportunities to teach from their research strengths. Such an approach also has the merit, we believe, of addressing an important issue about “coverage” that is sometimes presented as a reason against subject reduction. Our view is that the idea of coverage that is appealed to in this way is in fact ambiguous. You can *cover the field* or you can ensure that each *student* gets a good *exposure* to the field. Having a great many subjects may help ensure that the field is covered, but it may actually militate against students being properly exposed to the full range of the field. Repackaging important topics or issues into a smaller number of subjects brings these two desiderata back into line with one another.

Progression and sequencing

Students in the new generation degree will be required to complete 100 points at third-year level and it will no longer be permitted to code subjects as 2/3. These constraints create a difficulty in areas where progressivity is not as important a principle of structure as accretion, and many programs have expressed concern about the requirement entailed by the new model and its associated student system to distinguish second from third year subjects.

Where progressive development is intrinsic, distinguishing between second and third level subjects will be grounded and easy to accomplish and to justify. Where progressive development is not intrinsic to the sequencing of subject choice, a



distinction between second and third level courses will, aside from the capstone, be conventional in some sense but will still need to be made to accommodate non-negotiable administrative requirements. Accordingly, in these cases, available subjects should be divided equally between second and third levels, and equal numbers of subjects should be offered at each level in each year.

Minors

We recommend that minors should be available for students who wish to study more than one discipline at levels two and three or who are working in interdisciplinary areas. The minor will constitute two rather than three subjects at each of second and third years, and will exclude the capstone. Minors must also establish a degree of coherence and, where relevant, exhibit sequential development. Minors may be offered in areas where a major is not available and will be attractive as breadth sequences for non-BA students.

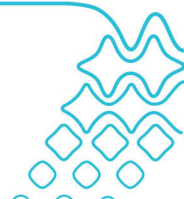
We note that some “stand-alone” minors are currently being offered as a way of giving visibility to areas where student enrolments are low, and of providing access to study at levels four and five. In most of our specific recommendations below, we have suggested that the subjects incorporated in existing or proposed “stand-alone” minors be incorporated into other programs rather than remain as the core of a free-standing program. In addition, we were not convinced that a persuasive case had been made for allowing entry into a research or coursework masters program from a minor alone, especially since the minor structure specifically excludes the capstone (one of whose main purposes is preparation for further study). A preferable strategy would, as suggested, incorporate specific subjects figuring in “stand-alone” minors into a cognate major and then allowing that major to provide an entry pathway into a number of distinctive level four and five programs. This issue should be reviewed when the Faculty has fully considered its options for years four and five, a matter on which this report is not able to make specific recommendations.

Criteria of Sustainability

Our recommendations about the retention or discontinuation of specific programs as majors or minors will be particularly interesting to Faculty staff and students. To arrive at the recommendations which we make, we have identified and developed a number of criteria, focused on the general concept of *sustainability*. These criteria are based on the Chair’s research in this area, which was in turn reflected in the “fitness for purpose” criteria in terms of which programs were invited to make their “succinct cases” for sustainability. They have been further refined as the Panel reflected on materials and arguments that were presented to it in the course of its enquiries.

1. **Staff profile** including, especially, the adequacy of current permanent staffing arrangements to support sustainable offerings of subjects in sufficient number and variety to enable students to complete a coherent and appropriate program of study. Several programs depend on small numbers of dedicated staff. In every case, this raises issues of sustainability, in a strictly academic sense—how secure is the provision of a suitable range of subject offerings? how can subjects be scheduled to ensure student choice compatibly with staff pursuing their research activities, including study leave? etc.

The degree to which specific programs are dependent on sessional teaching is also relevant and consideration was given to the sustainability of these arrangements given budgetary constraints.



2. **Student load** particularly in view of the proposed funding relation between staff costs and enrolment numbers. Without adequate student interest in an area of study, the subjects offered for that area do not attract sufficient enrolments to meet the costs associated with their being offered. Of course, there will be cases where this criterion trades off against others and where the School(s) concerned are prepared to “cross subsidize” teaching from other income streams.

3. **Program integrity** where this encompasses the breadth of subject offerings and their coherence and coverage of the area of study. In the case of programs which are “essentially interdisciplinary”, it is also important, to ensure that students are able to “process” this interdisciplinarity, that core subjects be identified, extending beyond the provision of a distinctive capstone, that explicitly equip students to benefit from interdisciplinarity.

4. **Management** where this means, typically, having a secure place in a School of the Faculty of Arts and/or an appropriate management structure such as a Board of Studies, proper administrative structures and continuity of responsibility for maintaining the program. A program may be unsustainable in this respect where it depends for the subjects which constitute it on the offerings of and hence on the staff of a number of different Schools (or in some cases Faculties). All programs which depend for their viability on cross-School and cross-Faculty teaching arrangements need to address the management issues which are raised by this dependence.

5. **Other strategic factors** which include but are not exhausted by the intellectual centrality of the subject area, the strategic importance to the state or the nation of the subject area, the degree of stakeholder involvement and/or community support for the program, etc.

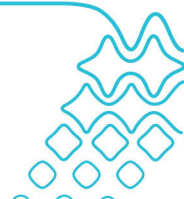
6. **Appropriateness for inclusion in a new generation BA program** where the issues include the appropriateness of the program as an undergraduate (rather than postgraduate) offering and its place in the BA rather than some other new generation degree program. In addition, each major should be reasonably distinct from every other. Any extensive cross-listing of subjects between majors should occur only with optional subjects, and it should be made clear how those subjects relate to both majors.

Sustainability Analysis of Specific Programs

Several programs depend on small numbers of dedicated staff (criterion 1). In particular, the number of dedicated staff teaching core subjects is low enough in the following areas of study to raise concerns about the sustainability of the major/minor:

[a redaction at this point]

In each such case, we recommend that the Faculty and the administering School undertake risk analysis and consider the strategic options in light, especially, of the “opportunity costs” of continuing to offer tuition in these areas. (What else could be taught, what other uses of staff time would become available, if these areas of study were not offered?) In some cases, there will be overriding strategic considerations of one kind or another which tell against the deletion of a “vulnerable” program. Even in these cases, however, the Faculty and School must ensure and monitor sustainability of the programs against at least the usual contingencies. We note that, while it currently appears to be common practice, it is not good practice, in our view, to ensure “sustainability” by heavy reliance on sessional staff (e.g. to “cover” for permanent staff while they are on leave or unusually heavily occupied with research



or administrative duties). We accordingly recommend that the Faculty and Schools review the status of these programs periodically.

Another kind of sustainability issue is raised where a program is “essentially interdisciplinary”—i.e. depends for the subjects which constitute it on the offerings of and hence on the staff of a number of different Schools (or in some cases Faculties). Accordingly, the Panel recommends that all programs which depend for their viability on cross-School and cross-Faculty teaching arrangements address the management issues which are raised by this dependence (criterion 4). In particular, it needs to be clear which School administers the program, who within that School has convener’s responsibility for it, and so on. We also recommend that Boards of Studies be constituted and convened regularly for the management of such programs. Such Boards will, *inter alia*, oversee the scheduling of courses to ensure adequate student choice across a multi-year sequence and should use their good offices to ensure that, under the pressure to reduce the number of subjects taught, individual Schools do not unwittingly discontinue subjects which play a crucial role in an interdisciplinary program. Where it is feasible without creating other difficulties, staff teaching into such an interdisciplinary program should be redeployed to a single School.

Programs for which such issues are raised are:

[a redaction at this point]

A third kind of sustainability issue, overlapping in some cases with one or both of the other such issues, is raised by the fact that, in several cases, the shape and content of a program reflects the history of its institution and development at the University of Melbourne within school, previously departmental boundaries. In each such case, we recommend that a scoping project be undertaken to ensure that all opportunities for cross-School and cross-Faculty collaboration have been exploited for the benefit of students. It is especially important in cases of this kind that the full range of appropriate subjects be included in the major list, notwithstanding their origins in other schools. On the other hand, it is important in these cases to identify and if possible avoid subject overlap and duplication. These issues can be effectively addressed, we believe, by constituting Boards of Studies for such programs, as already recommended.

Such collaborative arrangements are particularly urgent where dedicated staff numbers are small. In this kind of case too a Board of Studies might be appropriate, perhaps even necessary to overcome historical inertia. Programs which raise this kind of issue are

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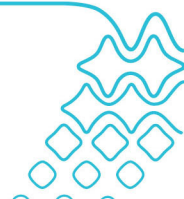
It will be noted that there are several cases where multiple sustainability issues are raised. Where a program fails on several of these criteria we accordingly recommend its discontinuation, as follows:

[a redaction at this point]

Specific Recommendations

We now make a series of specific recommendations based on the apparatus we have developed and outlined in the previous sections of this Report. These recommendations fall into three distinct categories:

- recommendations about and commendations of specific majors or minors and the



practices which inform them—these are made School by School;

- general issues, arising from our enquiries, for the BA as a whole;
- general issues, thrown up by our enquiries, of potential University-wide relevance.

[a redaction at this point]

Honours and Coursework Postgraduate Studies

The Faculty and its Schools (and, possibly, the University as a whole) need to consider, explicitly, how coursework postgraduate programs, including the Plus Two sequence within the 3+2+3 new generation program sequence, are to be resourced and what trade-offs with undergraduate curriculum might be appropriate—e.g. fewer undergraduate subjects to allow staff time and other resources for Plus Two teaching. There might be a diversity of options in this regard, reflecting the different “market potential” for Plus Two programs across the various areas of study. Schools should be urged to consider whether a traditional “Honours year” might serve as the first of a two-year sequence of study from which research higher degree students might exit midway but which might offer students seeking a more “vocational” or “professional” outcome with an appropriate fifth year of study.

The role of Honours in the 3+2+3 model remains uncertain. This is a matter which requires clarification at the highest level and we accordingly recommend that the Faculty develop and seek approval for a policy about the status of Honours in the Melbourne Model. Several more specific points were raised during our enquiries and we recommend that the Faculty, through its committees, develop a discussion paper in which issues are analysed and options developed, in particular, on the following points:

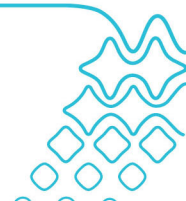
Is 100 points adequate preparation for Honours?

- Conversely, should a 75 point minor be considered adequate for entry to Honours?
- How are low enrolments in Honours in certain areas of study to be addressed?
- What should the unit value be, or what range of unit values should be accepted as legitimate, in the new generation Honours program? (In particular, should a 50 point thesis be permitted?)

In practice students will not be as well prepared for honours in terms of breadth of study as most are at present. There will be some compensation in that most honours students in the new model will have a shared understanding of their discipline because of the development of explicit cohort experience through the capstone and a reduced and more focussed program. Building on this and providing any necessary extra groundwork will be a challenge in the construction of new generation honours programs.

Breadth

In principle, and observing prerequisite requirements, all BA subjects are available to non-BA students as breadth. In practice, students will be directed towards minor sequences, or to the further breakdown of these into 37.5 point sequences. Given that attracting non-BA breadth students is vital for ensuring adequate (and even improved) funded load, it is recommended that Faculty select specific subjects, and



37.5 and 75 point sequences, to promote widely and strongly. This should be done centrally (with proper representation of and in cooperation with all Schools) to avoid counter-productive competition among programs.

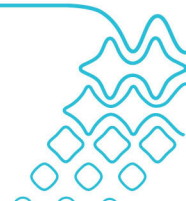
Differential Funding

We recommend that the Faculty consider whether special funding arrangements need to be made *at the subject level* to support, for example, internship subjects and other subjects requiring more intensive or different modes of teaching. Whatever the current internal budgeting, in relation to the Cluster Funding model, specific subjects may require special funding and, if they are strategically important—e.g. in relation to knowledge transfer—should receive it. There is a more general issue about the degree to which and the transparency with which Cluster Funding relativities figure robustly in the Faculty’s budget processes. This is a matter about which many staff seemed ill-informed and about which some (especially from the “languages Schools”) were disgruntled or at least sceptical. We accordingly recommend that wider, deeper and more thorough discussion of this matter be undertaken. We observe that the need for such discussion, especially given anxieties associated with the Arts Renewal Strategy, may be urgent.

General University Issues

The Panel would like to record, for propagation to other Faculties and to the Senior Executive of the University, two points which we became aware of during the review process that we believe are of potentially University-wide significance.

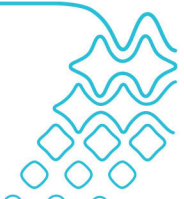
The introduction of the Melbourne Model in 2008 creates uncertainty about total load in the new generation degrees and in the subjects offered for them. Changes to the suite of undergraduate offerings also heightens uncertainty about the “profile” (e.g. the distribution of ENTER scores) of commencing new generation students in 2008. In light of these uncertainties, it would be prudent, as far as is compatible with other desiderata, to preserve options until more information is available. This is especially important because or to the extent that staff anxieties about load “redistribution” will need to be overcome before there can, at all relevant levels, be full and enthusiastic acceptance by staff of the overriding benefits of curriculum change. This point qualifies, we believe, as an overarching proviso which needs to be taken account of in implementing such of our recommendations as call for potentially irreversible change.



ATTACHMENT A

The Terms of Reference

1. To review and recommend methods for the refocus of the content and quality of the degree, and the range and depth of its programs, majors and subjects.
2. To review current practices in subject development with a view to assisting disciplines to devise core-curriculum subjects and sequences which embed knowledge about key theoretical and methodological issues while also show-casing a range of specific applications and themes.
3. To review and suggest ways to refocus the range of majors currently on offer and to identify opportunities for rationalisation, deepening of current strengths, and numbers of majors in the degree;
4. Giving consideration to the overall coherence of the degree and pathways through it, to recommend optimum targets (minimum and maximum) for enrolments in subjects and numbers of subjects in majors;
5. To identify any overlap across subjects and majors;
6. To report on the place of interdisciplinary programs and subject cross-listing between programs, and to make recommendations for facilitating academic collaboration across Schools and programs on undergraduate curriculum and teaching;
7. To consider how the three-year undergraduate degree leads on to study at years 4 and 5 and how it is aligned with the needs of the workplace and academia;
8. To consider the place of minors and 75-point breadth sequences, and to make recommendations on nomenclature and ways of increasing their profile within the degree, as well as their role as pathways to higher study;
9. To offer advice on quality control for teaching and learning outcomes in subjects with large enrolments and to devise a process for the review of the new BA structure and its eight new generation first year subjects to be undertaken at the end of 2008.
10. To provide an academic framework for the Faculty's ongoing commitment to the reduction of subject numbers, managing less popular areas of study, and ensuring teaching priorities are linked to research and knowledge transfer priorities.



ATTACHMENT B

Dear Colleagues,

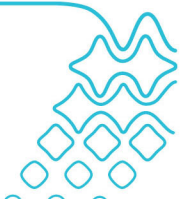
Let me introduce myself. I am Fred D'Agostino and the Dean of Arts, Professor Belinda Probert, has asked me to lead the curriculum review of the Bachelor of Arts degree program. I am writing to you today about your role in that process.

I am Director of Studies in the Faculty of Arts at the University of Queensland and a Professor of Humanities there, specialising in political philosophy and epistemology. I hold an ARC Discovery grant for work in social epistemology and am a Fellow of the Academy. I have been a Head of School, Deputy Chair of Academic Board, member of Council, and have served on numerous school and program review panels. I chaired the recent septennial BA Review at the University of the Sunshine Coast and have been in charge, for the past 18 months, of the implementation of BA Review recommendations at the University of Queensland. I hold a Carrick Leadership Development grant for work on curriculum and on the role of the major convener, so I think your work as a convener is important ... but, if practices elsewhere are a reliable guide, that work is likely to be under-recognised and under-supported in university processes and policies. (Remedying that is the aim of the Carrick project which I lead.)

Under the terms of reference for the curriculum review (which are attached), majors will come under examination. In a discussion with the Faculty Executive on 12 June, I proposed a “fitness for purpose” analysis to inform the deliberations of the Curriculum Review Panel. The key points of this analysis were expressed as follows:

A University of Melbourne BA major shows its fitness for purpose by

- its contribution to the broader purpose of the BA as a general qualification articulating, for some students, with professional programs;
- its recognition, across the international academic community, as a legitimate and important field of study for undergraduate students;
- the distinctiveness relative to other fields of study of its basic intellectual tools and key concepts and findings;
- the critical mass and quality of academic staff teaching into it;
- the availability, currently or after further curriculum reform, of a progressively structured sequence of study, based on the gateway/capstone model;
- avoiding such breadth of study as would be more appropriate for a stand-alone specialist degree program;
- avoiding such narrowness of focus as would be more appropriate to a stream within a major;
- evidence of significant student interest (enrolments and completions);
- its fit with the research profiles and strengths of the contributing schools;
- its significance in relation to broader social purposes;



- its sustainability, in the most general sense, encompassing staffing, student demand, financial and other resources, including library holdings, academic facilities, etc.

I am writing today to give notice that the Curriculum Review Panel (membership attached) is proposing to meet with conveners of majors and their heads of schools during the week beginning 13 August to discuss their responses to a request that they provide a “succinct case”, guided by the fitness for purpose analysis, for the place of their majors in the “new generation” BA which will come into being in 2008 under the terms of the “Melbourne Model”. In particular, conveners are asked, after consulting widely (including with students and other stakeholders), to prepare a 1000 word case addressing, in particular, the key issues of

- student interest
- staff excellence
- relevance of the discipline to the broader aims and objectives of the new generation BA
- coherence of the curriculum
- sustainability

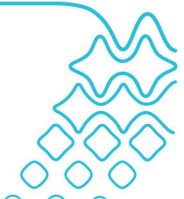
Your case should be submitted by close of business on Friday, 27 July.

Along with a suite of data which we are now gathering and will later distribute (and whose elements are shown below under the heading “Major Data Pro Forma”), the “succinct case” will form the basis for our discussions when we meet in the week beginning 13 August.

I am looking forward to meeting with you in August to discuss these crucial issues. In the meantime, please don’t hesitate to email me if you have any questions.

All best wishes—

Fred D’Agostino



ADDENDUM K

Curriculum Leadership in Action: An action learning approach to building capability

Background

Throughout the project the project leaders sought to identify opportunities to connect the project, with its aims and intentions, to existing and emerging institutional activities that were strategically significant to teaching and learning at UQ. One such area was the University's explicit commitment (in policy and practice) to teaching leadership, innovation and scholarship. Throughout 2007-2009 two initiatives of particular relevance to us were a) the introduction of an internal competitive grant scheme for teaching and learning innovation and enhancement; and b) the introduction to UQ of the 'teaching-focused academic' role to UQ's policy, with a concomitant recognition of 'scholarship of teaching' as a specific objective for those playing such a role.

This addendum provides:

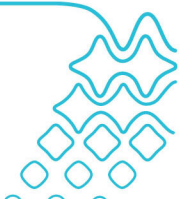
- a brief review of relevant shifts within the institutional landscape;
- the issues for curriculum leaders and teaching/learning innovators identified via this project;
- a description of the activities undertaken by the project leader and director to draw from this project in order to contribute to these initiatives; and
- a summary of the outcomes that followed.

Since we are in the process of writing a scholarly article about these activities, we have drawn on the theoretical framework (activity theory) used for that article to present and discuss our findings here.

The UQ landscape: from scholarly activities to teaching scholarship as policy and practice

As with any large organization, there is a diverse range of people, activities and factors that appear to have facilitated the now salient culture of thinking and practice that we seek to describe as teaching scholarship at UQ. Activity theory takes the system of activity itself as a unit of analysis, and has been used to conceptualise and theorise professional learning (Trowler & Knight, 2000), the implementation of educational technology (Pea, 2004; Slay, 2002) and curriculum in vocational learning (Billet, 2003). Here we use Engestrom's (1987) activity theory framework to provide a situated overview of the otherwise complex array of activities that appear related to the emergence of teaching scholarship at UQ. These factors are summarized in Figure 1, which overlays key elements related to scholarship of teaching at UQ to date onto the activity theory framework (Appendix 1).

Activity theorists focus on the factors that shape activities and interactions, norms and practices at the local level (Billet, 2003; Englestrom & Middleton, 2006). They are concerned with the role of those activities in mediating and influencing the nature of the outcome, as well as the extent to which individuals are able to make decisions about how they engage in these activities (which in turn influences social practice).



As we use this framework to illustrate the emergence of scholarship of teaching, and the ‘teaching focused’ role at the University of Queensland, we incorporate the analytic principles of activity theory to include: brief historical accounts, the multiplicity of voices involved, specific artefacts of relevance, contradictions and tensions, and evolving transformations.

