



# Is it an improvement when a cannibal uses a fork?

Critical enquiry into the sustainability of outcomes from 1<sup>st</sup> year experience interventions

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GOOD UNIVERSITIES GUIDES  
**Australia's**  
**University of the Year**  
**2000 - 2001**  
DEVELOPING THE e-UNIVERSITY





# Storytelling

- \* Africa (MCQs)
- \* Thailand (36 hrs)

## Moral of the stories?

- When developing capacity for the development of learning and teaching you may not necessarily start with improving the quality of teaching
- It is important to get the context right for teaching and learning to flourish



# Overview

- Critique of interventions
- Case study of sustainable planning for change at USQ
- Holistic planning to address barriers to 1st year interventions (SLJ)

## Main Point:

- Sustainable outcomes in change leadership arise from holistic planning

# The Waters Will Close Behind Me





## Holistic Picture

- ‘The college interacts with students only in discrete, isolated environments [and in which a] “college education” is the sum of the student’s experiences of a series of discrete, largely unrelated ... classes’ (Barr & Tagg 1995: 7).
- Barr and Tagg (1995:1) indicated that the introduction of new pedagogies must be supported by holistic, organisational change because piecemeal changes are distorted by dominant paradigms.

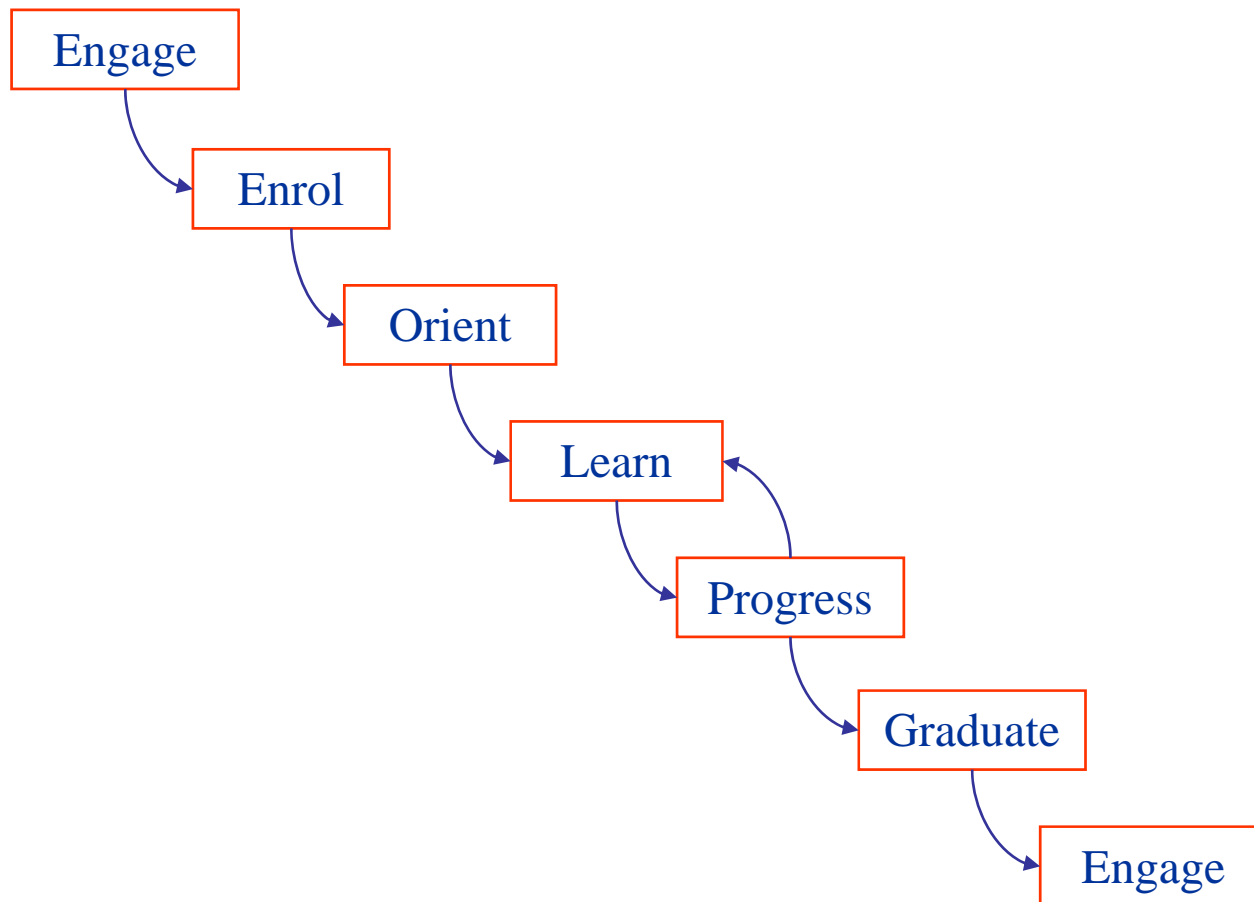


# A Big and Small Picture Approach

We have to understand both the small and big pictures. We have to know what change feels like from the point of view of the teacher, student, parent, and administrator if we are to understand the actions and reactions of individuals; and if we are to comprehend the big picture, we must combine the aggregate knowledge of these individual situations with an understanding of organisation and institutional factors that influence the process of change as governments, ... unions, ...systems, and communities interact. (Fullan 2002:xi)



# Student Learning Journey Big Picture from a Student Perspective





## What We Know about Holistic Change From a Student Perspective

- ‘it is the *combination* of consistently capable staff, with appropriate learning designs and a support system that enables them to deliver what is intended that is critical’ (Scott 2005: 65).