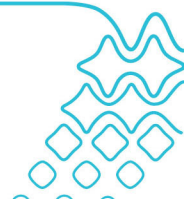
Subject and community: the morphing of the ‘academic’ and the ‘community’ at UQ

Activity theory draws our initial attention to the individuals or specific sub-groups that are of interest to our analysis (the subject), which in this case are the academics within the university. Prior to 2007 academic staff were required to undertake a balance of teaching and disciplinary research activities unless they were employed in a ‘research-only’ position. There was however a healthy interest in teaching excellence and scholarship within the UQ community, evidenced in high levels of participation in professional development workshops, certificate award programs in university teaching, and institutional/national teaching award programs. From 2007 onwards, academic staff at the university were able to undertake *scholarship of teaching* as a formal dimension of their academic role and activities, in place of disciplinary research. Over the last two years this shift in policy, focus of activity and allocation of role has influenced an explicit change in the composition and nature of the academic cohort – recent audits indicate there are now up to 135 staff making scholarship of teaching activities a key focus of their academic duties.

Rules, tools and signs: bringing SoTL into view

The explicit articulation of teaching scholarship as a *legitimate* dimension of the academic role within UQ has origins in policy level actions (rules) that can be seen to be closely linked to, and leveraged from, three high profile points of reference (tools and signs): teaching awards, professional learning courses and certificate level teaching programs, and funded teaching and learning grants. For several years the university has actively promoted participation in teaching excellence award programs, and has financially supported staff enrolment in graduate certificate level coursework in tertiary teaching. These awards and certificate programs, as visible ‘tools and signs’, play an influential role in mediating staff interpretation of the value of teaching and scholarship of teaching – and engagement has been high. UQ’s institutional award program was instigated in 1988, preceding the Australian Awards for University Teaching established in 1997. Since 1998 the University’s institutional award program has mirrored the national award program’s criteria and guidelines. Staff willingness to participate in both institutional and national award programs is comprehensive, averaging up to 20 plus submissions each year. At the national level, UQ has won a total of 19 teaching excellence awards, 18 awards for the support of student learning, and 24 citations.

Within the graduate certificate program, participants undertake an action learning project focused on teaching and learning practice. The project is designed to encourage evidence-based analysis and evaluation of a course-based educational intervention focused on the enhancement of student learning. Graduates speak highly of this process and often continue this scholarly work via publications and successful participation in teaching award programs. A groundswell of interest was apparent and gained momentum as the experiences and activities of graduates had some influence within schools and faculties. In part these high levels of interest may account for the eager uptake of various teaching and learning initiatives and the reintroduction of institutional teaching and learning grants in early 2008



The *national* focus on the enhancement of learning and teaching in higher education, brought about by the release of the Commonwealth Government's 2003 reform package (*Our Universities – Backing Australia's Future*), and closely followed by the establishment of the Carrick Institute for Learning and Teaching in Higher Education (now ALTC) in 2004, added weight to the growing interest in teaching and learning leadership, innovation and research as a legitimate form of academic work within UQ.

In 2006 the Deputy Vice Chancellor (Academic) established a working party to review the nature of the academic role at UQ, seeking submissions for consideration and discussion from across the University and across the sector. The terms of reference for this working party were:

- To examine whether the current appointment and promotion arrangements allow for the required range of academic roles within the UQ, particularly in relation to roles focused largely on teaching and learning;
- To examine whether excellence and leadership in teaching and learning are adequately recognized in the current appointment and promotion policies;
- To examine whether alternative mechanisms need to be introduced for the appointment and promotion of staff in academic roles where the focus is substantially on teaching and learning, or whether the current systems can be adjusted to recognize the full range of academic roles, right through from a focus on research to a focus on excellence and leadership in teaching and learning (Report of the Working Party on Diversity of Academic Roles, March 2007, p. 2).

On completion of deliberations, the working party made recommendations to “introduce full academic positions focusing on teaching and teaching-related scholarship”; and noted that staff in such appointments would “be expected to engage in scholarship and engagement as part of their duties, which should be reflected in workloads” (p. 3). This distinction is emphasised throughout the final report.

Following Senate approval in March 2007, the University introduced academic appointments in teaching focused roles into institutional policies and procedures, noting that teaching focused staff have an ‘obligation to undertake scholarship in teaching and learning and contribute to the development of pedagogy in their discipline’. The creation of these positions entailed concurrent changes to a range of related policies concerning appointment types, position criteria, confirmation and promotion processes, and performance appraisal. In this way teaching scholarship became explicitly present within the institutional activities (rules) of the university – validating and supporting scholarship via policies, processes and documentation used for accountability and performance processes.

Concurrently, the Office of the Deputy Vice Chancellor (Academic) released an additional set of grants (funded in part by the University's Learning and Teaching Performance Fund windfall), designed to encourage and seed interest in the various ALTC grant schemes and to fund teaching research activity of strategic importance to UQ. Announced towards the end of 2007, the first round of UQ Teaching and Learning Strategic Grants attracted strong interest with 11 large grant applications and 59 small grant applications received. In total \$1,390,681 of funding was approved for 42 projects. In a second round released in 2008 interest remained high, and submissions were very competitive with 11 large grant and 61 small grant proposals received, of which five large grant and 30 small grant proposals were



funded.

In sum, the University community had been well exposed to the valuing of teaching excellence, teaching innovation and research into teaching and learning over several years through the active promotion of these key tools and signs. But this has occurred concurrently with the emergence of activity by individuals within local contexts on areas of teaching and learning significant to them. For many however the time, effort and expertise required to undertake significant teaching and learning initiatives (including curriculum renewal) remained under-rewarded and unacknowledged in core performance review processes (rules). A further shift emerged when a series of activities oriented towards the explicit valuing of teaching excellence and teaching research unfolded at the higher education sector level (tools and signs); that in turn invite some connections to the consequent inclusion of scholarship of teaching within institutional policy, processes and practices (rules).

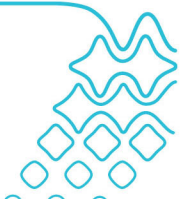
Our project emerged in the midst of these significant shifts in institutional landscape. In our work with staff across faculties (via the Working Party) we identified several particular issues for teaching and learning leaders (as reported in Addenda B, C, and D). In summary, senior/more experienced staff and emerging leaders were expected to undertake curriculum renewal activities (following University policy) and/or to lead teaching and learning *innovation* – in the absence of any formal mechanisms for professional development, learning or mentoring for these tasks. Moreover, as our Working Party had identified in Phase 1, tasks such as these were routinely viewed within the performance review lens as a form of ‘service’ (noted in Addendum D). Later, we identified similar issues for staff aspiring to become *next generation* curriculum leaders. Using the ‘activity theory’ framework, the areas of ‘division of labour’ and ‘sense/meaning’ remained problematic. This analysis helped us to target Phase 2 project activities, so we proceeded to identify specific opportunities/devise resources that would redress this ‘gap’ and in turn, ensure adequate support for staff in teaching and learning innovation/leadership roles (as discussed in Addendum C).

The university’s most recent strategic document related to teaching and learning (the Teaching and Learning Enhancement Plan, 2008-2010) makes numerous references to teaching scholarship, and includes the development of capability in the scholarship of teaching within one of its sub-goals. There is an ongoing commitment to teaching-focused positions and to the recognition of *scholarship of teaching* activities (such as evidence based curriculum renewal, teaching and learning innovation and leadership) within the academic role. To date, appointments to these new positions have been made within all faculties and at all position levels, including one professorial appointment. This commitment is further supported by the allocation of institutional resources, two new grant schemes to support teaching-focused staff, and recently secured ALTC funding (via the ALTC’s Promoting Excellence Initiative), towards achieving increased engagement in teaching awards and grant schemes, and the development of staff capability in teaching scholarship.

Project Activities in Support of Institutional T&L Initiatives

In sum, throughout the life of our project significant institutional shifts took place. We used these shifts as opportunities to engage staff in our project process, to sharpen and refine the project outcomes, and as mechanisms for the dissemination of project activities and findings. These institutional shifts led to three main ‘expansions’ to our original planned activities:

- A ‘sub-project’ in Phase 2 entitled ‘Curriculum Leadership in Action’ (Addendum B). This project recruited a small number of academics in leadership roles into an



action research activities oriented to curriculum renewal;

- A series of working sessions enhanced by a peer mentoring network for UQ Teaching and Learning Strategic Grant applicants;
- A suite of professional learning workshops oriented to institutional capability development, under the banner of 'Teaching Scholarship' and 'Teaching and Learning Leadership'.

In each activity we devised strategies that would mobilise our project resources and findings in ways that would support the *actual activities* of staff at the UQ (rather than as stand-alone, one-off workshops and resources). This approach makes use of the action learning principles and paradigm used widely in adult professional learning and leadership development (Chambers & Hale, 2007; Kramer, 2007; McGill & Brockbank, 2003), in which materials, resources and support are provided for participant use *during* everyday professional activities – enabling *learning through action*.

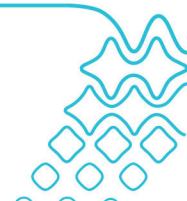
1. Supporting curriculum leadership 'in action'

The sub-project of 'Curriculum Leadership in Action' is documented in Addendum B, and in sum elicited staff involved in a curriculum leadership role, including such tasks as:

- convening a major or program of study;
- contextualising/developing major- or program- specific graduate attributes;
- responding to school evaluation reports for the UQ curriculum review or TQA process;
- implementing a 'whole-of-program/school' approach to assessment or other teaching/learning initiative;
- consolidating and embedding an initiative across the first year/final year;
- realigning course objectives and assessment within a major or program;
- aligning program/major courses and assessment with the requirements of external accreditation bodies;
- embedding technology and flexible approaches to learning and teaching within the major or program.

We hoped that engaging staff in this 'sub-project' enabled them to:

- develop some expertise in curriculum leadership tasks;
- develop and extend leadership capabilities;
- receive direct support, guidance and mentoring;
- access strategies, tools, resources and examples developed from the project;
- network with other experienced colleagues;



- become part of a cohort of emerging curriculum leaders at UQ.

More importantly this provided another mechanism through which to enable staff involved in teaching and learning leadership tasks to contribute to, and elaborate on, our project. As Addendum B documents, a number of staff leading significant teaching and learning innovations participated in this process and used our project resources, with substantial outcomes. Evaluation data gathered from these participants is documented in Addendum P.

2. Supporting teaching and learning innovation (T&L Grant Scheme) 'in action'

Earlier we noted that in 2007 and 2008 the Office of the DVC (Academic) offered an institution-wide competitive grant scheme for teaching and learning projects of *strategic* interest. Proposals needed to identify and address an area of student learning in need of improvement, as evidenced by institutional data. In 2007, and 2008 we were invited to draw from our project to offer support and mentorship to staff developing proposals and to successful grant recipients. In doing so (documented in Addenda E, F, and H) we undertook to monitor the grant scheme as a whole, as well as to provide support for (and document the experiences of) a smaller group of grant holders. Just over 90 proposals have been awarded funding, and while many of these projects are ongoing, we have been able to gather data about the topics and foci of all of these projects, and data investigating the experiences and perceptions of project leaders of completed projects.

We hosted two types of working sessions. The first aimed to enable staff to devise and scope teaching and learning projects with a specifically *strategic* focus and orientation. The second type of working session was devised specifically for successful recipients, and aimed to develop project leadership capabilities and knowledge. These sessions attracted up to 30 participants each, and evaluations were enthusiastic. With a response rate of 76% of participants the overall 'effectiveness' of the courses was rated at 4.32/5.0). Detailed evaluation summaries are included Addendum P. For staff successful in gaining a grant, we continued to offer support, guidance and a 'network' of peer mentorship; and on our recommendation, sessions in which grant holders showcase their work was included in the University's Teaching and Learning Week timetable in 2007 and 2008.

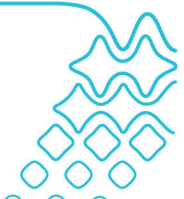
Areas of strategic innovation within the T&L Grant Scheme

The topics of the projects that were funded reflect both the areas of interest generated by staff as well as the areas of priority perceived by the funding committee (DVC Academic). The following areas were identified through a thematic analysis of the topics and foci of funded projects:

Disciplinary teaching and learning (specific challenges of enabling students to grapple with disciplinary specific ways of thinking and practice)

The largest proportion of projects focused on specific challenges related to enabling student learning of discipline-specific forms of thinking and practice. Projects within this category identified particular aspects of disciplinary thinking such as

- clinical reasoning within pharmacy,
- inter-professional learning within health,
- systems thinking within natural and rural management,



- project development and design within engineering,
- critical legal skills within law, and
- grammatical structure in Spanish.

As a broad area of teaching scholarship, the investigation of disciplinary specific ways of thinking and practice is clearly an emerging emphasis at UQ, involving 35% of the total projects funded.

Learning technologies that support/enable learning

Closely following the emphasis on disciplinary teaching and learning, there were a large proportion of projects based on the use of learning technologies to support and enhance student learning. Interestingly, many of these involved initiatives designed to support specific disciplinary learning capabilities or the creation of disciplinary learning communities *through* the use of learning technologies. Projects within this category were selected on the basis of a) focus on learning technologies, and b) potential scalability and transferability of the technology to other contexts. These included:

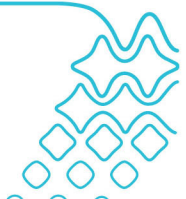
- the application of cognitive linguistics to e-learning tools to facilitate language acquisition;
- online scenarios and virtual settings of various kinds to portray 'life-like' professional contexts within religion studies, business and economics, and veterinary science;
- electronic tools to facilitate professional skills within the health sciences;
- web-based resources to enhance subject matter in animal behaviour studies.
- More general projects investigating the use of learning technologies to support and enhance student learning included:
 - mobile learning technologies/VOD casts for large undergraduate classes in science;
 - interactive modeling of core concepts in sciences and pharmacy;
 - elearning tools to facilitate collaboration and community-building amongst first year students.

31% of the funded projects were focused on this area.

Investigating/supporting student learning transitions (includes diversity)

There are a number of projects that seek to investigate and enhance students' experiences and transition to university study, and within that, targeted support for addressing issues of student diversity. Distinct from earlier emphases on creating a community and sense of cohort, these projects focus on areas such as:

- building student-teacher pedagogical relationships;
- clarifying learning pathways early for first year students;



- identifying troublesome knowledge in large first year ‘flagship’ courses (courses identified as core to a program or several areas of study);
- investigating the learning experiences of culturally and linguistically diverse students;
- improving information literacy skills.

Projects investigating this area comprised 15% of the total pool.

The remaining projects were distributed relatively evenly across areas such as: building learning communities for students, the undergraduate research experience, assessment, staff capability development, and indigenous teaching and learning practices. In total these comprised the remaining 19% of funded projects.

Areas of individual professional learning and knowledge within the T&L Grant Scheme

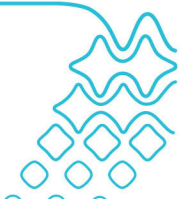
Beyond the topics and areas of priority that are emerging within these scholarship projects, we were interested in participants’ experiences of *undertaking* scholarship of teaching activities. Here we draw on an ongoing investigation of the experiences and perceptions of project leaders. Project leaders are interviewed as they complete or approach completion of their project. A comprehensive case study is undertaken to document the project; and a semi-structured interview is conducted around two themes: i) the project focus, process and outcomes; and ii) the project leader’s experience and perceptions. Twelve interviews have been completed to date, and the data emerging from these provides an interesting indication of the potential outcomes for staff engaged in scholarship of teaching activities.

In this section we provide preliminary reporting of responses to three questions:

- How has this experience influenced your thinking about teaching, learning, curriculum, subject matter?
- How has this experience shaped your view about the role and value of innovation in teaching and learning?
- How has this experience shaped your view of your professional knowledge/expertise, your role as an academic?

In thinking about the influence of undertaking strategic T&L projects on their thinking about learning, teaching, curriculum and subject matter, participants interviewed to date emphasised the insights they gained about student learning. This does not seem surprising, given the emphasis on enhancing learning within the grant scheme criteria. However it is interesting to note the extent to which participants felt that their understanding of students’ learning needs, and the demands that their disciplines placed on their students, had been elaborated.

It’s very important to make learning relevant to students and to identify methods of engaging them with course content. Students really respond to having a context for their learning and the curriculum. Environmental scoping of the student landscape is a better way to contextualise the learning and support students in the transition of learning models (Project leader, Physiology).



Academics need to have a perspective on what contemporary students 'look like', what their priorities are, etc. This needs to be factored in when designing teaching and learning strategies. i.e. having a 'strategic perspective'... (Project leader, Arts)

...provided further insight into the complexities of teaching and learning. Academic staff often are focused on their own course and are not aware of their students' study backgrounds and outside commitments and have not designed their course to accommodate this (Project leader, Languages)

This short selection of extracts reflect the more extensive discussions in which staff provided detailed elaborations of how the project illuminated their thinking and understanding of students' learning needs and requirements within their courses.

In terms of shaping participants' view of the role and value of innovation in teaching and learning, an overwhelming outcome for the project leaders interviewed thus far was their awareness of the breadth, depth and scope of the scholarship of teaching and learning (or SoTL) field. Interviewees expressed surprise and interest in having discovered the extensive reach of SoTL and in particular emphasised the role of SoTL in bringing people *within* disciplines together. This seemed to encourage ongoing participation in SoTL work:

I've always had an interest in interprofessional education, but became more aware of the emerging literature and how it has changed the way to work...it's encouraging a collaborative approach (Project leader, Health Sciences).

The PETS project was an extension of my graduate certificate project, but this made me think more about the scholarship of teaching and learning, and the different levels of scholarship that people operate at (Project leader, Engineering).

For some interviewees, the project illustrated the need for innovations to be sustained and considered as more in-depth initiatives, rather than short discrete 'one-off' activities:

Innovation used to be thought of in a smaller scale and more of an occasional requirement...I'm now realising that it can be more profound (Project leader, Engineering)

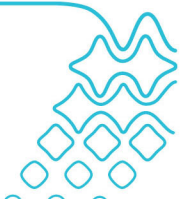
I have a more expansive view of what can be improved (Project leader, Religion studies).

These experiences were often accompanied by the realisation that innovation has implications beyond the project, for people involved and the roles they undertake:

It is an important part of my role to make contact with high schools to bridge the gap between the different learning environments.(Project leader, Arts)

Implementation is not just a trial or a momentary phase; you need to consider how to ensure longevity (Project leader, Languages)

It is important to be able to clearly articulate the potential of innovative ideas to stakeholders who need to accept/engage with/implement them (Project leader, Health Sciences)



Implementation carries with it a responsibility to enact the recommendations from investigations. You need to figure out how to excite or engage the academics so that they take charge of it and implement it within their own courses (Project leader, Arts)

Another important outcome of these projects is a reported improvement in participants' levels of confidence and ability. Interviewees commented that they found the experience enhanced their knowledge and abilities to work on teaching and learning innovations, in leading teams of staff, and in driving change. In turn many reported increased feelings of confidence in identifying potential teaching and learning needs (and in particular their understanding of the role of institutional data in identifying these needs), in developing relevant innovations in response to these needs, and in leading change.

When thinking about the impact of teaching scholarship activities on their professional knowledge and expertise, interviewees were again concerned with their ability to provide better quality support for students' learning. There were many comments about how the project helped them to enhance teaching skills such as: *building rapport with students and establishing trust, being enthusiastic*; as well as some acknowledgement about: *the importance of high quality facilitation skills, good quality teacher training, and learning to listen carefully to students*. Overall, participants to date have identified that their professional knowledge of *how to undertake* teaching and learning scholarship projects had been enhanced, and their knowledge about particular learning challenges within their disciplines or courses had been illuminated.

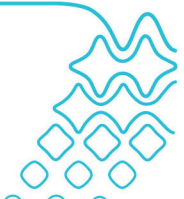
Most of the twelve interviewed felt that the experience raised their awareness of the need to continue their own learning in the improvement of teaching practices, as this extract indicates:

As an academic it is very easy to remain within one's comfort zone and persist with teaching and learning strategies... so never progress or develop. But this has reinforced the need to continue to strive ...to become better and seek the best approaches (Project leader, Languages).

One of the most valuable outcomes from this project has been the capacity of the project leader, project director and many project participants to extend project findings to activities and initiatives well beyond the project itself. The data reviewed here indicates that the 'spheres of influence' reach across the University and to the student experience.

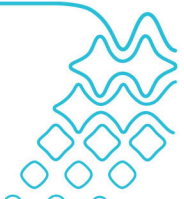
3. Supporting ongoing capability development in teaching and learning innovation, leadership and scholarship.

A key aim of the project was to establish and institutionalise professional development opportunities for emerging curriculum leaders within UQ. As the project extended its reach, so too has this aim been transformed. As a direct result of project activities, a suite of professional development resources and workshops have become institutionalised within the University, via the University's annual staff development program. These target curriculum development, teaching and learning leadership, and the development of *teaching scholarship* capability. To date these sessions have attracted solid evaluations from participants (87% response rate/averaging overall effectiveness of courses at 4.62/5.0). Detailed evaluation summaries are included Addendum P. This suite of working sessions is described in our main report, and accessible via the university's staff development website:



<http://www.tedi.uq.edu.au/staffDev/index.html>

To further support the activities of teaching-focused staff, and staff engaged in teaching scholarship, the Creating Excellence in Scholarship of Teaching and Learning Initiative (CESoTL, led by the project director; documented in Addendum O) was launched in 2008. This initiative will implement a range of activities designed to build capability and engagement in teaching scholarship methods and practice; and create a tangible place for a SoTL community of practice. An overview of this initiative is also available on the university's teaching and learning website: <http://www.uq.edu.au/teaching-learning/index.html?page=7427&pid=63555>



ADDENDUM L

The secondary/tertiary transition project

Final Evaluation Report

UQ Teaching and Learning Strategic Grants

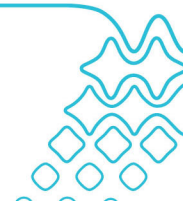
Final Report Date:	5 January 2009
Project Title:	Research high school teaching practices in Arts-relevant subjects to ensure appropriate alignment between high school and university-level learning
Project Leader:	Fred D'Agostino

This report is to be completed at the end of the project timeframe – (approximate timeframes are listed below):

Application Round	Final Report Due
Round 1 – September 2007	Small Grants - 31 December 2008 Large Grants – 31 December 2009
Round 2 – May 2008	Small Grants – 30 June 2009 Large Grants – 30 June 2010

1. For each project objective explain the extent to which it has been achieved. Explain any variations in the expected findings and how this impacted on the outcomes that were initially proposed?

The primary aims of the project, as originally formulated, included a mapping between substantive curriculum at high school and university levels. In the course of our investigations, which involved site visits to about two-dozen schools to speak with head teachers of English and History, we discovered that there were other, perhaps more important issues associated with the school/university transition. In particular, we discovered and confirmed through subsequent focus groups with students who had attended the schools we'd visited, that the fundamental cultures at school and in the UQ BA are very different. Students at UQ feeder schools inhabit a nurturant, and highly directive community focused on achieving good entry scores. Relations between students and staff are highly personalized. The scale of the school is small and the environment an intimate one. None of this is true, for most students, in the BA. Accordingly, the major *finding* of the project is not about substantive curriculum issues, but, rather, about these cultural issues, as reported.



2. What are the actual or likely major positive effects of the project on students; teaching; curriculum; operations; ways of seeing and doing?

Orientation events will be re-designed and materials on the BA First-Year Community website will be re-developed to directly address the *cultural* issue of transition between school and university. Through the Faculty Teaching and Learning Committee, we will devise changes to large-enrolment first-year courses that may aid students in managing the cultural aspects of their transition. We have sought and obtained second-round (2008) HEESP funding for a joint project with Student Services (Janey Saunders will co-direct the project), which will develop materials specifically addressing the cultural issues in school/university transition.

3. What is the primary evidence you have use to demonstrate the achievement or impact of the project?

Changes to orientation and other student support materials. We will survey first-year students, via the BA Community website, to understand how well we may have managed the transition for the 2009 cohort. We will follow up periodically.

4. What valuable unplanned outcomes have resulted?

None of the outcomes was really planned. The decision to focus on cultural aspects, rather than curricular ones, was driven entirely by the interview process, which allowed for this theme to emerge, to be reiterated and then, through the student focus groups, to be confirmed as a major issue.

5. How have you demonstrated and communicate the outcomes of your project to colleagues at UQ or elsewhere?

An attempt to make a presentation at this year's Effective Teaching and Learning Conference was thwarted by my need to be overseas at the relevant time. I have presented the main findings to the Faculty Teaching and Learning Committee and will present at next year's ETL conference, if the theme permits.

6. What is the quality/value of the projects outcomes by reference to national/international developments relevant to the project? (Large Grants only)

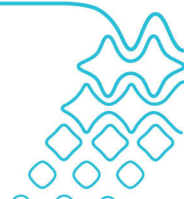
7. What post-project implementation or on going development do you plan to undertake?

Development, using the HEESP funding, of a culture-shock survival strategy for new students in the BA.

8. Is there anything that would have assisted and improved the management or outcomes of this project?

9. If there has been a variation since your Interim Report how has the variations impacted on the outcomes. Include at least comments on impact on (1) the completion timeline (2) budget (3) project focus . Please specify.

The project leader has done the bulk of the work so far. Carry-forward of unspent funding is requested to implement the main findings of the study at the level of specific large-enrolment first-year courses in the BA.



10. Provide an acquittal of the project funding:

	Budget Stage 1/Year 1			Budget Stage 2/Year 2 (Large Grants only)		
	Budget \$	Actual \$	Balance \$	Budget \$	Actual \$	Balance \$
Budget item						
Project officer	14443	4781				
Instructional design	13977	0				
Total per Stage/Year						

11. Attach any documents produced as part of this project (eg conference papers)

12. Project Leader Sign Off

SB D'Agostino

Project Leader Signature

Send report to:

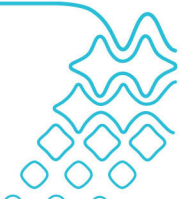
DVC (T&L), Chair of the Teaching & Learning Committee

Level 3 Brian Wilson Chancellery

St Lucia

Copy to the Chair of your Faculty Teaching & Learning Committee

Contact: Majella Card, m.card@uq.edu.au or 07 3346 7839, in the Office of the DVC (T&L) if you have any queries.

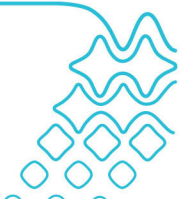


What are the issues in high school to university transition?

Fred D'Agostino
The University of Queensland
Supported by a UQ
Teaching and Learning Strategic Grant

The context

The UQ BA has 1500-1800 new students each year. About half these come straight from high school. Many UQ BA students have attended a small number of "feeder" schools. Design of curriculum and pedagogy for first-year courses ought to be informed by data about the what and how of students' previous learning.



Data Gathering

We have mapped

- the “demography” of the first-year lecture theatre in gateway subjects, to wit
 - what schools are represented
 - what subjects students in that classroom studied in high school.

We also know

- what high schools teach subjects that we teach too;
- what other universities teach subjects that we teach.

What’s the project about?, version 1

To map high school study onto university gateway subjects in order to identify possibilities for bridging.

QSA syllabuses are not so prescriptive that knowledge of the syllabus is sufficient to know what topics or themes students will have studied in year twelve.

To do the mapping, we need to access the work programs of individual schools (that “feed” the UQ BA).



The process

The project leader has interviewed about two-dozen school teams typically consisting of head teachers of English and History from BA “feeders”.

He has shared with them aggregated data about the performance of their students once they enrol at UQ.

The project team maps from work programs onto UQ gateway courses.

What’s the project about?, version 2

In interviews, the project leader found

- The material and cultural conditions are different at school than they are at university:
 - small year twelve classes;
 - close and continuous monitoring of student performance and compliance with requirements;
 - a nurturant, emotionally supportive environment.
- School pedagogy
 - individualises students, and
 - involves continual feedback, multiple drafts, highly detailed marking criteria.

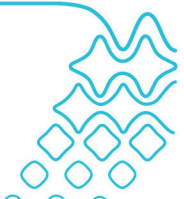


These aspects of school learning are sufficiently different from what commencing BA students typically experience to raise an issue about the management of the year twelve to year one transition.

The project's aims were therefore extended to include data-gathering and planning about these differences.

The process, 2

Based on interviews with school staff and the mapping of work programs the project leader ran focus groups with students who'd recently commenced BA studies after graduating from one of the "feeder" schools.



Focus group findings

Students identified difficulties in moving:

- *from* a system in which their activities were scheduled by others and in which schedules were dense *to* a system in which their activities were largely self-scheduled in an otherwise rather sparse timetable
- *from* an environment in which they were surrounded by “intimates” *to* an impersonal bureaucratically organized environment in which typical encounters were with “strangers”.

The next phases

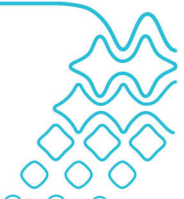
Feed information

FROM

- interviews with school staff
- mapping from school to university subjects
- focus groups with students

TO

- participating school staff
- first-year coordinators at UQ
- Commencing BA students



Undertake redesign of induction, orientation and student support to

Alert students to the key issues for a successful transition and to the opportunities to get help and to skill up.

Liaise with feeder schools to

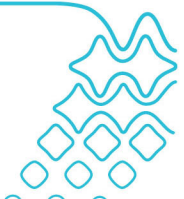
- identify opportunities for school-side preparation for university-level work

The real issue

Commencing UQ BA students will have to

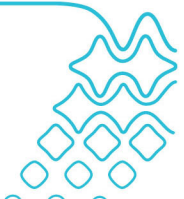
- manage their own time, as it will not be managed via a heavily scheduled timetable;
- draw on internalized practices that were modelled by their school teachers in lessons and in feedback;
- manage their emotional needs in a less nurturant and unfamiliar environment filled with strangers;
- avoid inferring from a hands-off approach by staff that staff are uninterested in students' well-being and academic progress;
- accept a (temporarily) standardizing, rather than individualizing, approach to learning activities and assessment.

How can we support students to make these changes?



Reconceptualizing student support

- Study skills are not the issue.
- Subject knowledge is not the issue.
- Students' motivation is not the issue.
- *That the university is culturally (extremely) different from school is the real issue.*
- This is the transition, the cultural one, that we have to manage better.
- This is the support we need to provide.



ADDENDUM M

Disciplinary-based approaches to curriculum, learning and teaching: extending project findings

Introduction

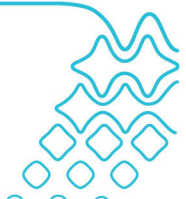
As we reported in our main project document, the need for greater attention to, and better ways of thinking about, curriculum conceptualisation and planning within university settings was a recurring thread in our activities. Indeed in 2007 the ALTC hosted a 'curriculum forum' based on what Hicks (2007) observed as an 'absence' of scholarly analysis and discussion of curriculum practice within the higher education sector. The forum brought together curriculum theorists from the schooling sector and various interested people from higher education. The project director was invited to attend this forum, and found that the themes emerging from our project found equal favour with forum attendees – that is, the sector was in need of disciplinary relevant approaches to curriculum theory and practice. As a result, the project leader and project director devised a number of activities that sought to redress this gap – three of which are reported here:

- Devising a methodology for analysis of threshold concepts and troublesome knowledge to guide curricular and assessment redesign (funded by UQ Strategic T&L Grant Scheme, 2008-2009; CI: D'Agostino et al.);
- An action research investigation of how teachers enable students to master discipline-specific forms of thinking and reasoning (funded by the UQ Early Career Researcher Grant Scheme, 2009-2010; CI: O'Brien);
- An action research investigation of 'making disciplinary thinking visible' within university classrooms (funded by the ALTC Competitive Grant Scheme, 2009-2011; CI: O'Brien).

Background

While disciplinary epistemologies shape higher-order thinking and intellectual engagement, they can be elusive and difficult for students to grasp (Donald, 2002; Huber & Morreale, 2002). The critical features of disciplinary concepts and the nuances of disciplinary thinking rely on epistemological advances that can be challenging to navigate (Entwistle, in press; Kreber, 2009; Meyer & Land, 2006). These complex forms of thinking, reasoning and knowing are central to grasping disciplinary epistemologies and to a critical higher education.

The advantage that more sophisticated forms of knowledge and reasoning provide some students often remains implicit and assumed within university course work (Fraser & Bosquant, 2006), inadvertently made part of the 'hidden' curriculum (Toohey, 1999). This is particularly salient as undergraduate cohorts continue to expand and diversify; and greater proportions of commencing students lack the cultural capital and educational experience that is positively associated with success in university study (Krause, 2005; Krause et al, 2005; Kreber, 2009). Students must learn to transform existing approaches to learning and thinking into higher order forms of engagement based upon more sophisticated theories of knowledge (Hofer, 2006). In the higher education context, these forms of thinking, reasoning and knowledge are disciplinary in nature (Barnett, 2009). If we are to continue to enhance the university learning experience we need to investigate disciplinary-specific forms



of thinking, reasoning and knowing in ways that are sensitive to and that cast light upon how disciplinary epistemologies may be made explicit and cogent for students within university classrooms.

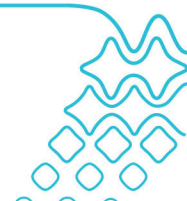
Improving discipline-specific approaches to teaching

Despite the centrality of disciplinary knowledge and practice in higher education, disciplinary epistemologies are often absent from currently discussed models of curriculum, teaching and assessment practice (Kreber, 2008; Parker, 2003). Nor are they included within the professional development programs designed to assist staff to gain teaching capability and expertise (Knight et al., 2005). This is a notable absence in the higher education literature and practice as academics, while disciplinary experts, often come to teaching with limited knowledge about how the particular forms of thinking and reasoning that comprise their discipline may be effectively learned, taught and assessed (Barnett, Parry and Coate, 2002; Parker, 2002). Moreover, while university teachers can demonstrate a detailed and elaborate knowledge of the subject matter – they can underestimate and oversimplify the learning demands and challenges their subject matter places on students (O'Brien, 2008).

Currently, professional development or 'learning to teach' programs offer limited opportunities for participants to delve deeply into the specific subject areas they will teach (Knight et al., 2005). Instead an emphasis is given to reviewing generalised principles of 'effective teaching practice' (Reimann, 2009; Prosser et al., 2006). In part this reflects a well-intentioned desire to locate active student learning at the centre of university pedagogy, and to avoid 'content-focused' approaches to teaching (Prosser et al., 2006). But it also reflects an empirical gap in our understanding of how disciplinary epistemologies might usefully inform pedagogical knowledge and practice (James & Krause, 2008), and approaches to learning to teach (O'Brien, 2008b). At the macro level, the practice of articulating discipline specific knowledge, reasoning and thinking remains an identified gap in the effective attainment of graduate attributes and student learning (Barrie et al., 2008; D'Agostino & O'Brien, 2007); and may account for narrow interpretations of, yet provide scaffolding for, the effective implementation of the teaching and research nexus (Krause et al., 2008).

Investigating the teaching and learning of disciplinary epistemologies

Disciplines exert a 'real effect' on student learning (Barnett, 2009), as do emerging interdisciplinary fields of research and practice, as they represent valued and powerful ways of engaging with the world. What remains unexamined is how university learning experiences may effectively furnish discipline specific ways of thinking and reasoning for students; and how university teachers can develop the pedagogical expertise that enables them to facilitate, support and assess such learning. There is potential to develop modes of professional learning and engagement, currently unavailable, that enable university teachers to build teaching capability by considering a) how the distinctive forms of thinking and reasoning within their discipline will require their students to employ particular kinds of learning, thinking, and knowledge building; b) why these may prove difficult and challenging for students to learn; and c) what teachers can do to support and enable students to overcome such difficulties. An investigation of disciplinary epistemologies in learning and teaching would redress this gap, as would the development of a methodology that supports university teachers to inquire into, and develop strategies towards, the facilitation of effective learning and assessment of discipline specific forms of thinking and reasoning within university classrooms.



Project 1. A methodology for analysis of threshold concepts and troublesome knowledge, to guide curricular planning and assessment design in HE.

This project, funded by the UQ Strategic T&L Grant Scheme (2008-2009) emerged as the project director and project leader sought to explore a particular area of need within faculty-based curriculum development and renewal – tools, methods and points of reference that made sense to academic staff engaged in planning or redeveloping sequences of study. Following an extensive survey of the existing research, we found the activities and outcomes of a large project within the UK to be of most value: the ESRC funded project on Enhancing Teaching and Learning (UK), led by Professor Noel Entwistle.

Background to project

In 2002 a consortium of academic developers and higher education researchers in the UK attained funding from the Economic and Social Research Council to investigate disciplinary-specific teaching and learning practices within universities across the UK (Entwistle et al., 2002-2005). Amongst its aims, the ETL project sought to:

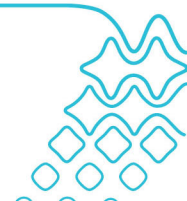
- identify the characteristics of high quality teaching across various subject areas;
- develop conceptual frameworks that assist staff in achieving constructive alignment and the integration of deep approaches to studying and high level outcomes of learning across a range of disciplines; and
- identify the components of courses and programs that facilitate (or hinder) effective and high-quality learning.

An initial but telling finding was the immediate need to bridge the conceptual/linguistic gap between the educationally specific foci of the project and the discipline-specific thinking of participants. The project developed a set of conceptual frameworks designed to assist academics within specific subject areas to “develop more precise ways of thinking about university teaching and learning” (Entwistle, 2003). These conceptual frameworks comprised:

- disciplinary ways of thinking and practicing (disciplinary epistemologies),
- threshold concepts and troublesome knowledge (important concepts that are core to or that facilitate discipline-specific thinking/perspectives; and that can be challenging to learn), and
- constructive alignment (of disciplinary epistemologies to teaching and learning goals, activities and assessment).

The major findings of the ETL project (from Hounsell et al., 2005) indicated that:

High quality learning (student learning approaches that are deep or strategically organized) may be encouraged and reinforced when course assessment, teaching and learning activities, teacher feedback, and learning materials provide an explicit focus on disciplinary epistemologies; on the important and transformative threshold concepts that comprise the subject area; and on the kinds of troublesome knowledge students are likely to encounter;



Processes that facilitate pedagogical enhancement and change are more effective when anchored in disciplinary cultures and epistemologies because they readily engender academic involvement by enabling faculty staff to draw directly from their existing expertise and experience. Moreover, disciplinary epistemologies provide both faculty staff and educational development staff with compelling points of reference for gauging the effectiveness of teaching practice and the quality of learning outcomes.

These findings highlight the potential of disciplinary epistemologies (and the related conceptual frameworks) to guide, articulate, refine and enhance teaching and learning practice; as well as make recommendations for further elaboration and expansion of these findings.

Implications for this project

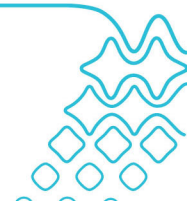
There is a need to investigate the validity of these conceptual tools and frameworks for university teachers within the Australian higher education context; and to build on the UK findings by creating and evaluating a methodology that enables academics across all disciplines to use these conceptual frameworks, to undertake an inquiry within their own disciplines, and to concurrently build expertise and teaching capability. There is also potential for this project to contribute directly to, and invite contributions from, the emerging activities of the ALTC Discipline Scholars and Groups.

Outcomes of the project to date

The project has been trialling a method of analysing threshold concepts and troublesome knowledge with staff from three diverse disciplinary fields: statistics, studies of religion, and journalism. The method entails the collection of data from staff about what they see as both threshold and troublesome within a specific course, and why; as well as data from surveys that enable students to identify and describe their thoughts about concepts central to understanding the discipline and what is troublesome or difficult for them to learn. An important step within this design is the joint analysis and discussion of student data between academic and researcher; and the comparative analysis of academics' initial thoughts about the course with the summaries of student responses. Initial findings indicate that, above all, this process is valuable in enlightening academics about how students interpret course materials and experiences, as well as in illuminating the ways in which students grapple with difficult concepts.

Project 2: An action research investigation of how teachers enable students to master discipline-specific forms of thinking and reasoning.

Another salient but pervasive finding of our project is the surprisingly infrequent opportunities course coordinators, major convenors, program coordinators and academic staff in general have to discuss the specific forms of knowledge, thinking and reasoning that comprise their field or discipline. This finding emerged in the early stages of our project, when Working Party members described the under-recognition of curriculum work. This theme continued to emerge throughout our Phase Two activities (within the workshops and in the curriculum leadership in action initiatives) – as staff reported that these sessions initiated discussions about disciplinary-forms of thinking, teaching, assessing, and specific learning demands that had until that point, been left implicit or unexplored. Many found the term 'junk-yard' curriculum' to be unnervingly accurate! This project emerged as the project leader (D'Agostino) encouraged the project director (O'Brien) to extend her own research agenda in ways



that would make empirically-based contributions to our understandings of disciplinary pedagogies. Funded by the University's early career researcher scheme, this project is currently undertaking an action research investigation of the pedagogical content knowledge, thinking and reasoning of university teachers as they describe, implement, assess and reflect on an aspect of disciplinary thinking and reasoning that their students must learn. Phase 1 case studies affirm an interesting finding from project 2 (above) – that in-depth discussion and analysis of disciplinary knowledge and thinking i) is not routinely undertaken within teaching and learning practice; and ii) is a potentially potent process of professional learning.