# Deb's Mashed Potatoes

## No change ?



*Cannibals and forks?* Everybody's happy

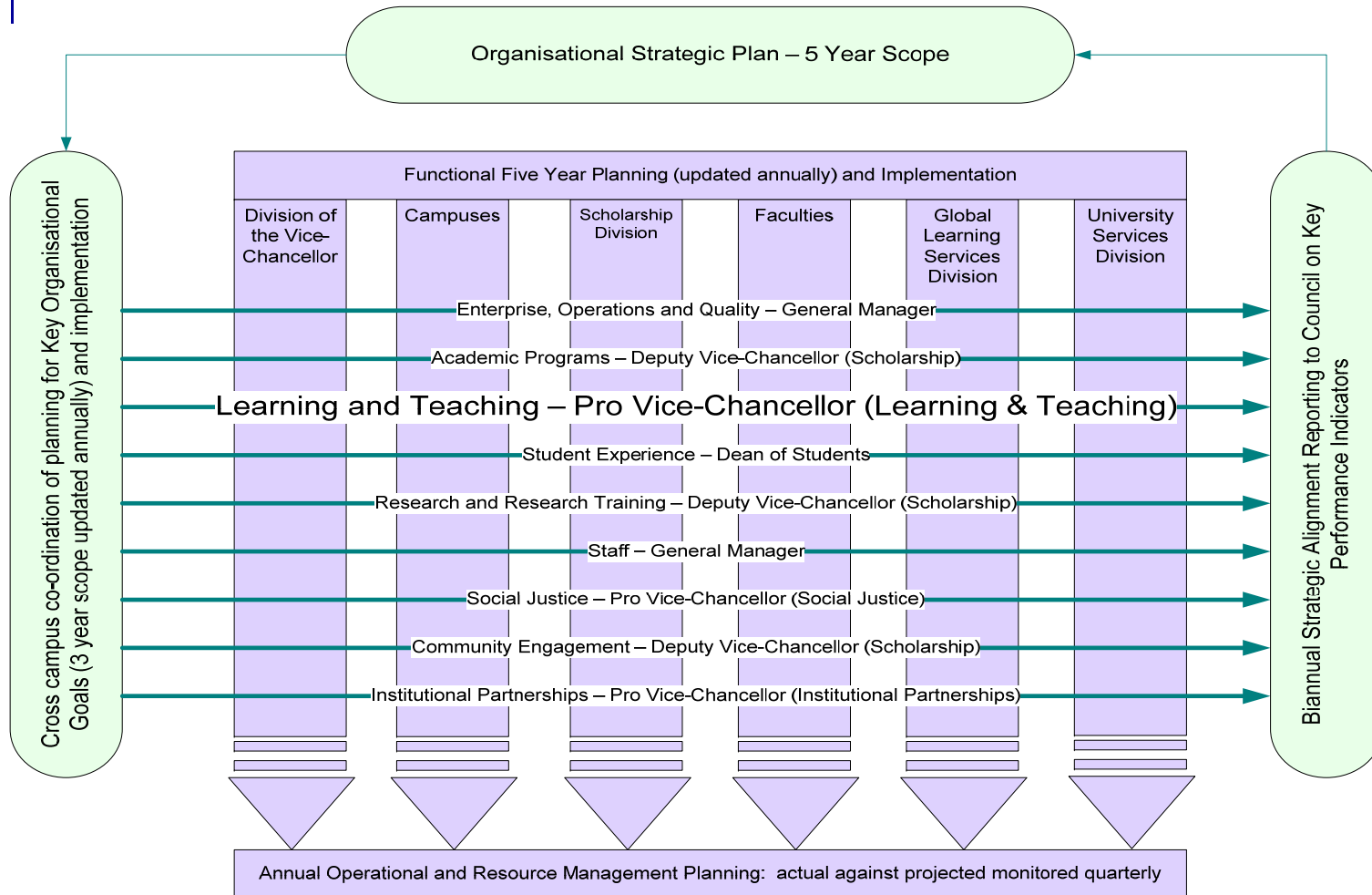


## A model of **WHAT** to do to get change

1. Resources
2. Policy framework
3. Facilitate **organisational change** (reorientating services)
4. Identify stakeholders
5. Incentives to participate
6. Participatory planning and decision-making
7. Creating a learning mood
8. Inter-sectoral collaboration  
(Academic/Admin/Professional)