3. An action research investigation of 'making disciplinary thinking visible' within university classrooms – a national study of disciplinary clusters

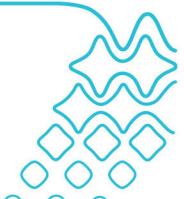
This project is an extension of projects 1 and 2, in that the aims and objectives are to investigate and document methods of 'making disciplinary thinking visible' within curriculum, assessment, learning and teaching. The project is funded by the ALTC competitive grant scheme, led by O'Brien (with Professor Kerri-Lee Krause, Griffith University; Professor Keith Trigwell, University of Sydney) and supported by D'Agostino (as a member of the project reference group, and Arts disciplinary consultant).

The project design is guided by a review of recently completed ALTC projects, a related ARC project, the UK ESRC project, and relevant research of disciplinary epistemologies. These point to the need to:

- Pay closer attention to the role of disciplinary epistemologies in learning, teaching, curriculum, assessment practice, and their potential to enhance student learning and teaching practice.
- Build on existing conceptual frameworks that enable academic staff to investigate disciplinary ways of thinking and practicing and their significance within teaching and learning at the course level.
- Foster networks of academic staff within and across disciplines to develop skills in relation to articulating epistemological beliefs and applying these for the purposes of enhancing teaching and curriculum design in disciplinary contexts
- Develop a methodology that supports staff to improve and enhance their knowledge of disciplinary epistemologies and their implications for learning and teaching, and that fosters effective approaches to making those epistemologies visible and explicit within students' learning experiences.

This proposal responds to these imperatives by proposing to investigate how academics might attend to the task of translating disciplinary epistemologies into effective curriculum, teaching, learning, and assessment practice (ALTC objectives a/d/f); and how students engage with, and make sense of, particular disciplinary epistemologies within university classrooms (ALTC objective a/d).

These implications are incorporated into the project approach and design, which draws together academics from universities across Australia into six disciplinary clusters. The role of disciplinary epistemologies in curriculum, teaching, learning and assessment will be explored within these clusters (using an action research methodology) and delineated further via two national forums. The project will facilitate engagement between project participants and team members of the UK ESRC project (Entwistle et al.); and other international theorists within higher education.



ADDENDUM N

Articulating curriculum leadership in higher education: An examination of the knowledge, expertise, role and dilemmas of the sequence of study convenor

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Keywords: curriculum leadership, educational leadership, curriculum theory, curriculum development, professional development

Introduction

We here report findings about a curriculum leadership role in higher education—the sequence “convenor”, who typically has responsibility, at least nominally, for coordinating the design, delivery, evaluation, and management of the sequence of study—e.g. major or stream within a degree program.

We first identify and then seek to fill two gaps in the literature about tertiary educational leadership. The first gap is institutional: we do not find policies and procedures that acknowledge, describe, develop, and reward this role. The second gap is theoretical: the work of the curriculum leader is overlooked within the higher education literature, and the majority of research on curriculum development and leadership draws from contexts that have limited applicability to university settings.

We aim to articulate the importance of this role in assuring the quality of learning and teaching. We also aim to describe this role in terms of its responsibilities, accountabilities, and associated knowledges and capabilities.

Tertiary Curriculum: The State of Play

The sequence of study is a natural locus, more appropriate than the individual unit of study, for delivering, or auditing the delivery of, key institutional goals such as internationalisation of the curriculum, graduate attributes, stakeholder linkages, and careers advising. The sequence of study is a structurally important element of many undergraduate degree programs and, potentially, a psychologically salient feature of most students' experience of their work. (Many students identify themselves in terms of their “major”, rather than their program of study. “I’m majoring in Political Science”, rather than “I’m doing a BA.” This was a finding, which prompted the present inquiry,



of the BA Review at the University of Queensland.) As such, the sequence of study holds the greatest potential to influence students' degree of engagement with university life (Hatch et al., 2004; Tinto, 2002), their sense of belonging within a discipline (Gardner, 2004; Krause, 2005; Laurillard, 2002); and their levels of satisfaction upon graduation (Krause, Hartley, James, McInnis, 2005). In a properly student-centred system, the sequence of study would therefore be both well theorised (with supporting empirical materials) and properly resourced in terms of staffing.

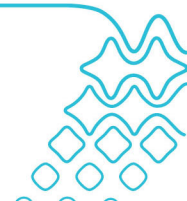
Unfortunately, "curriculum" in tertiary institutions is poorly theorised, and little of what theory there is has penetrated to those who have delegated responsibility for managing sequences of study. In many cases, these sequences have evolved haphazardly with little purpose or focus on coherent learning experiences across a multi-year, progressively elaborated development of materials and skills (Barnett and Coate, 2005; Doherty et al., 1997; Reardon and Ramaley, 1997; Short, 2002; Toohey, 1999). Many programs have been devised, in other words, in piecemeal fashion (Toohey, 1999) around narrow or overly technicist perspectives (Barnett 2005; Short, 2002) that have limited relevance to student needs or graduate destinations (Delanty, 2001; Doherty et al., 1997; Short, 2002).

In the absence of theoretically anchored principles and programmatic approaches to curriculum design or review, individual academics may undertake their curricular tasks by seeking a 'fit' with their particular research interests (Toohey, 1999). At face value this approach seems sensible, particularly within universities that prioritise 'research-led teaching'. However, at an extreme, this approach may result in a collection of courses that together inadvertently present themselves as 'junkyard curricula' – defined by Reardon and Ramaley as programs that are "littered with reforms of five decades and assorted legacies" that offer students little more than the opportunity to "scrounge around the yard for four years, picking and choosing from among the rubble in accordance with minimal house rules" (1997:517).

In what follows, we argue that inadequacy of sequence curriculum design results from the two gaps we have already mentioned. The pedagogical and administrative activity required to ensure these sequences of study are run properly is neither recognised (e.g. in workload or for promotion) nor supported (e.g. through the sorts of professional development programs that *are* available to support conveners of individual courses). Neither is this leadership role explicitly or comprehensively theorised within the higher education literature. In another paper, forthcoming, we provide a curriculum design framework for "cleaning up" so-called junkyard curricula.

Scoping the gap

One important aspect of our project was fact-finding across three fronts. First, we conducted a desktop survey of Australian universities, and Universitas 21 overseas universities to discover existing policies, role descriptions, and procedures that acknowledge and articulate the role of the sequence convenor. Secondly, we tried to identify research on theory and practice for curriculum leaders or sequence convenors. It was this fact-finding which led us to formulate the idea, mentioned earlier, that there are two gaps in relation to this role. Finally, as reported in section 4 below, we identified a group of curriculum leaders at the University of Queensland and, using a reflexive methodology, tapped their knowledge and experience both about the role and about the challenges of curriculum design at a tertiary level. Our findings from the working party are reported in sections 5-7. They represent our initial attempt to fill the first, organisational gap. We tackle the theoretical gap in another,



forthcoming, paper.

The first gap

While we were able to identify some papers discussing the role of university leaders (REF) and while we discovered many policies directed at the unit of study (e.g. Philosophy 100) coordinator, we found no institutional policies, across the range of universities surveyed, articulating the role or accountabilities of the higher-level sequence convenor. Within our own university, we found a 'role description' for program convenors in one or two areas of study. But these faculty- or school-specific documents had no analogous parent and reflected no whole-of-institution policy framework. (See Table A.)

Of course, we often discovered policies and procedures that would be *relevant* to the responsibilities of the sequence convenor. But where these existed, as with UQ's Curriculum Review policy, which provides for reviews of sequences of study, they do so without formally articulating the importance of a sequence convenor in managing these policy-relevant activities. We find policies, then, which do not properly articulate a management structure or identify an accountable entity. We have curriculum leadership tasks without curriculum leaders to carry them out—or, at least, without any formal acknowledgement that these tasks will have to be carried out by concrete role-occupants.

Likewise, we discovered policies and procedures at the next level down. For example, we find, at UQ and elsewhere, a range of policies relevant to the design, delivery, and evaluation of individual units of study (called courses at UQ). But, typically, we found no policies or guidelines to articulate or support the role of the sequence convenor in *coordinating* the design of individual units of study so that they constitute a progressive multi-year curriculum of study, rather than the hodge-podge that Reardon and Ramaley complain about. See Table B.

When it comes to professional development programs for academic staff, there is very little that specifically targets the sequence convenor. (See Table C.) What we have, instead, are a number of different kinds of programs, none of which is appropriate for developing the specific capacities associated with this role. For example, we *do* find (a) programs which conceptualise leadership development independently of issues of *curriculum*. These typically take the form of generic programs for leadership development that are directed at both academic and general staff, and emphasise skills building for managing staff and projects. Many programs appear to be designed as top-down structures in which the content is selected and presented to the participants, with little apparent opportunity for contextualisation or discipline-specific tailoring. There was some evidence of alternative approaches, such as the Headstart Program (University of Melbourne) in which future leaders are identified and undertake a year-long program entailing a combination of mentoring, networking as well as leadership development. There are, however, literally no programs for leadership development that focus on the kinds of curriculum leadership activities a sequence convenor will be engaged in.

We also find that (b) there are many programs for professional development that aim to support academic staff in the design, implementation and evaluation of individual units of study. But there are curriculum design issues crucial for the sequence convenor that simply never arise when individual units of study are the topic of consideration. Notwithstanding the importance of the sequence as a locus of curriculum design, we found no professional development programs targeting this particular set of issues, except, perhaps, for a single academic unit of study at the



University of Auckland and a single professional development program at the Australian National University.

There is, then, no or very little institutional policy and professional development support for the sequence convener. This is our first gap.

The second gap

In an influential contribution, Ramsden (1998) took the position that the higher education sector could learn from corporate approaches to leadership, since the sector is highly analogous to other organizations in the need to deliver effective performance to a diverse client base within a highly dynamic context. While the role of the university leader has subsequently received much attention along these lines (e.g. Gibbs, 2005; Middlehurst, 1993; Knight and Trowler, 2001), the specific role of the curriculum leader is relatively unexamined (Marshall, 2006).

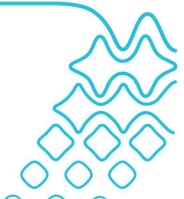
Research and discussions with disciplinary colleagues confirm that, when articulating leadership roles and capabilities, we need to do so in highly contextualised manner (Kotter, 1990; Marshall, 2006) predicated on the contingencies of particular circumstance (Fiedler, 1967; Middlehurst, 1993). And while we concur with Marshall that leadership in higher education involves capabilities that are directed towards teaching and learning (2006) this conceptual framework is not anchored within specific leadership practices, and does not translate directly into the role of the sequence curriculum leader. There is, as far as our desktop research was able to determine, very little discussion in the literature of the academic convenor who is charged with developing, managing, evaluating, and leading curricular initiatives from a *sequence* perspective.

In relation to the sequence, there is also a dearth of research informing curriculum theory and practice within higher education (Hicks, 2007). The substantial body of research on curriculum within school settings has limited applicability in the university context, due to the disciplinary settings in which university curriculum is located (Neumann, Parry, and Becher, 2002; Parker, 2002; 2003), the variation in purpose and function of university programs (Short, 2002), and the emphasis in higher education on the development of independent, critically-minded graduates capable of making significant contributions to society (Barnett, 1999; Barnett, Parry and Coate, 1999).

Indeed the term 'curriculum' has limited currency within higher education (Hicks, 2007; Short, 2002). Academics generally have limiting and highly variable conceptions of 'curriculum' (Fraser and Bosquant, 2005; Hicks, 2007). Across the sector the term is frequently used as a proxy to mean either

- the 'content' of a program of study (such as "the science curriculum")
- or the issues addressed within a stand-alone unit of study (e.g. the module on critical thinking within an introductory unit in Philosophy) or, finally,
- as a broad catch-all category for critical issues within teaching and learning (e.g. internationalisation of the curriculum; inclusive curriculum) (Hicks, 2007).

The intention of curriculum in focusing considered attention on the what, why, when, and how of student learning at the sequence level is more or less entirely absent (UK Higher Education Academy, 2007). This is our second gap.



These two gaps together constitute the starting-point for our enquiries. Arising from these gaps are two aims. First, we aim to articulate an account of academic leadership that is relevant to the sequence convener. Secondly, we aim to identify key issues of curriculum design for the sequence as a highly salient structural features for contemporary degree programs. After describing our approach in section 4, we provide an account of key elements of curriculum leadership in sections 5-7. As indicated, we attempt to fill the second, curriculum design gap in another paper.

The project design

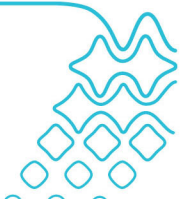
To address these two aims, we developed a three-phase process. Phase I was an extension of our desk-top scoping activities and enabled us to get more information from academic staff, from a range of disciplines, about their subjective experiences as role occupants. Phase II involves the formation of a community of practice to address specific issues of curriculum design and evaluation at the sequence level. Phase III will involve designing and implementing a professional development program for curriculum leaders. In this paper, we report on Phase I only.

For Phase I, then, we convened a working party drawing on experienced sequence convenors and other senior curriculum leaders from across UQ's seven faculties. Because this phase aimed to articulate the role of the curriculum leader as it was experienced by academics from across the disciplines, a reflexive methodology (Alvesson and Skeoldberg, 2000) was employed. The emphasis in reflexive methodology is on collaborative investigation by colleagues, together with a cyclic process in which both researchers and colleagues synthesise authentic experience, empirical data, and theoretical and conceptual frameworks. Such an approach was well adapted for our purposes and was implemented in a cycle of four steps, following Alvesson and Skeoldberg, as follows:

- We facilitated open-ended discussion with curriculum leaders on their roles and experiences. From this discussion, themes emerged and were jointly identified as significant.
- We gathered relevant literature, theories, and conceptual frameworks related to these themes. We summarised and synthesised the research and its implications for the role of the curriculum leader.
- We presented these summaries to curriculum leaders for discussion; the implications and relevance of the literature was reflexively considered against the 'lived realities' of these participants.
- The responses and outcomes of each discussion were summarised and circulated again to the working party for further comment and vetting.

Based on this process, we devised and had confirmed by the working party a set of conclusions about the role of sequence conveners in each of three aspects, as follows

- We delineated the *dimensions* of the role of curriculum leader, particularly in terms of her placement in relation to other roles and her accountabilities. In making these determinations, we collated the understandings of working party participants and drew on the job analysis literature.
- We inventoried *the knowledge-base and capabilities* drawn upon in professional practice of the curriculum leader. In this step we continued to draw from existing



literature, practice and the professional experience of our colleagues, to identify the distinctive types of knowledge and expertise that sequence convenors rely on.

Dimensions of the role

Under this heading, we report on four matters—the task accountabilities of the sequence convener; the placement of the convener in relation to other management roles and committee structures; the drivers of the convener’s behaviour in performing this role; and the key stakeholders to which convenors feel responsible.

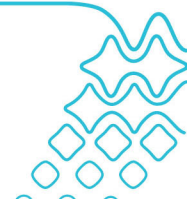
Task Accountabilities

In preparing for this step, we found that much of the literature on role analysis converged on two basic approaches (REF). Preliminary enquiry indicated that the approach devised by the Hay Group (REF) was based on principles viewed favourably within the role analysis literature, is currently in use in several UK universities with some effectiveness (e.g. Leeds University), and is the preferred method of job analysis within the UQ context. The Hay approach emphasises three factors: know-how, problem-solving, and accountability. Using this approach, the working party identified the following key accountabilities of the sequence convener:

- marketing the program;
- course and program planning advice;
- careers advice;
- practical support and guidance for current students.
- management and administration of the major/program;
- alignment of the major/program to faculty-wide policies and practices, especially in relation to quality control;
- strategic planning
- proper student administration;
- development of curriculum
- oversight of pedagogy

These findings were largely confirmed by those of Professor Geoff Scott (REF) who used a different, survey methodology in his Carrick Leadership Development project, and who discovered, on a sample of 103 respondents, that Heads of Programs (the closest equivalent in his scheme to sequence convener) ranked the following tasks as their most important responsibilities:

- Working on student matters
- Identifying new opportunities
- Developing learning programs
- Managing relationships with senior staff



- Managing other staff
- Reviewing teaching activities
- Participating in meetings
- Scholarly research
- Strategic planning

Placement of the role

Extensive discussion and (literal) mapping by working party participants resulted in a composite account of the sequence convener’s role in relation to other important roles, as follows:

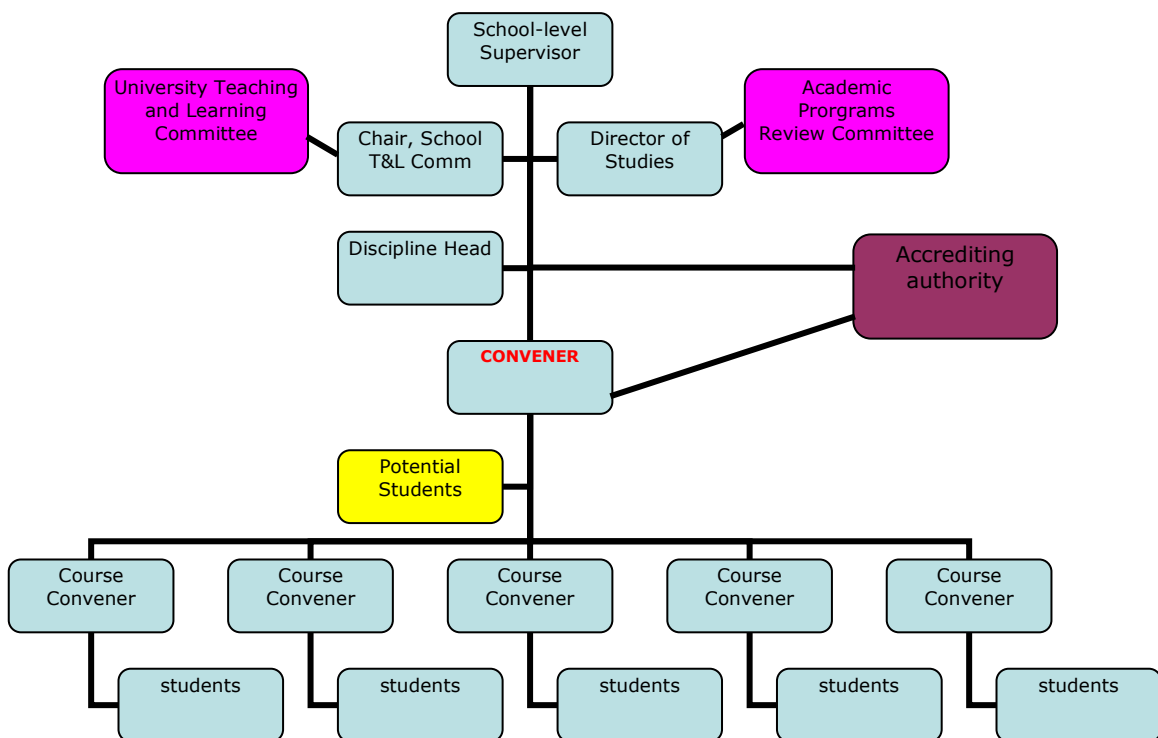


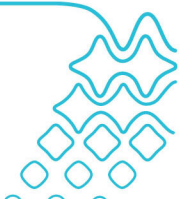
Figure 12

The complexity of the convener’s role is evident in this diagram, on which working party participants agreed, and which reflects both formal and informal committee memberships and reporting lines at the University of Queensland.

Drivers and points of influence in curriculum work

The sequence convener is subject to a variety of influences and oriented to a variety of different issues and imperatives. While we found considerable diversity (see section 8 below), we nevertheless found that variation was centred around some recurring themes that were identified by our own discussions and confirmed, on an empirical basis, by surveys undertaken by Scott. (REF) When we asked people playing the convener’s role what the main “drivers” were for their behaviour, they listed the following:

- Student outcomes and expectations



- Discipline goals
- Professional accreditation and external stakeholders
- Restructures
- Cyclical reviews
- Management committee imperatives
- The expectations of other role-players (e.g. Chairs of Teaching and Learning Committees, Heads of Schools)
- Key Stakeholders

Similarly, our cohort identified as the most important stakeholders or major points of reference for curriculum decisions as:

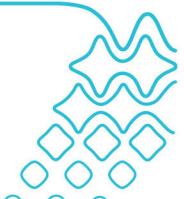
- Students
- Staff
- Potential employers of graduates
- Professional bodies
- T & L Committees
- Director of Studies
- Discipline Heads
- Other schools

Summary

Findings from this enquiry indicated that there are *structural/functional homologies* that are evident across local variations, particularly in relation to accountabilities, and the structural context within which convenors/directors operate; and it was agreed by working party participants that we could usefully map these common functional elements against three main areas of responsibility that arose within these discussions:

- Student liaison and administration
- Professional relations with other staff
- Curriculum management
- Capabilities of the curriculum leader

The working party's deliberations in this area were framed by our conclusions about the key accountabilities associated with the convener's role. Using the Hay analysis, we tried to identify, for each accountability, some associated capabilities. Our reflections were informed by policy documents associated with cognate roles, such as Head of School, and were driven by members' self-reflective assessment of their



own role-related activities and the skills and knowledge that they needed to support those activities. Our preliminary findings are that the sequence convener must have five key capacities, as follows.

Articulation of the Curriculum

Important accountabilities associated with the curriculum include:

- the development, embedding, and evaluation of subject-specific graduate attributes;
- the implementation of structural features of sequence curriculum, such as the use of gateway and capstone units of study to anchor students' experience and to provide for the progressive development of skills and knowledge;
- evaluation and review of the curriculum;
- oversight of the subject matter and learning experiences within courses and their connection to key areas of research, as well as practice-oriented employment pathways.

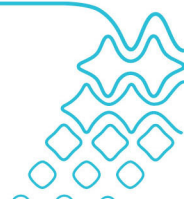
To articulate the curriculum requires of the sequence convener that she have a sound understanding of curriculum and assessment design principles, contemporary learning theory and approaches, disciplinary pedagogies (if they exist) and pedagogical leadership, educational evaluation strategies, and the principles of reflective practice. The convener would also require a working knowledge of institutional policies related to curriculum (e.g. curriculum review and teaching quality assessment process). The convener would also engage with philosophical, theoretical, and conceptual issues.

Coordination and Leadership of the Major Teaching Team

One of the key accountabilities for the convener is to coordinate a multi-member teaching team—the coordinators of the individual units of study which are collected together in the “major list”, and associated personnel such as directors of teaching and learning, heads of schools, etc. To fulfil these accountabilities, the convener will need to have skills and expertise, drawing on a distinctive knowledge base. In particular, the convener would need to have and be able to display people management skills. These capabilities would be supported by knowledge of relevant human resource and performance review processes and policy; an understanding of staff development opportunities and the capacity to develop and sustain the whole-of-sequence vision as well as the commitment of the team to this vision.

Management and Administration of the Major and Units

One of the key accountabilities of the convener is to oversee management and administration of the sequence and of its constituent units of study. This includes student administration, marketing, etc. To perform in this area, she needs to have the skills and knowledge required to communicate effectively about the sequence to a variety of different internal and external stakeholders. The convener also needs those skills and knowledge appropriate to the task of recruiting students. And the convener needs the skills and knowledge relevant to managing those students who have chosen this sequence, including, especially, understanding their graduate destinations and causes of their attrition from the program.



Establishment and Coordination of a Learning Community

An important accountability for the convener is to coordinate development of a learning community, amongst both the students and the staff teaching into the program. The working party believed that capabilities for this aspect of the role would draw from the other three categories already mentioned—knowledge of the curriculum, expertise in leading a team of teachers, and knowledge of the students and their expectations—but considered this function such an important one that it warranted identification as a separate area of leadership expertise. Knowledge underpinning this aspect of the role will include that associated with the idea of a “community of practice” and related concepts.

Emotional Intelligence and Interpersonal Abilities

So far we have reported findings of the working party. It was a conspicuous failing of our enquiries, however, that the working party never thematized what is, from Scott’s excellent work (REF) evidently a vital capability for the convener—namely, the emotional intelligence that underpins the effectiveness of the convener in leading curriculum design, in coordinating teamwork among a large and diverse group of staff, in administering student experiences, and in promoting the formation of a learning community. Our failure to thematize this capability shows the value of “triangulation” against the work of others. The significance of this capability was shown in Scott’s research where participants, across a variety of different role categories, ranked eight emotional intelligence capabilities in the top ten rated capabilities of importance to their role performance. In follow-up discussions with our working party, and in a survey of emerging curriculum leaders, the most frequently cited professional development needs, confirming Scott’s results, were related to interpersonal skills and the management of people in an emotionally responsive way. It is nevertheless noteworthy that formal university policy documents also neglect these capabilities, much as our working party initially did.

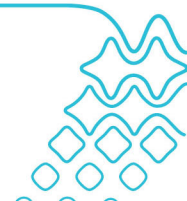
Metalevel findings

Two findings of the working party are of such general significance that they need to be registered as provisos on the entire discussion on more specific points. These are related to diversity and recognition.

Diversity of the curriculum leadership landscape

One of our first discoveries, during working party discussions, was the diversity of role interpretations; of administrative and other support for the role; of the situation of the convener in relation to other leadership roles such as chairs of committees, heads of schools and the like; and of the disciplinary and perhaps even local models for understanding curriculum design and delivery issues at the sequence level. Some convenors had and some couldn’t even imagine what would be encompassed in a formal role or position description. Some convenors were well supported administratively, e.g. with secretarial support, while others were “one-person shows”, with little workload recognition. Some convenors had and others didn’t have autonomy at their level of responsibility. Most importantly, there was reasonably well-developed awareness of sequence curriculum and pedagogy issues in some disciplinary contexts and little such awareness in others.

As a result of this diversity, it is crucial, in considering the role of convener, and of their leadership in curriculum development, to remain alert to and respectful of local variations. While some variants are poor practice in comparison to others, some



variants are just that—variations on a theme, with questions of quality necessarily, and appropriately, relativised to the specific institutional and disciplinary context in which they arise. If we designed professional development programs for convenors, we would therefore need to avoid a “one-size-fits-all” top-down normative approach, adopting, instead, a developmental approach that is sensitive to local differences and aims to support good practice at different locations.

Recognition and reward for the role of curriculum leader

Again, one of the very first and certainly, in a practical sense, the most important discovery of our working party—one not, as far as we can see, identified also in Scott’s otherwise quite complete account of these matters, is the importance, for the potential success of the sequence convener, of her position being properly recognised and rewarded within an institutional context. We found that, generally, the role was poorly supported, and was not acknowledged in formal university policy documents. This deficit is prevalent throughout the UQ structure (and elsewhere), the role being absent from most organisational structure charts, role descriptions, institutional policies, selection and appointment criteria, and reward and promotion processes. While we found some faculty-specific examples of role descriptions, occasional school-based processes, and a general movement towards the articulation of teaching leadership, we feel there is much to be done before the role of convenor is recognised and appropriately rewarded. We also found, through the reflexive working party methodology, that there was widespread scepticism that the role would be effectively enacted until such recognition and reward structures were implemented. (Accordingly, it is part of Phase II work on our project to do so at the University of Queensland.) Of particular importance in this regard is adequate workload recognition and adequate recognition within promotions procedures, according to our working party.

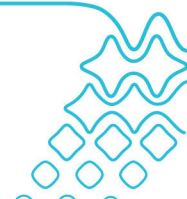
Building institutional culture, capacity and capabilities for curriculum leadership

As we noted in the introductory section, there are currently few models for curriculum leadership work that offer suitable starting points for immediate implementation by academic staff. From a broader perspective related to institutional culture and quality assurance, there are few professional learning opportunities and few institutional policies to ensure quality of curriculum leadership. Taken together these ‘gaps’ in our current constructs leave open the possibilities that sequence of study curricula, and the professional practice of curriculum leaders, will continue to fly under the radar.

Concluding comments

In this paper we have tried to articulate the role of the curriculum leader and the knowledge, capabilities and dilemmas such a role entails. The framework presented here will benefit from a) further applications in other university contexts; and b) expansion of the framework towards more detailed empirical applications and practice.

Our own research activities are now directed towards the development of processes, principles and pathways that support the curriculum leadership work of academics involved in convening sequences of study. Our starting point is the participatory action learning approach (Carr and Kemmis, 1986; 2005) which allows for the greatest investment of ownership and incorporation of experience from our colleagues across the disciplines. This participatory paradigm holds the greatest



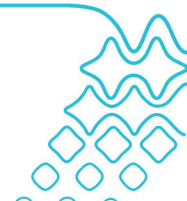
potential to preserve the diversity that characterises curriculum leadership work. In addition, we have developed a preliminary template and set of inquiry-based processes that we hope will serve as concrete tools and guidelines for curriculum leaders undertaking major curriculum renewal and reform activities. Piloting of these templates and processes is underway with the generous assistance of a community of scholars drawn from a range of disciplines, collaboratively engaged in a medium-term action-learning project.

Acknowledgements

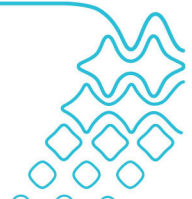
This work is supported by a Australian Learning and Teaching Council Leadership Development grant. We are grateful to the ALTC.

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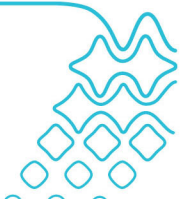
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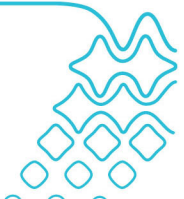
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ADDENDUM O

CESoTL: Creating Excellence in Scholarship of Teaching and Learning at UQ

Terms of Reference

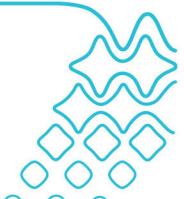
Aims: The Creating Excellence in Scholarship of Teaching and Learning (CESoTL) initiative aims to consolidate and extend UQ's position of excellence in university teaching and learning. The initiative aims to build staff capability in, and foster an institutional culture of, scholarship of teaching and learning.

Strategic Focus: CESoTL articulates directly to the university's Teaching and Learning Enhancement Plan (Sub-goal 2.4) "*Build an institutional understanding of and commitment to teaching scholarship and evidence based teaching practice*"; and seeks to operationalise this sub-goal across the university via five broad sets of activities (detailed below).

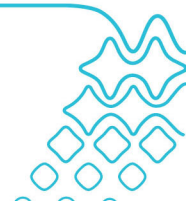
CESoTL is designed to support the university's introduction of *teaching focused* appointments to the range of academic roles at UQ (HUPP 5.41.12 Academic Roles), and in particular the obligation of such staff to "*undertake scholarship in teaching and learning and contribute to the development of pedagogy in their discipline*". CESoTL will: i) facilitate leadership and engagement in the successful implementation of this initiative within schools and faculties; and ii) provide support mechanisms for teaching focused staff in the processes of probation, career progression and promotion, and in the development of SoTL-oriented capabilities and profiles.

This dual focus on building staff capability and institutional culture contributes to the UQ Advantage by developing *professionalism and excellence in teaching*.

Activities: Five broad areas of activity comprise the CESoTL initiative. Each is linked to existing or congruent roles and functions undertaken by the Higher Education Research and Scholarship (HERS) unit within TEDI.



<p>CESoTL Activities</p>	<p>Enacted via TEDI/HERS role and functions</p> <p>√ symbol denotes 'established and continuing' □ symbol denotes 'planned'</p>
<p><i>Build staff capability within SoTL methods and practice</i></p>	<p>University Staff Development Program – professional learning workshops on SoTL; SoTL embedded within existing teaching and learning workshops/programs to cover specific priorities such as assessment, elearning and mobile technologies, RHD supervision, lecturing, curriculum design and renewal, leadership, evaluation.√</p> <p>Situated workshops tailored for school/faculty staff or curriculum teams (around above themes).√</p> <p>Graduate Certificate in Education (Higher Education) - Embedding of SoTL orientation, methods, practice within courses developed/taught by HERS staff (in collaboration with School of Education staff).√</p>
<p><i>Engage and support staff in SoTL activities</i></p>	<p>Information sessions, mentoring and support for staff engagement in local, institutional, and national funded teaching and learning grant schemes (Faculty T&L Grants; UQ T&L Strategic Grants; ALTC Schemes). √</p> <p>Readership and feedback for teaching and learning award submissions (Faculty, UQ, and ALTC Schemes). √</p> <p>Proactive identification and encouragement of staff participation in award and grant schemes (via TEDI/Faculty Affiliate Role and TEDI/faculty activities).√</p> <p>Embed and encourage SoTL activities within Faculty/School curriculum renewal activities and/or teaching and learning initiatives.√</p>
<p><i>Create and facilitate SoTL communities of practice</i></p>	<p>UQ Teaching & Learning Network – facilitated by HERS/CESoTL coordinator; HERS staff as mentors and facilitators of network activities; √</p> <p>Support for existing/emerging/planned disciplinary networks/communities of practice (e.g. the Science Educational Research Unit) – HERS contributions and support to local, school-based facilitators; □</p> <p>Creation of themed SoTL communities facilitated by HERS staff around individual specialisations (RHD supervision, elearning, assessment, large class teaching etc). □</p>



CESoTL Activities	<p>Enacted via TEDI/HERS role and functions</p> <p>√ symbol denotes 'established and continuing' □ symbol denotes 'planned'</p>
<p><i>Advocate for SoTL oriented policies, priorities and practices within school and faculty teaching and learning plans/activities.</i></p>	<p>HERS/Faculty Affiliate Role:</p> <p>Support Associate Deans (Academic) to identify local SoTL priorities and practices as relevant to faculty (including connection to Key Performance Indicators); √</p> <p>Attend and contribute to school and faculty Teaching and Learning Committees, advocate for development of policies, initiatives and practices, to support teaching focused staff and proactive engagement of staff in SoTL activities. √</p>
<p>Develop a national/international profile for UQ as a SoTL institution</p>	<p>Institutional research on SoTL initiatives and activities (e.g. currently includes survey of teaching focused staff; case study research of 2007&2008 T&L Strategic Grant participants etc). √</p> <p>Contribution to UQ Teaching & Learning Week, SoTL activities across UQ.√</p> <p>Development of a national SoTL Colloquium for practitioners and policy-makers (2009-2010).□</p> <p>Potential host of 2012 International Scholarship of Teaching and Learning Conference – as invited by 2008 co-president Prof Keith Trigwell, and ISSoTL colleagues, Prof Mick Healey and Dr Mary Taylor Huber.□</p>



ADDENDUM P

Evaluation of the Project

Evaluation overview

The outcomes specified in our application for a Leadership Development Grant were:

- an integrated staff development program targeting, for members of this cohort, their leadership capacities for curriculum development and management;
- changes to University staff policies and procedures to ensure appropriate recognition, remuneration, and resourcing of middle-level academic leaders;
- a set of incentives for members of the targeted cohort to participate in this program;
- a dissemination plan;
- two evaluation measures which will enable us to assess and, as need be, improve the program; and
- scholarly contributions to the literature on academic leadership in higher education.

Indicators of achievement and data sources for evaluation

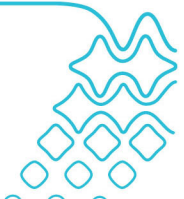
An integrated staff development program

University-wide workshops for curriculum leaders on developing teaching and learning innovation projects for competitive institutional and national grants – presented within the UQ T&L Week Program 2007, 2008, 2009.

Curriculum Leadership Program embedded and delivered within Annual University Staff Development Program in 2008, 2009. Visible via the UQ USDC Website. *Sample evaluation summary attached (Curriculum leadership program) – Participant ratings (4.32/5.0 I can see how to apply this learning to my work; and 3.76/5.0 Overall effectiveness of this session).*

Staff development programs for winners of internal T&L Grants in 2008, 2009 – Focus on project leadership, project management, strategic development of project outcomes. *Sample evaluation summary attached (So you have to manage a teaching and learning strategic project! 2008; Designing strategic SoTL projects and proposals, 2009) – Participant ratings (4.77/5.0 I can see how to apply this learning to my work; and 4.62/5.0 Overall effectiveness of this session).* Detailed review of project topics, refinements and professional learning outcomes for participants reported in Addendum M.

Curriculum leadership in action sub-project – Supported action learning process with program and major convenors over 1-2 semester period undertaking curriculum renewal/review activities. Outcomes – Documented in Addenda A, B, E, and H.



Evaluation invited via personal communication:

- Sylvia Rodger (Head, OT Division, UQ)
- Felicity Baker (Program convenor, Music Therapy, UQ)
- Polly Parker (Program convenor, MBA Program, UQ)
- Nancy Pachana (Postgraduate Clinical Psychology, UQ)
- John Harrison (Journalism & Communication, UQ)
- Sarah Derrington (Postgraduate Program, Law, UQ)
- Tom Baldock (Engineering, UQ)

In summary, participants in this program commented on the value of one-on-one mentoring provided by the project leader and project director, the usefulness of the resources developed by the project (particularly on project leadership, curriculum development, and strategic thinking – as documented in Addenda A, B, E, F, and K).

This approach developed and used in 1.1 – 1.4 above has now been 'institutionalised' via an initiative called the UQ T&L Network; an ongoing network of staff engaged in teaching and learning innovation, and curriculum leadership.

Consultancy for curriculum review/renewal beyond UQ (see Addenda J and see 'Unintended outcomes – evidence of impact' on following page).

Changes to University staff policies and procedures

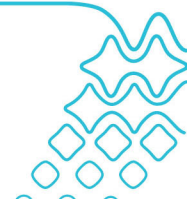
Achieved and noted in Addendum C *Changes to staff policy at the UQ* and Addendum G *Securing appropriate workload recognition for curriculum leaders*.

A set of incentives for members of targeted cohort to participate in program

Achieved via objective 2 (changes to university staff policies and procedures *and* securing workload recognition), and *also* by anchoring project activities to, and leveraging outcomes for participants via, institutional and national T&L grant schemes. Evidenced by our involvement with over 70% of successful UQ T&L grant recipients; and our support/involvement in the development of successful ALTC recipients: A/Prof Nancy Pachana's cross institutional competitive grant project; A/Prof Sylvia Rodger's national DBI project; Dr Felicity Baker's national citation award (based in part on her curriculum renewal activities); and the SMBS/UQ Team's competitive grant project.

A dissemination plan

Dissemination of project findings and resources has been undertaken formatively via: a UQ website listing project details, interim reports and contact details; USDC staff development program; T&L Week working sessions; direct contact with Faculty Associate Deans (Academic) and Chairs Teaching & Learning Committees; proactive collaboration with faculties undertaking program-wide curriculum renewal (e.g. Bachelor of Science, 2007-2008; Bachelor of Arts, 2006- ongoing); engagement of key staff in project activities and working parties.



Dissemination of project findings also occurs formatively via the facilitation of national seminars (HERDSA conference) and publications both submitted (see Addenda N) and planned.

Dissemination of project findings and resources will occur summatively via the publication of this report and the publication of each addendum, designed to facilitate ease of access to specific project outcomes and resources, via the UQ Teaching & Learning website; and via the ALTC Exchange site.

Two evaluation measures (formative/summative) to assess and improve the program.

As the project unfolded, several *formative* evaluation measures were employed to assess and improve the program; these include participant surveys of workshops and project working parties, and the monitoring of outcomes of participants. These have been documented above in points 1. To 4.

Summative evaluation of the staff development programs is conducted on an annual basis, and entails the collation of workshop evaluation surveys; follow-up invited comments from participants; and tracking of relevant 'spheres of influence' via consequent activities of participants (e.g. a curriculum renewal that entails the realignment of assessment with graduate attributes translated more directly for professional accreditation/disciplinary contexts; or the securing of a UQ or ALTC grant by recent workshop participants). This information informs the review and improvement of curriculum leadership/teaching and learning innovation/SoTL programs now offered within the university staff development program.

Summative evaluation of this project and its deliverables will be undertaken by an external evaluator; with the evaluator's report being included in the publication of the final report and addenda.

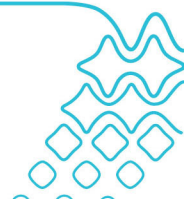
Scholarly contributions on academic leadership in HE

As noted in 4.2 and Addendum N – the project leader and project director have presented a national seminar on the project's activities and emergent findings at a national conference (HERDSA, 2008) and one extensive paper on phase one outcomes. More papers are planned for 2009-2010.

Unintended outcomes

As noted in the final report – unintended, but outcomes that emerged as 'invited spin-offs' which are indicative of the value and effectiveness of this project include:

- The project leader's involvement in the University of Melbourne BA Curriculum Review (Addendum J);
- Invitation to present at the national Occupational Therapy
- A half-day workshop for staff intending to apply for local and/or ALTC teaching and learning grants (attendance: approximately 100);
- Two meetings of conveners of majors for the Bachelor of Science degree (attendance: approximately 15-20);
- The annual meeting of the Australian and New Zealand College of Occupational Therapy Educators (attendance: approximately 20, all Heads of Program);



- Two cohorts of (local) Teaching and Learning Strategic Grant winners, on project management (attendance: approximately 15 on each occasion);
- An inaugural meeting of the Chairs of School-level Teaching and Learning Committees;
- Inaugural events for teaching-focused academic staff, under the auspices of the program Creating Excellence in Scholarship of Teaching and Learning at UQ.
- The development of an institutional initiative to support teaching and learning leadership and capability development for teaching-focused academic staff (CESoTL) See ADDENDUM O.

SUPPORTING DOCUMENTATION

Reports from External Partners

University of Melbourne BA Curriculum Review

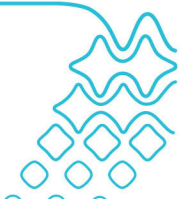
Comments from the Director, Academic Programs, Faculty of Arts, Associate Professor Marion J Campbell

The University of Melbourne's curriculum reform known as the 'Melbourne Model' was approved in 2006 for implementation in 2008, and one of its key features was a 'new generation' Bachelor of Arts featuring both breadth and depth of study and designed to prepare students for a range of professional and research graduate programs, as well as for skilled and informed participation in the workforce and society more generally. Within the Faculty of Arts it was determined that the degree would feature a broadly-based first-year experience, including the requirement for students to take two Interdisciplinary Foundation subjects, in-depth study in one or more 'major' disciplinary or interdisciplinary areas and a capstone experience in the final year.