# USQ Case study of an holistic approach





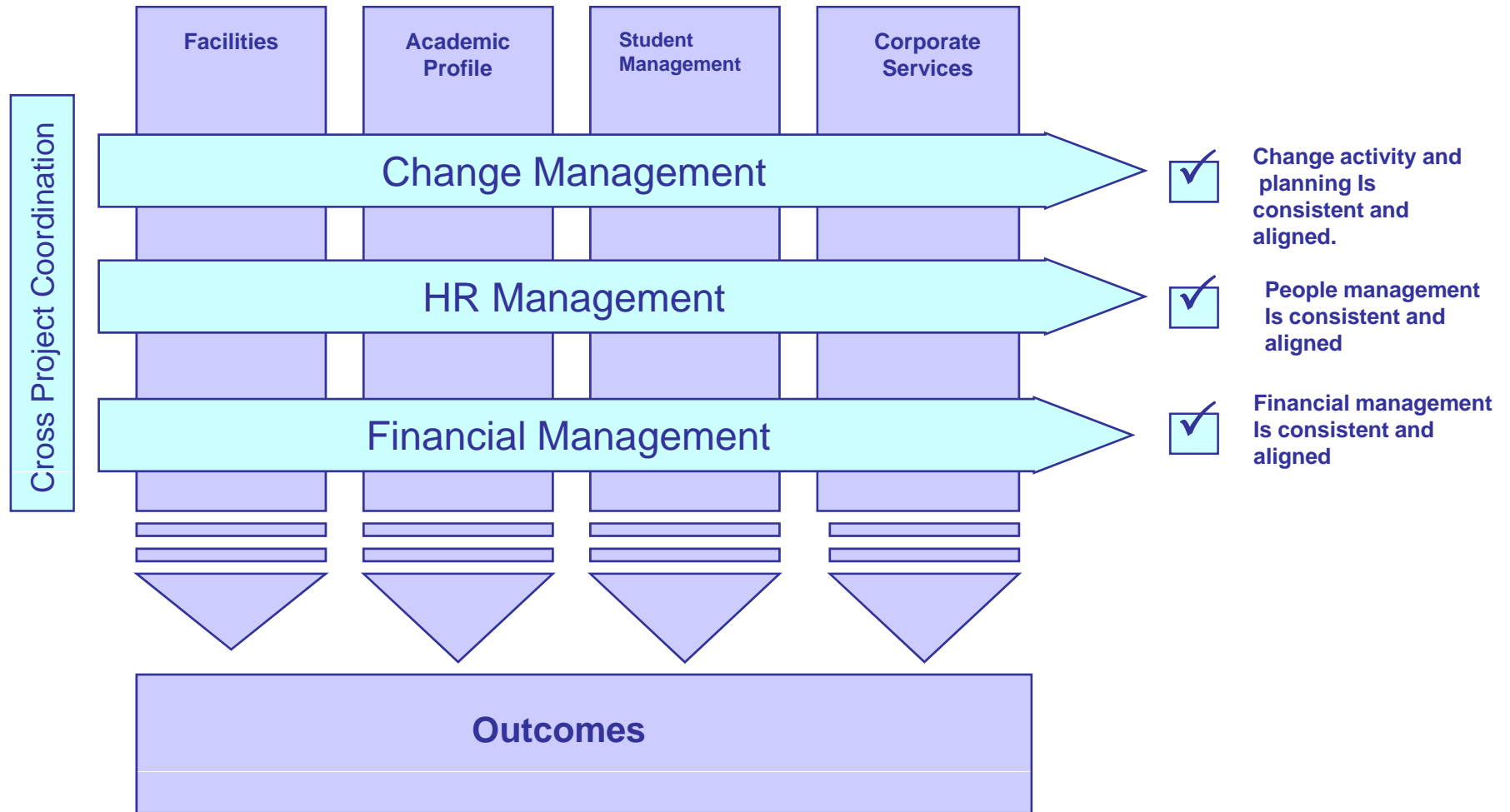
## USQ Learning and Teaching Plan

- Project 1 Program Mapping
- Project 2 Assessment
- Project 3 Vertical Integration
- Project 4 Evaluation
- Project 5 TEL
- Project 6 PD
- Project 7 Scholarship
- Project 8 Excellence
- Project 9 Learning Support
- Project 10 Management & HR



# USQ Case Study

## Total and Structural Change to Support Teaching





## Selected Outcomes?

- Almost 400 degree programs to just over 60
- Less busy work for staff
- Innovative new degree structures
- Program Revitalisation Project (Top 15)
- Integrated PD program
- Templates
- CPR
- Guidelines for good teaching
- T&L integration in HR processes (promotions audit)
- New incentive structures
- Enhanced T&L website
- Staff engagement framework
- New student services structure
- Named relationship officers
- USQLife



# What worked?

- Resources provided – an extra one million dollars over and above normal T&L budget
- Project management approach - makes things happen
- Reporting on barriers