In 2007 a curriculum review was held, under the leadership of Professor Fred D'Agostino from the University of Queensland, to determine how best to implement the structural requirements of the Melbourne Model in the new generation BA, and how to identify and develop the strengths of the highly regarded existing program in the new University environment. In particular, there was a need for curriculum design and expertise to produce a series of focused and sequenced majors, with an initiating and concluding moment and three distinct levels of study.

The new generation BA was introduced in 2008 and curriculum development is ongoing. It is fair to say that the D'Agostino review and report were crucial turning points in the Arts Faculty's willingness and ability to deal with the complex and unprecedented curriculum challenges imposed by external developments with little internal support at the beginning of the process. Professor D'Agostino's professional and personal skills provided the leadership example for the review panel, and his effective dealings with all the major curriculum stakeholders (Heads of Schools, executive members at Faculty and University levels, academic staff, students, NTEU office-holders etc) were a vital factor in the successful outcome.

Participants in the curriculum review generally expressed their surprise and pleasure at what a positive process it had been, and the resulting report (or 'green paper') was widely read and discussed, in one of the most significant curriculum moments in the



recent history of the Faculty.

Although most of the report's recommendations were subsequently adopted as Faculty policy in early 2008, the identification of curriculum expertise as a crucial professional skill for individual academics and as a crucial aspect of course development that has been the most important legacy for Melbourne's Arts Faculty of the D'Agostino Report.

Now that curriculum development is on the map, and the new gen course structure is firmly in place, Faculty attention is returning to the content of individual subjects and their place in a major sequence of study. This work must be done at the level of the specific program rather than being centrally-driven, and as such represents a new moment in curriculum development. The Arts Faculty is proposing to establish a curriculum unit in 2010, precisely to widen curriculum leadership within the Faculty, in relation to the ongoing development of a new language curriculum within the Asia Institute and the School of Languages and Linguistics.

Interdisciplinary programs such as Australian Indigenous Studies, Gender Studies and Australian Studies all identified as requiring and justifying strong Faculty support are in the process of refining their curriculum along 'D'Agostino Report' principles.

University of the Sunshine Coast BA Review

Comments from the Dean of Arts and Social Sciences, Professor Pamela Dyer

Overview of the Program

The Bachelor of Arts (BA) was one of the first degree programs to be offered by USC in first semester 1996. The first of the combined degrees and the Honours level programs associated with the BA were introduced in 1997. The BA was established as a generic degree program that encompassed flexibility to allow for a broad range or specialist knowledge and skills that facilitated a range of educational and employment outcomes for graduates.

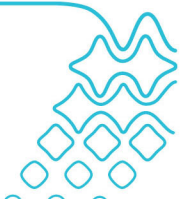
The BA portfolio of programs encompassed

- the generic degree, with its majors,
- the named variants of the degree,
- combined degree programs,
- the Honours program.

There are combined degree programs with the degree programs from the faculties of Business, and Science, Health and Education.

The Review Process

The Review of the Bachelor of Arts was conducted in accordance with the Program Review and Course Evaluation Policy. The Review Panel's approach was more radical, in the sense that, they focused their recommendations on processes and tools through which the Faculty might itself examine the issues on a continuing, operational basis.



Members of the Review Panel were:

- Associate Professor Fred D'Agostino, Director of Studies, Faculty of Arts, The University of Queensland (Chairperson)
- Professor Tania Aspland, Professor of Education, University of the Sunshine Coast
- Mr Brendan Hogan, Manager, People and Organisational Performance, Maroochy Shire Council
- Ms Shay Zulpo, Chief Executive Officer, Zoe's Place
- The secretary to the Panel was Ms Maxine Mitchell, Curriculum and Evaluation Officer.

The Faculty of Arts and Social Sciences supplied a Program Review Portfolio which was supplemented by requested Trend Data on enrolments, attrition, preferences, OP cut-offs, and the like. Over two days, Monday 27 and Tuesday 28 November, the Review Panel conducted nineteen interviews with over 60 stakeholders in the Bachelor of Arts suite of programs. On these bases and from their own observations they made the commendations and recommendations which follow.

Under our terms of reference, the panel was asked to provide “commentary and recommendations in relation to the program rationale; design, development and delivery; management and resources; professional development of staff; linkages with industry and community; and evaluation and improvement processes.” All of these topics were covered in the Review Report.

Feedback to the Chair of the Review Panel

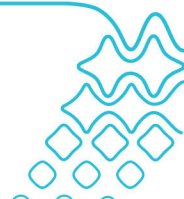
Process

The process whereby the Panel was provided with a portfolio and extra data prior to meeting stakeholders in the degree program worked well. The Faculty was grateful for the commendations made in the program Review Report and for recommendations that guided the Faculty via the Dean's Response, the Review Implementation Committee, and implementation processes. A final Response from the Dean to the USC Academic Board was provided in 2008 after the implementation process and embedding of outcomes were virtually complete. At that time the Chair of the Panel was good enough to visit the Faculty for a debriefing session that was beneficial for all. It was clear from these debriefing discussions that the Chair had taken into account tangible and tacit evidence and knowledge about the Faculty's programs and people to inform his facilitation of the review process.

Leadership Development

The goodwill of the Panel under the leadership of the Chair was obvious from the outset. An atmosphere of supportive critical evaluation and mentoring and guidance was clearly evident, therefore the participants at interviews, informal meal meetings and meetings were generally at ease and felt free to comment critically with the understanding that they were genuinely contributing to an improvement process.

Program Leaders have been charged with responsibility for sequencing of the majors within their programs and this activity has been supported formally via role



descriptions established in conjunction with Human Resources and monitored via professional performance review processes. This enables access to individual mentoring and advice on the necessary emotional and social skills required of our future leaders.

The Faculty has moved to three year planning with evidence based decisions aligned with the budgeting process. This allows successional planning for staff leadership and development of future leaders by identifying gaps that need filling when appointing new staff.

Understanding of Curriculum Development

The Review Panel made specific helpful recommendations on program efficiencies and appropriate sequencing within and between programs, a challenging task given the breadth and diversity covered in the Bachelor of Arts and its named variants at USC.

Cognisant of maintaining diversity and flexibility within the BA, the Faculty maximises efficiencies by cross listing where appropriate, courses in various programs offered across its two Schools.

Tangible Outcomes

Tangible outcomes include appointment of a First Year Coordinator and Program Leaders within the Faculty. The Faculty's Workload Guidelines have been reviewed annually since 2006 to better reflect sectoral standards and to reward leadership and scholarship.

Embedded and Ongoing Activities

Regular School meetings and the introduction of Program Leaders has ensured a transition from "course ownership" to the bigger picture regarding the Bachelor of Arts and its named variants. A Faculty Retreat at the beginning of each year covers issues of staff development in scholarship and research. This retreat affords staff at the grass roots an opportunity to influence the direction of required staff development activities to meet their needs.

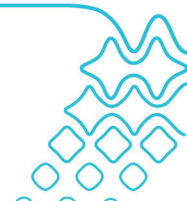
In Conclusion

The Review of the BA at USC has informed embedding of practices that go well beyond the BA and its named variants. The leadership provided by the Chair of the Review Panel and the efforts of the Review Panel were appreciated by the Faculty and it is pleasing to report that the benefits emanating from the embedding of recommendations in Faculty processes continue.

La Trobe University Curriculum Taskforce

Comments from the Deputy-Vice-Chancellor, Professor Belinda Probert

Your workshop at La Trobe involved about 25 staff from across the University with very different levels of leadership responsibility – but all identified as leader types if you like. It was early in a process through which we sought to define La Trobe's principles of curriculum design – and drew everyone's attention to some critical basic principles. Most helpfully your session focussed on what has become a key change in our approach – namely the focus on the 'multi-year sequence' not the unit, or the course not the subject.



The second element you focussed on which we have also adopted was the necessity for discipline specific graduate capabilities to underpin the course design.

In addition you focussed on CAPE planning which we are now working on.

I have copied Sally into this so that she can send you a copy of the approach to curriculum design which was adopted in May this year following our taskforce process – now known as Design for Learning. In it you will see how your principles have been taken up by La Trobe.

The other element you made much of was that we need to know our students. I don't think we have found a way to build this into our teaching yet – we will have to work on it again! But the cornerstone subjects we are developing provide a way of beginning to know them better.

It is hard to say what caused what, and your presentation fitted beautifully with Tom Angelo's ideas – but having you appear early in our process meant that our staff heard the ideas from a respected outsider rather than from internal experts, and I think that is helpful in shifting their thinking!

As you will see from Design for Learning your work is certainly reflected in our approach. All we have to do now is implement all the principles! For which we have a 3 year plan, I should add.

Curtin University School of Occupational Therapy and Social Work, Curriculum Development Workshop

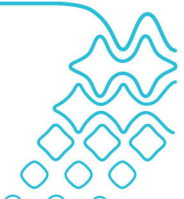
Comments from the Head of School, Professor Lorna Rosenwax

Background

As the Head, School of Occupational Therapy and Social Work, Curtin University, I attended the Australia New Zealand Council of Occupational Therapy Educators in 2008. This annual event was hosted by the University of Queensland. During the two days of the meetings, Professor Fred D'Agostino spoke on curriculum leadership and curriculum development. I was so impressed with his presentation that I extended an invitation to him to visit our School to work with academic staff on identifying and strengthening through-lines in the curriculum and assist with some teaching and learning issues.

Lead up to the workshops

Professor D'Agostino was well organized in the lead up to the workshops. He produced a draft agenda, including proposed meetings with key stakeholders, and a detailed list of fact finding material required before our three days of workshops. His thoroughness can be evidenced through the depth and width of fact finding material required prior to the visit, which included demographics of the commencing student cohort; how accreditation and registration impacts on curriculum, pedagogy and assessment; vertical and horizontal integration in the curriculum and pedagogy; how the program structure compares with those at other benchmark universities; and student data, including CEQ, GDS, internal teaching and course evaluations, grade distributions and attrition.



Agenda for the workshop

Day one, morning – Meetings with key stakeholders

Day one, afternoon - Presentations to academic staff on fact finding from each program separately

Day two, morning

- Identification by the group of issues or topics to brainstorm
- Brainstorming from the basis of evidence presented on day one
- Plenary sessions on topics associated with
- What are the strengths of the programs?
- What are the weaknesses of the programs?
- What does the strategic horizons look like? Opportunities/threats
- What are the key issues for curriculum, pedagogy and assessment?

Day three, morning

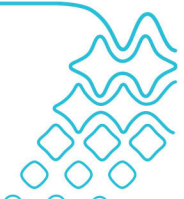
- Planning for change to address the issues, leading to
- Concrete and specific proposals for change
- That is responsive to evidence
- At every level from modules within units of study to the program as a whole
- How can we improve teaching and learning to better align students' work with accreditation, registration and workplace demands?

Day three, celebratory luncheon for the 25 participants

Evaluation of the visit

The process that was initiated for every aspect of the workshops was logical and relevant. Throughout our discussions during the workshop, Professor D'Agostino competently and generously shared his knowledge of curriculum leadership and development as well as his obvious of scholarly knowledge on the design of a programme/course/curriculum. Additionally, staff were privy to skilful workshop management, curriculum ideas, apt prompts, discussion summaries and challenges. At times, Professor D'Agostino allowed the workshop to stray from the agenda; this was appropriate to the needs of the group at that time. In addition, he managed a particularly difficult group of academics as the curriculum from the occupational therapy programme was much further advanced than that of social work so there was a certain tension evident.

Feedback on the workshop from staff was positive; the only frustration from staff being the need for further resources, time and expertise to forward the outcomes from the workshop and take both programmes to their next levels. Several staff emerged from the workshop with the desire and some skills to take on leadership



roles in enhancing the occupational therapy curriculum. The social work academic staff gained a greater awareness of the precarious nature of their programme due to decreasing student enrolments, decreased student retention, lack of teaching expertise and a staff culture based on a survival mode.

Tangible outcomes of the process included:

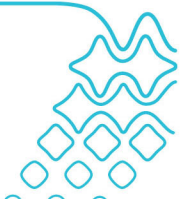
Social Work

Buy-in for a marketing campaign (This has already shown positive results).

Advocacy to gain higher fields of education for social work units so the course has a chance of becoming financially viable (Letter has been sent from School to the Vice Chancellor to Julia Gillard, Minister for Education).

Occupational Therapy

Formation of a small working party to lead the discussion on 'How Occupational Therapists engage with the world' and how this might be translated and embedded into the curriculum, professional practice, and engagement with community stakeholders. Additionally this party is addressing the need to use more qualitative language regarding outcomes of the course for students – outcomes beyond University jargon and the need for students to become reflective practitioners. (This group has met on various occasions and has produced preliminary model for discussion).



Curriculum Leadership Workshop, Formative Evaluation



Staff Development Individual Course Evaluation Report

Form Id: SD2008

CourseTitle: Curriculum Leadership Program

CourseCode: CRL001

Date of Course: 13-Jun-2008 1.30 pm

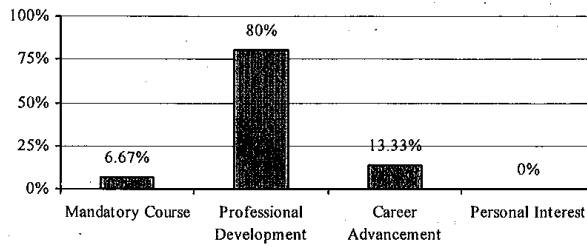
Presenter: Fred D'Agostino

Number of Attendees: 29

Number Answered Survey: 22 (76%)

About You

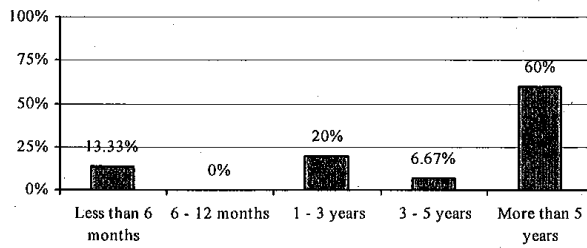
Why are you at this course?



Valid responses: 15

Score	Score Description	Responses
1	Mandatory Course	1
2	Professional Developmen	12
3	Career Advancement	2
4	Personal Interest	0

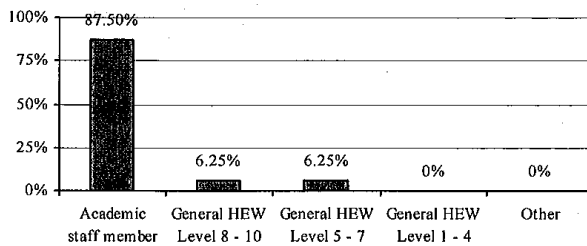
How long have you worked at UQ?



Valid responses: 15

Score	Score Description	Responses
1	Less than 6 months	2
2	6 - 12 months	0
3	1 - 3 years	3
4	3 - 5 years	1
5	More than 5 years	9

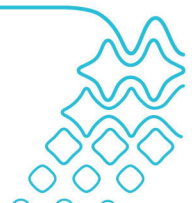
Your current job placement.



Valid responses: 16

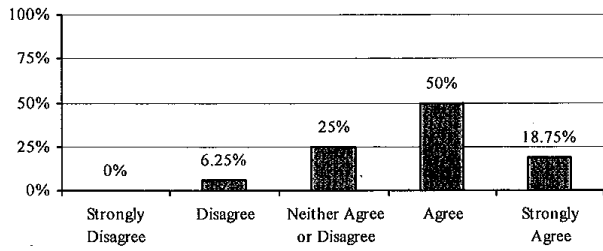
Score	Score Description	Responses
1	Academic staff member	14
2	General HEW Level 8 - 10	1
3	General HEW Level 5 - 7	1
4	General HEW Level 1 - 4	0
5	Other	0

About The Course



About The Course

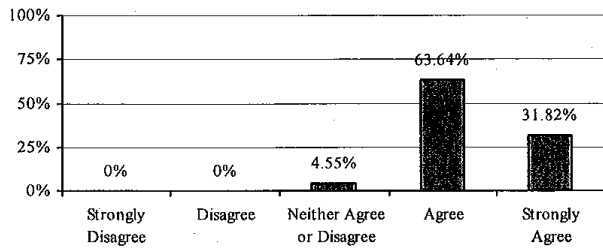
1. Information provided was representative of course



Valid responses: 16
 Average Score: 3.81
 Standard Deviation: 0.83

Score	Score Description	Responses
	Not Applicable	4
1	Strongly Disagree	0
2	Disagree	1
3	Neither Agree or Disagree	4
4	Agree	8
5	Strongly Agree	3

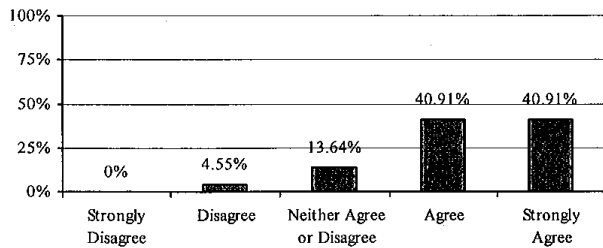
2. I found the venue was suitable for learning



Valid responses: 22
 Average Score: 4.27
 Standard Deviation: 0.55

Score	Score Description	Responses
	Not Applicable	0
1	Strongly Disagree	0
2	Disagree	0
3	Neither Agree or Disagree	1
4	Agree	14
5	Strongly Agree	7

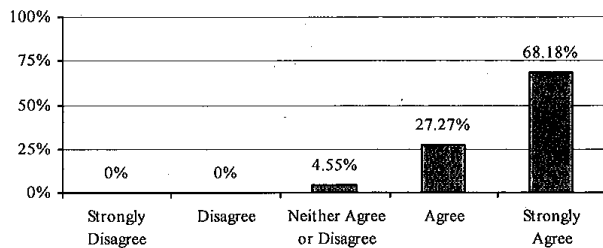
3. The structure was logical and easy to follow



Valid responses: 22
 Average Score: 4.18
 Standard Deviation: 0.85

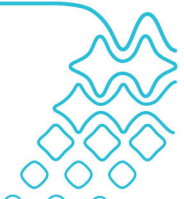
Score	Score Description	Responses
	Not Applicable	0
1	Strongly Disagree	0
2	Disagree	1
3	Neither Agree or Disagree	3
4	Agree	9
5	Strongly Agree	9

4. The presenter(s) seemed to know the material well



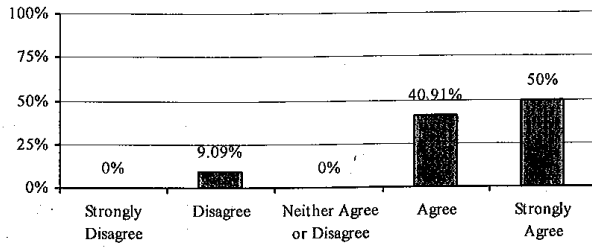
Valid responses: 22
 Average Score: 4.64
 Standard Deviation: 0.58

Score	Score Description	Responses
	Not Applicable	0
1	Strongly Disagree	0
2	Disagree	0
3	Neither Agree or Disagree	1
4	Agree	6
5	Strongly Agree	15



About The Course

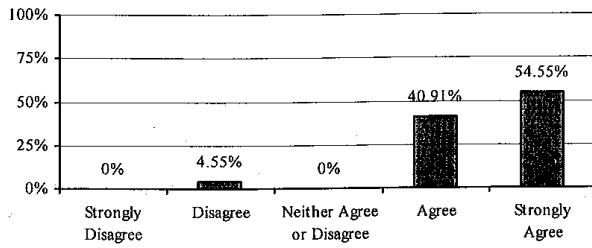
5. The presenter(s) presented interesting material



Valid responses: 22
 Average Score: 4.32
 Standard Deviation: 0.89

Score	Score Description	Responses
	Not Applicable	0
1	Strongly Disagree	0
2	Disagree	2
3	Neither Agree or Disagree	0
4	Agree	9
5	Strongly Agree	11

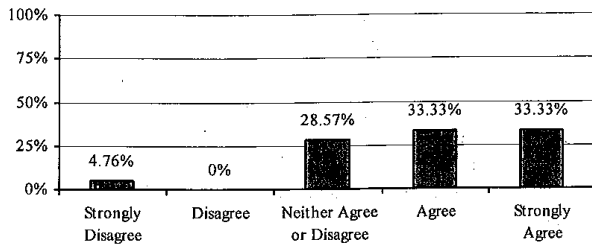
6. The presenter(s) gave explanations that were clear



Valid responses: 22
 Average Score: 4.45
 Standard Deviation: 0.74

Score	Score Description	Responses
	Not Applicable	0
1	Strongly Disagree	0
2	Disagree	1
3	Neither Agree or Disagree	0
4	Agree	9
5	Strongly Agree	12

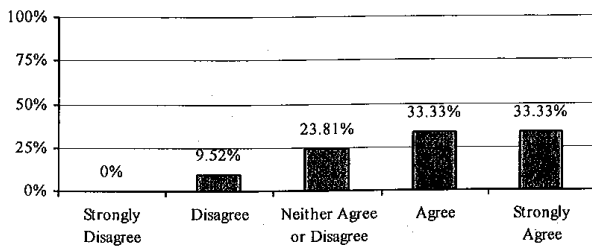
7. Activities matched well with objectives



Valid responses: 21
 Average Score: 3.90
 Standard Deviation: 1.04

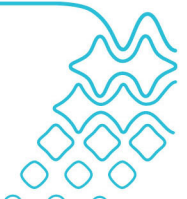
Score	Score Description	Responses
	Not Applicable	0
1	Strongly Disagree	1
2	Disagree	0
3	Neither Agree or Disagree	6
4	Agree	7
5	Strongly Agree	7

8. Handouts were helpful learning aids



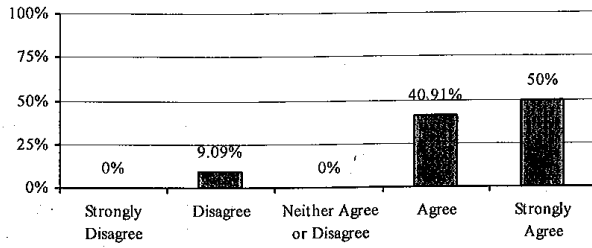
Valid responses: 21
 Average Score: 3.90
 Standard Deviation: 1.00

Score	Score Description	Responses
	Not Applicable	1
1	Strongly Disagree	0
2	Disagree	2
3	Neither Agree or Disagree	5
4	Agree	7
5	Strongly Agree	7



About The Course

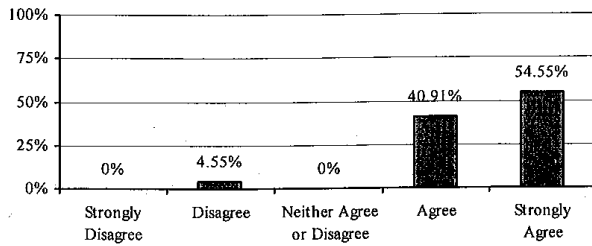
5. The presenter(s) presented interesting material



Valid responses: 22
 Average Score: 4.32
 Standard Deviation: 0.89

Score	Score Description	Responses
	Not Applicable	0
1	Strongly Disagree	0
2	Disagree	2
3	Neither Agree or Disagree	0
4	Agree	9
5	Strongly Agree	11

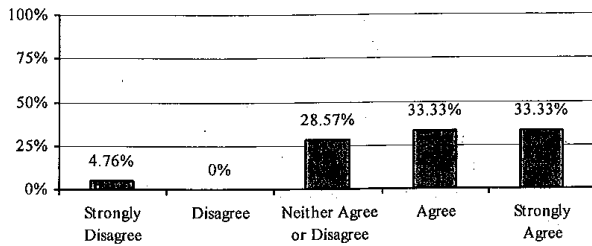
6. The presenter(s) gave explanations that were clear



Valid responses: 22
 Average Score: 4.45
 Standard Deviation: 0.74

Score	Score Description	Responses
	Not Applicable	0
1	Strongly Disagree	0
2	Disagree	1
3	Neither Agree or Disagree	0
4	Agree	9
5	Strongly Agree	12

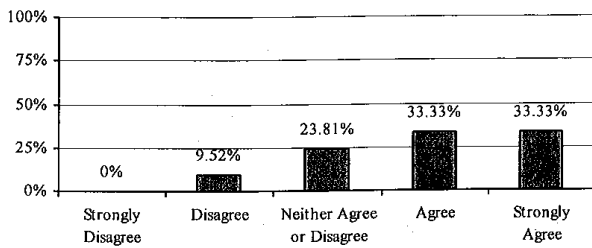
7. Activities matched well with objectives



Valid responses: 21
 Average Score: 3.90
 Standard Deviation: 1.04

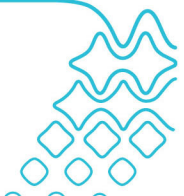
Score	Score Description	Responses
	Not Applicable	0
1	Strongly Disagree	1
2	Disagree	0
3	Neither Agree or Disagree	6
4	Agree	7
5	Strongly Agree	7

8. Handouts were helpful learning aids



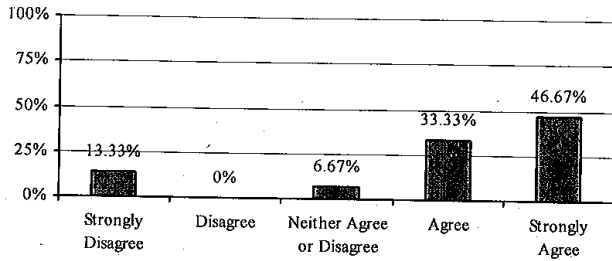
Valid responses: 21
 Average Score: 3.90
 Standard Deviation: 1.00

Score	Score Description	Responses
	Not Applicable	1
1	Strongly Disagree	0
2	Disagree	2
3	Neither Agree or Disagree	5
4	Agree	7
5	Strongly Agree	7



12 . Objective 1 was met

Work with program facilitators to design, implement and evaluate a curriculum leadership project within a sequence of study context

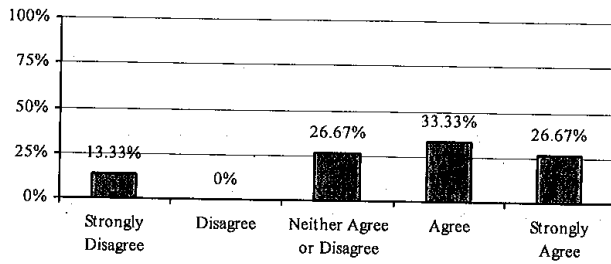


Valid responses: 15
Average Score: 4.00
Standard Deviation: 1.36

Score	Score Description	Responses
	Not Applicable	1
1	Strongly Disagree	2
2	Disagree	0
3	Neither Agree or Disagree	1
4	Agree	5
5	Strongly Agree	7

13 . Objective 2 was met

Expand their knowledge of curriculum practice and management, and develop a curriculum leadership approach and philosophy that best suits their particular disciplinary or school context

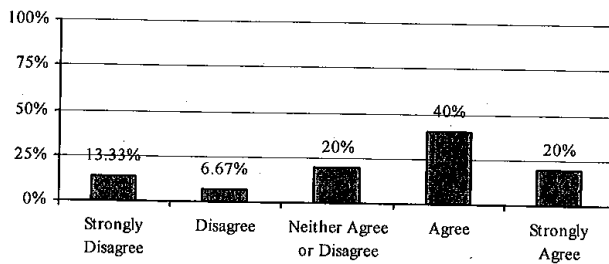


Valid responses: 15
Average Score: 3.60
Standard Deviation: 1.30

Score	Score Description	Responses
	Not Applicable	1
1	Strongly Disagree	2
2	Disagree	0
3	Neither Agree or Disagree	4
4	Agree	5
5	Strongly Agree	4

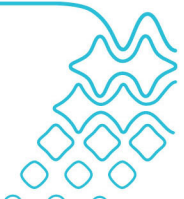
14 . Objective 3 was met

Examine a range of resources, methods and frameworks that inform curriculum innovation, development, renewal, and evaluation, for implementation within their curriculum project



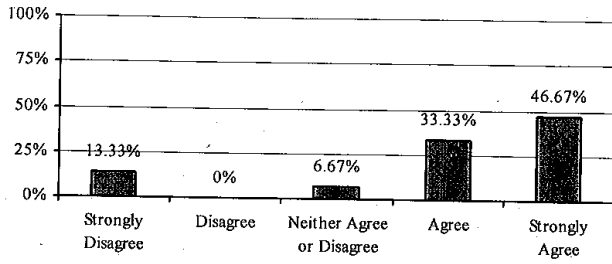
Valid responses: 15
Average Score: 3.47
Standard Deviation: 1.30

Score	Score Description	Responses
	Not Applicable	1
1	Strongly Disagree	2
2	Disagree	1
3	Neither Agree or Disagree	3
4	Agree	6
5	Strongly Agree	3



12 . Objective 1 was met

Work with program facilitators to design, implement and evaluate a curriculum leadership project within a sequence of study context

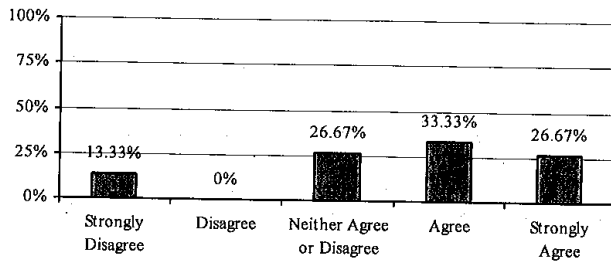


Valid responses: 15
Average Score: 4.00
Standard Deviation: 1.36

Score	Score Description	Responses
	Not Applicable	1
1	Strongly Disagree	2
2	Disagree	0
3	Neither Agree or Disagree	1
4	Agree	5
5	Strongly Agree	7

13 . Objective 2 was met

Expand their knowledge of curriculum practice and management, and develop a curriculum leadership approach and philosophy that best suits their particular disciplinary or school context

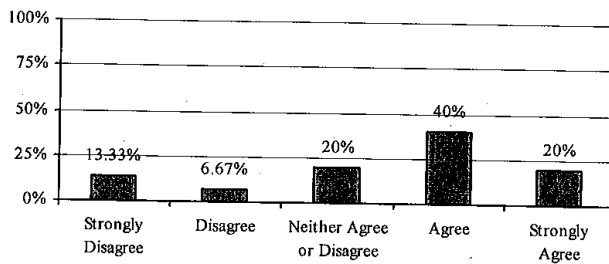


Valid responses: 15
Average Score: 3.60
Standard Deviation: 1.30

Score	Score Description	Responses
	Not Applicable	1
1	Strongly Disagree	2
2	Disagree	0
3	Neither Agree or Disagree	4
4	Agree	5
5	Strongly Agree	4

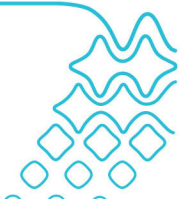
14 . Objective 3 was met

Examine a range of resources, methods and frameworks that inform curriculum innovation, development, renewal, and evaluation, for implementation within their curriculum project

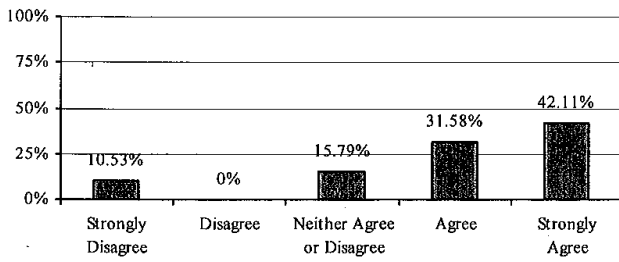


Valid responses: 15
Average Score: 3.47
Standard Deviation: 1.30

Score	Score Description	Responses
	Not Applicable	1
1	Strongly Disagree	2
2	Disagree	1
3	Neither Agree or Disagree	3
4	Agree	6
5	Strongly Agree	3



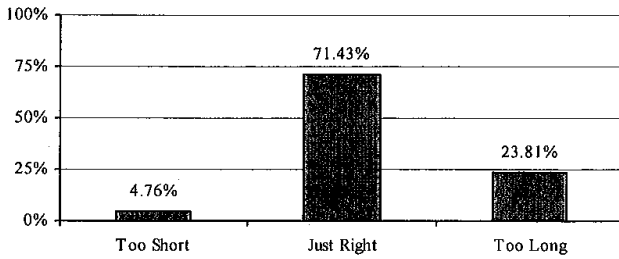
18 . I would like to attend further training this topic



Valid responses: 19
 Average Score: 3.95
 Standard Deviation: 1.27

Score	Score Description	Responses
	Not Applicable	0
1	Strongly Disagree	2
2	Disagree	0
3	Neither Agree or Disagree	3
4	Agree	6
5	Strongly Agree	8

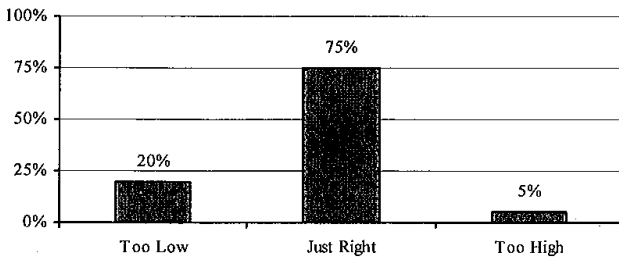
19 . The length of this session was



Valid responses: 21

Score	Score Description	Responses
	Too Short	1
	Just Right	15
	Too Long	5

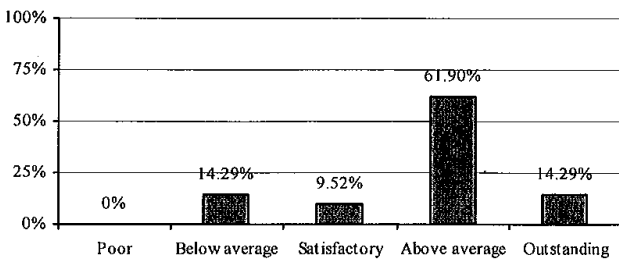
20 . The level of this session was



Valid responses: 20

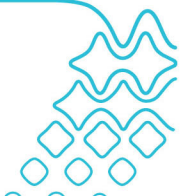
Score	Score Description	Responses
	Too Low	4
	Just Right	15
	Too High	1

21 . What is your overall rating of this training?



Valid responses: 21
 Average Score: 3.76
 Standard Deviation: 0.89

Score	Score Description	Responses
1	Poor	0
2	Below average	3
3	Satisfactory	2
4	Above average	13
5	Outstanding	3



Scholarship of Teaching and Learning, Formative Evaluation

Title: Designing Strategic SoTL Projects and Proposals

CourseCode: SOTLPP

Date of Course: 08-Apr-2009 9.30 am

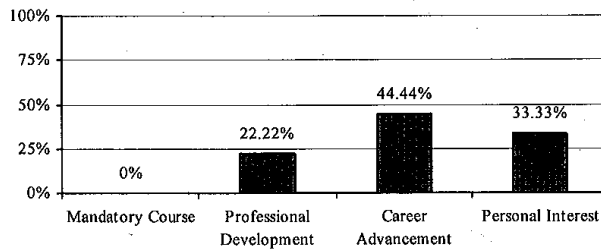
Presenter: Mia O'Brien

Number of Attendees: 15

Number Answered Survey: 13 (87%)

About You

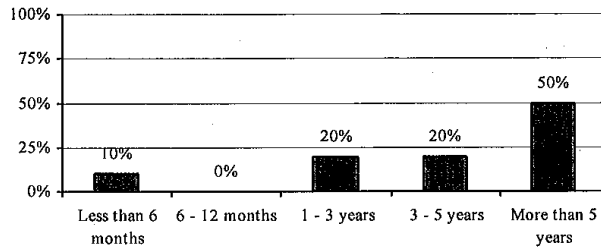
Why are you at this course?



Valid responses: 9

Score	Score Description	Responses
	Mandatory Course	0
	Professional Development	2
	Career Advancement	4
	Personal Interest	3

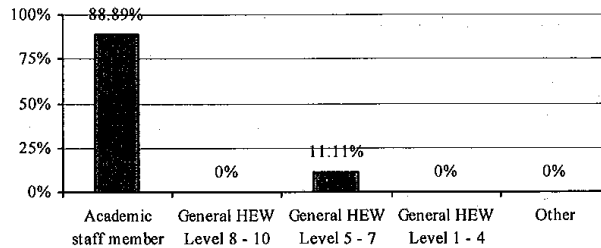
How long have you worked at UQ?



Valid responses: 10

Score	Score Description	Responses
	Less than 6 months	1
	6 - 12 months	0
	1 - 3 years	2
	3 - 5 years	2
	More than 5 years	5

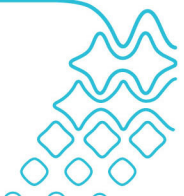
Your current job placement.



Valid responses: 9

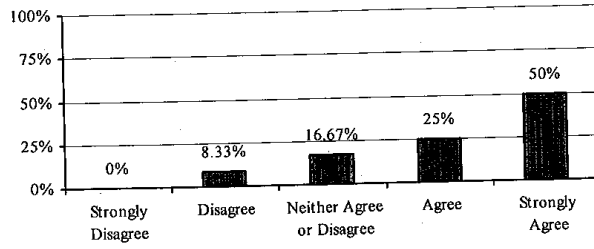
Score	Score Description	Responses
	Academic staff member	8
	General HEW Level 8 - 10	0
	General HEW Level 5 - 7	1
	General HEW Level 1 - 4	0
	Other	0

About The Course



About The Course

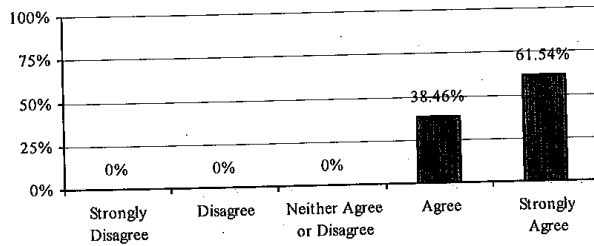
1. Information provided was representative of course



Valid responses: 12
 Average Score: 4.17
 Standard Deviation: 1.03

Score	Score Description	Responses
	Not Applicable	0
1	Strongly Disagree	0
2	Disagree	1
3	Neither Agree or Disagree	2
4	Agree	3
5	Strongly Agree	6

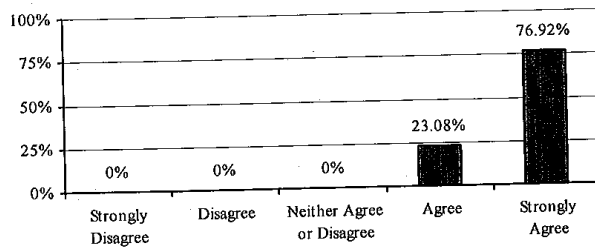
2. I found the venue was suitable for learning



Valid responses: 13
 Average Score: 4.62
 Standard Deviation: 0.51

Score	Score Description	Responses
	Not Applicable	0
1	Strongly Disagree	0
2	Disagree	0
3	Neither Agree or Disagree	0
4	Agree	5
5	Strongly Agree	8

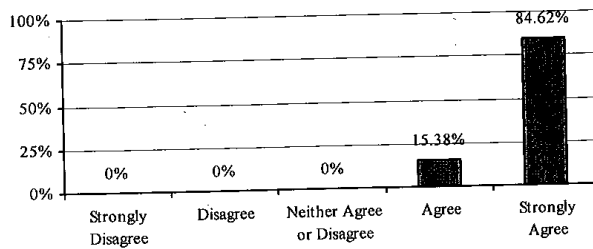
3. The structure was logical and easy to follow



Valid responses: 13
 Average Score: 4.77
 Standard Deviation: 0.44

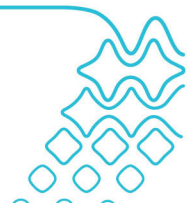
Score	Score Description	Responses
	Not Applicable	0
1	Strongly Disagree	0
2	Disagree	0
3	Neither Agree or Disagree	0
4	Agree	3
5	Strongly Agree	10

4. The presenter(s) seemed to know the material well



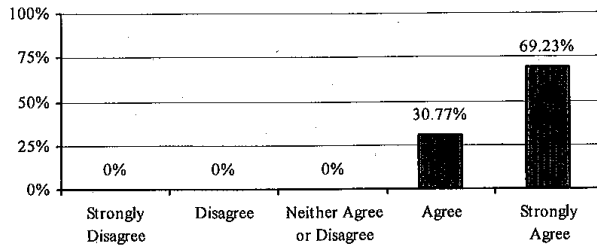
Valid responses: 13
 Average Score: 4.85
 Standard Deviation: 0.38

Score	Score Description	Responses
	Not Applicable	0
1	Strongly Disagree	0
2	Disagree	0
3	Neither Agree or Disagree	0
4	Agree	2
5	Strongly Agree	11



About The Course

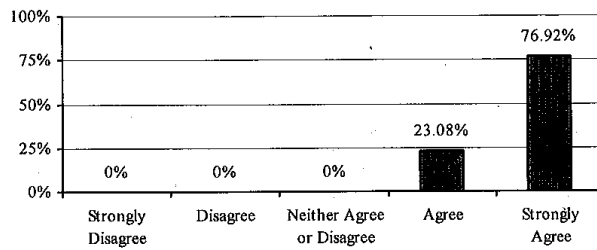
5. The presenter(s) presented interesting material



Valid responses: 13
 Average Score: 4.69
 Standard Deviation: 0.48

Score	Score Description	Responses
	Not Applicable	0
1	Strongly Disagree	0
2	Disagree	0
3	Neither Agree or Disagree	0
4	Agree	4
5	Strongly Agree	9

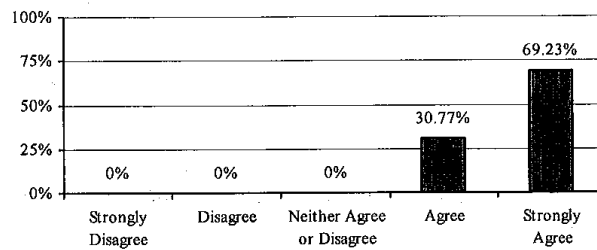
6. The presenter(s) gave explanations that were clear



Valid responses: 13
 Average Score: 4.77
 Standard Deviation: 0.44

Score	Score Description	Responses
	Not Applicable	0
1	Strongly Disagree	0
2	Disagree	0
3	Neither Agree or Disagree	0
4	Agree	3
5	Strongly Agree	10

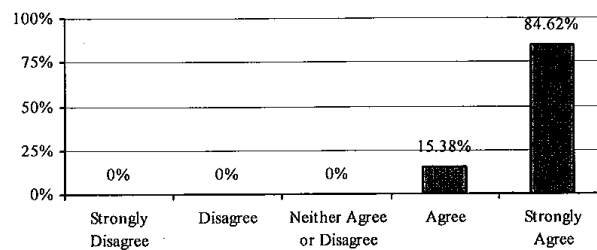
7. Activities matched well with objectives



Valid responses: 13
 Average Score: 4.69
 Standard Deviation: 0.48

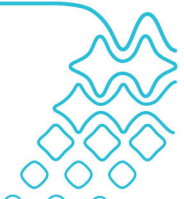
Score	Score Description	Responses
	Not Applicable	0
1	Strongly Disagree	0
2	Disagree	0
3	Neither Agree or Disagree	0
4	Agree	4
5	Strongly Agree	9

8. Handouts were helpful learning aids



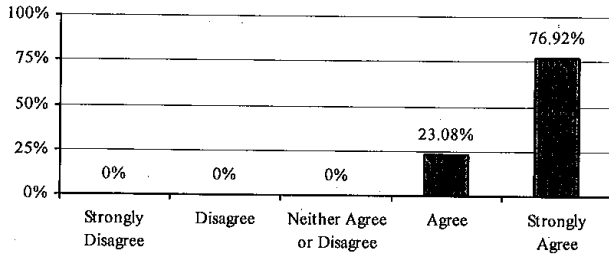
Valid responses: 13
 Average Score: 4.85
 Standard Deviation: 0.38

Score	Score Description	Responses
	Not Applicable	0
1	Strongly Disagree	0
2	Disagree	0
3	Neither Agree or Disagree	0
4	Agree	2
5	Strongly Agree	11



About The Course

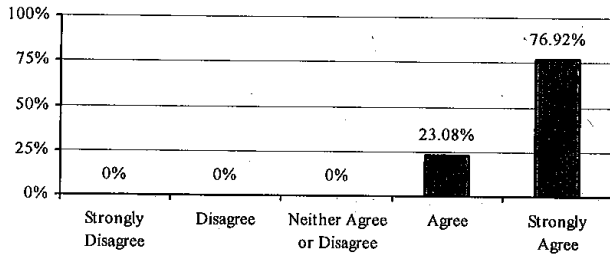
9 . I can see how to apply this learning to my work



Valid responses: 13
 Average Score: 4.77
 Standard Deviation: 0.44

Score	Score Description	Responses
	Not Applicable	0
1	Strongly Disagree	0
2	Disagree	0
3	Neither Agree or Disagree	0
4	Agree	3
5	Strongly Agree	10

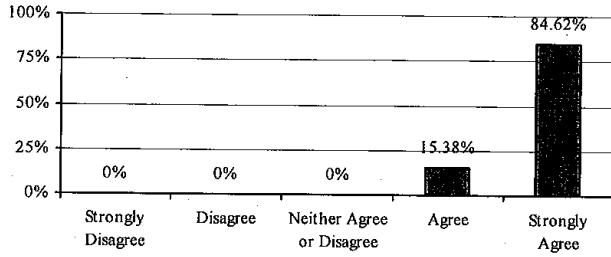
10 . I am likely to apply this learning to my work



Valid responses: 13
 Average Score: 4.77
 Standard Deviation: 0.44

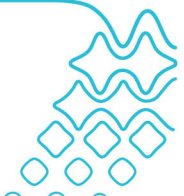
Score	Score Description	Responses
	Not Applicable	0
1	Strongly Disagree	0
2	Disagree	0
3	Neither Agree or Disagree	0
4	Agree	3
5	Strongly Agree	10

11 . The benefits justified the time spent attending



Valid responses: 13
 Average Score: 4.85
 Standard Deviation: 0.38

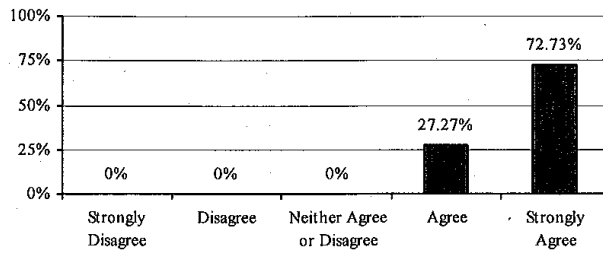
Score	Score Description	Responses
	Not Applicable	0
1	Strongly Disagree	0
2	Disagree	0
3	Neither Agree or Disagree	0
4	Agree	2
5	Strongly Agree	11



About The Course

12 . Objective 1 was met

Identify the features of an effectively designed teaching and learning (SoTL) project

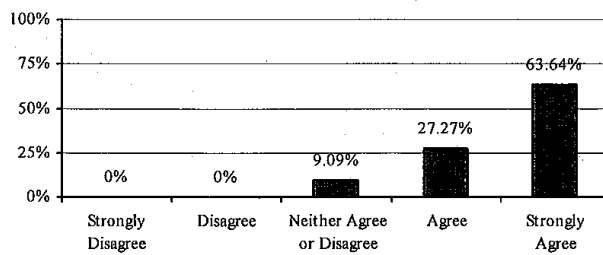


Valid responses: 11
 Average Score: 4.73
 Standard Deviation: 0.47

Score	Score Description	Responses
	Not Applicable	0
1	Strongly Disagree	0
2	Disagree	0
3	Neither Agree or Disagree	0
4	Agree	3
5	Strongly Agree	8

13 . Objective 2 was met

Workshop an existing idea or theme towards a draft SoTL project

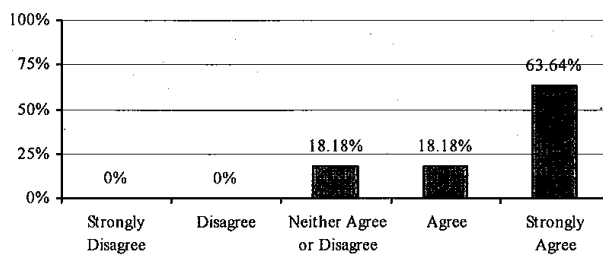


Valid responses: 11
 Average Score: 4.55
 Standard Deviation: 0.69

Score	Score Description	Responses
	Not Applicable	0
1	Strongly Disagree	0
2	Disagree	0
3	Neither Agree or Disagree	1
4	Agree	3
5	Strongly Agree	7

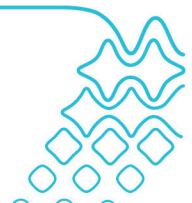
14 . Objective 3 was met

Develop and gain some preliminary feedback on a SoTL project design.



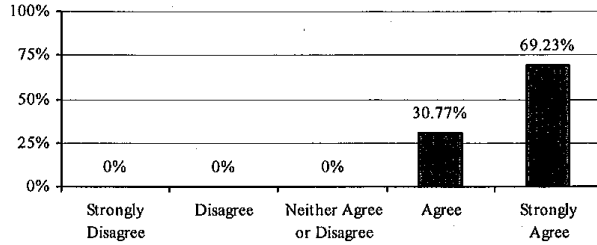
Valid responses: 11
 Average Score: 4.45
 Standard Deviation: 0.82

Score	Score Description	Responses
	Not Applicable	0
1	Strongly Disagree	0
2	Disagree	0
3	Neither Agree or Disagree	2
4	Agree	2
5	Strongly Agree	7



About The Course

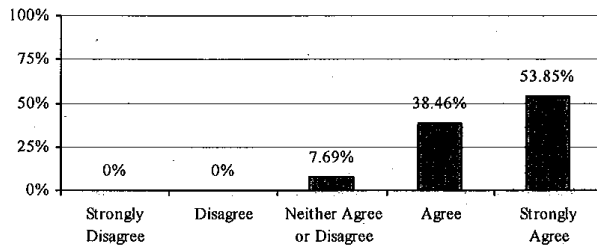
17. I would recommend this training to others



Valid responses: 13
 Average Score: 4.69
 Standard Deviation: 0.48

Score	Score Description	Responses
	Not Applicable	0
1	Strongly Disagree	0
2	Disagree	0
3	Neither Agree or Disagree	0
4	Agree	4
5	Strongly Agree	9

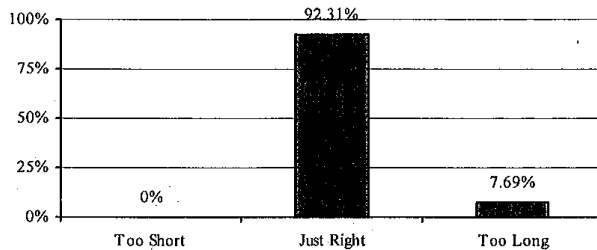
18. I would like to attend further training this topic



Valid responses: 13
 Average Score: 4.46
 Standard Deviation: 0.66

Score	Score Description	Responses
	Not Applicable	0
1	Strongly Disagree	0
2	Disagree	0
3	Neither Agree or Disagree	1
4	Agree	5
5	Strongly Agree	7

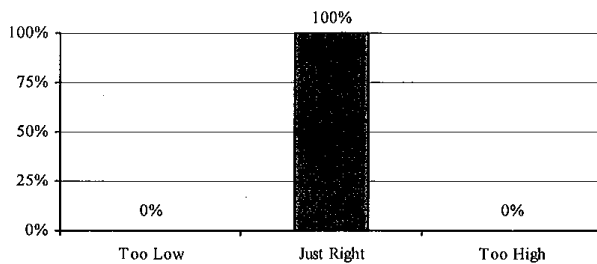
19. The length of this session was



Valid responses: 13

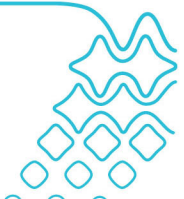
Score	Score Description	Responses
	Too Short	0
	Just Right	12
	Too Long	1

20. The level of this session was

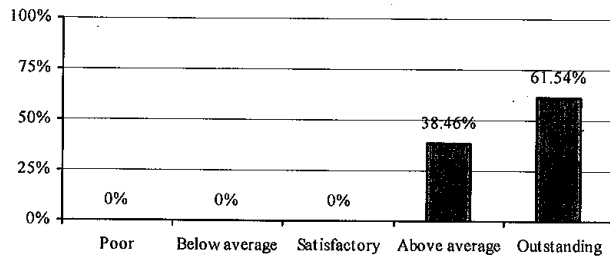


Valid responses: 13

Score	Score Description	Responses
	Too Low	0
	Just Right	13
	Too High	0



About The Course

21 . What is your overall rating of this training?


Valid responses: 13
 Average Score: 4.62
 Standard Deviation: 0.51

Score	Score Description	Responses
1	Poor	0
2	Below average	0
3	Satisfactory	0
4	Above average	5
5	Outstanding	8



**ALTC Leadership Development Project:
Closing the Gap in Curriculum Development Leadership
Evaluative Reflections, Kerri-Lee Krause (PhD), Griffith University
December 2009**

Overview

This project has addressed the important issue of support for those in curriculum leadership positions. Scott and colleagues (2008) has identified the critical role of program leaders in institutional change management processes. These “middle managers” in teaching and learning arguably fall into the mid-level band recently identified by Coates and colleagues (2009) as being the most dissatisfied in the Australian higher education sector. D’Agostino and his team had the foresight to propose and initiate this project prior to publication of either of the aforementioned research reports.

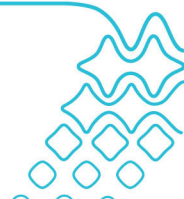
My role as evaluator has been summative in focus. I was given the brief of reviewing project accomplishments and outcomes, based on the project final report and associated documents. In summary, I congratulate the team on a wide-reaching study that has resulted in practical outcomes for the host institution, along with the development of resources that will no doubt be applicable across the sector. The following brief report outlines my summative evaluation of the project processes and outcomes, along with some suggestions for future lines of inquiry and activity.

The report commences with a few comments on process, deliverables and project outcomes and concludes with a consideration of implications for the sector and fruitful avenues for further exploration.

Reflection on process, deliverables and outcomes

Process

The project team is to be commended for adopting a systems approach to supporting leadership in curriculum development. The participants represented a wide range of disciplinary backgrounds (Addendum B) and it is gratifying to see the connections between these mid-level curriculum leaders and senior University leaders during the course of the project. These connections across disciplines and with senior leaders are critical for successful whole-of-institution approaches to curriculum design.



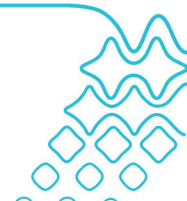
The action research focus of the project involved participants conducting and reporting on a range of sub-projects in their disciplinary contexts. This is a particularly powerful model for engaging staff and building capacity while at the same time providing mentoring and support from the project team, as needed. Local grant developers were encouraged to apply for ALTC funding and the project report documents these successes. As part of the project process, the project team mentored seven successful grants, one of which subsequently received ALTC funding and another of which won a University-wide teaching excellence award. The project leader also advises that, in addition to these successes, the team mentored four unsuccessful applications for internal UQ grants, one of which later was funded by the ALTC. This capacity building in relation to grants in learning and teaching is another important element of the project process.

Through the course of the project, the team were clearly engaged in critical reflection and a process of recursive, evidence-based decision-making. For instance, in Addendum B, the team reflect on the potentially problematic use of the term “leadership” and the discomfort with this term of some mid-level curriculum leaders. As a result, the team adopted the phrase “strategic approach” which appropriately underpins the conceptual framework for the rest of the project.

A key part of the project process involved the review and development of duty statements and workload allocations relating to the major convenors and program directors. It would appear that this process was appropriately consultative and resulted in a draft position description (Addendum D). It would be good to see the final documentation on this, along with the project team’s reflections on lessons learned during this important process. The “lessons learned” would be a very useful resource for the sector as many institutions are engaging in a similar process and would benefit from the experience of this team.

Deliverables and outcomes

This project has yielded many important deliverables and outcomes that will benefit the host institution and the sector more broadly. Within the UQ context, the project has developed draft position descriptions and has contributed to changes in institutional staff policies and procedures in relation to recognition, remuneration and resourcing of mid-level academic leaders. The revision of institutional policy is a significant outcome which coincided with the introduction of “teaching focused” positions at UQ (see Addendum C). The team clearly made strategic use of an



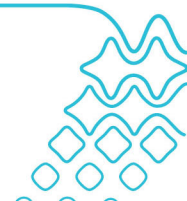
important window of opportunity which is the key to sustainability of such initiatives. It would be instructive to review the success of the policy implementation over time and I encourage the project team to monitor this and to conduct an internal review of the success of policy implementation in 1-2 years.

The team's overview and review of the curriculum leader role is, in itself, a useful resource that highlights many of the dimensions and challenges of the role (Addendum F). I would encourage the team to ensure (if they haven't already done so) that this is included as a resource, with a brief overview of how it might be used to foster institutional and department-level dialogue in other universities. Similarly, the Head of School questionnaire (Addendum G) is a very useful resource coming out of this project. Engagement of Heads of School is particularly important in supporting curriculum leaders. I would like to see the project team documenting some of the strategies they used and lessons learned about how to engage this key stakeholder group.

More broadly, the project team has produced an "export-ready" framework for sequence-of-study curriculum design (Addendum E). This will be a useful resource given that the team has adopted the approach of "drawing a map" that can be adapted to particular contexts, rather than advocating a one-size-fits-all approach to curriculum design. One suggestion would be for the team to add a brief "user's guide" introduction to this framework to increase its utility, particularly for colleagues who may be very new to the process in other institutions.

The transferability and portability of key elements of this project has been shown through the project leader's involvement in major institutional activities at the University of Melbourne, La Trobe University and the University of the Sunshine Coast. The project leader is also now contributing to an ALTC program leaders project that involves Griffith University, La Trobe and UWS. These examples speak to the significance of the project outcomes and their value to the sector.

The project team has engaged in various evaluative activities during the course of the project. For instance, I am advised that UQ workshops were evaluated and that anecdotal feedback was received from the project leader's activities at the University of Melbourne and Curtin University. There may have been some merit in seeking feedback from some of the institutional stakeholders, such as Heads of School or the DVC(A) at UQ in order to gauge the impact of the project at the institutional level. In fact, I understand that there are plans to monitor the policy implementation which I strongly encourage. This may be an exercise worth pursuing in 6-12 months time



once the policies have been implemented and the outcomes of the various sub-projects enacted.

The curriculum leadership is an important deliverable of this project. Understandably, it has not yet been implemented but once again, there would be value in the project team sharing the results of the evaluation of the program once it has been implemented. This would be a very valuable resource for the sector.

Having sought feedback from a small number of program leaders involved in your project, I am confident that the project yielded many benefits to the participants.

Those to whom I spoke made the following comments:

“ [the project] gave me more confidence in my own abilities, it enabled me to develop the skills needed to plan curriculum review and be able to communicate the rationale to senior staff members”.

Suggestions from the respondents suggested that they would appreciate “more regular contact” with those whom they met as part of this project. They also suggested “a clearer explanation of the purpose” of the project. One person commented:

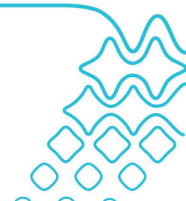
“I wasn’t always entirely clear why I was there and what the outcome was supposed to be – developing into a leader OR making curriculum changes”.

The latter highlights the importance of seeking ongoing feedback from participants and may be useful as the project team implements their program in 2010.

Scope and implications of project in relation to sector-wide strategic issues

Curriculum reform and renewal is a sector wide priority. Supporting the academic staff who lead such reform is a priority at the institutional level, particularly within disciplinary contexts. This project also has implications for supporting curriculum leaders as they come to terms with assessment and standards. While this was not specifically addressed within the remit of the project, it will be important for colleagues such as the ALTC Discipline Scholars to be mindful of these resources and the importance of engaging curriculum leaders in discussions about standards in the disciplines.

The project team clearly recognized the need to locate professional development for curriculum leaders in the disciplinary context. A potential extension of this project



would be consideration of strategies for supporting curriculum leaders in multidisciplinary contexts.

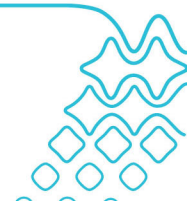
While not making explicit reference to the issues of succession planning, the aims and objectives of this project have important implications for early identification, recruitment and support of the next generation of program leaders. This would be a fruitful avenue for further exploration, building on the resources developed through this project.

The outcomes of the project also have significant implications for staff engagement and capacity building among curriculum leaders. This group of people is expected to possess a wide range of diverse skills including: pedagogical and curriculum knowledge; knowledge of the changing student population and needs; leadership and people management skills; and the capacity to lead up, across and down in their respective organizations. This project has sought to address several of these areas through a comprehensive professional development program. The only suggestion to make here is that there is scope for the program to recognize more explicitly some of the additional dimensions to curriculum leadership beyond applying the principles of curriculum design. For instance, it may be possible to include in the program a module on understanding and managing changing student expectations and needs. These suggestions speak to the adaptability of the framework that the project team has produced. Their focus is on curriculum leadership but there is scope for the framework to be adapted and adopted in other institutional contexts, with additional foci, depending on institutional mission and priorities. This is a strength of the project outcomes and resources produced.

Overall the project team are to be commended on a comprehensive and scholarly approach to this important project. There is evidence of its significant contribution to policy development at the institutional level, as well as staff capacity building in various ways. The project has had a sector-wide impact as evidenced in the range of activities undertaken in other universities as part of this project. I have learned a great deal from working through the range of resources developed by the project team and I believe these will make an important contribution to the sector.

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