- Governance group
- Communication plan
- Consultants for ‘outside’ perspective



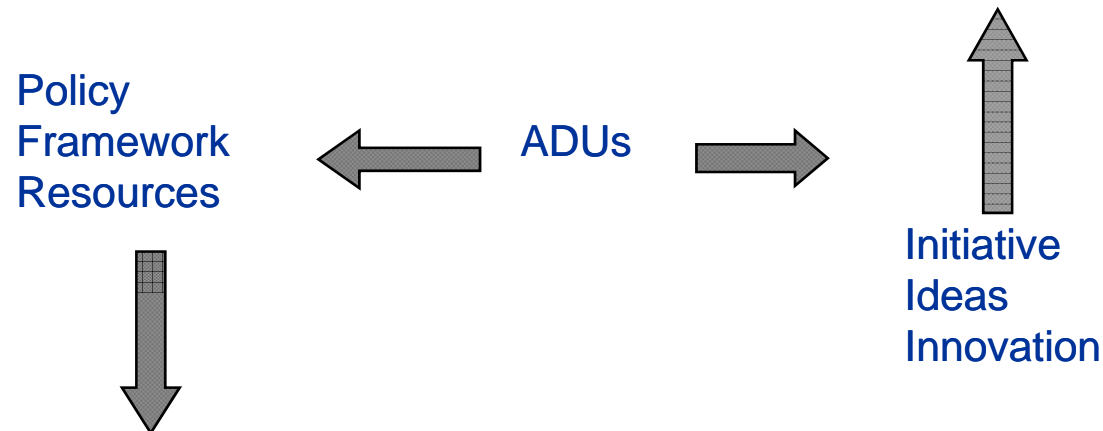
# WHERE Change Happens

- Individual
- Organisational (SYSTEMIC)
- Local, National and International (governmental)



# It ain't just what U do – it's the way that U do it **HOW?**

- A top-down, middle-out and bottom-up approach
- Empowering and participative rather than imposing
- Engagement - involve hearts and minds





# Ladder of Participation



## Service User Control

*Services users identify needs and problems and decide on how they should be addressed*



## Delegated Power

*Organisation defines the area of decision-making open to service users*



## Joint Planning

*Organisation presents plan that is open to change by those affected*



## Consultation

*Organisation promotes and seeks Acceptance for a plan it had developed*



## Information

*Organisation plans and informs service users*

## Agency Control

*Service users not involved or informed*



# Empowerment Check List

Bob Fellows 1986

Inspiration  
(capacity building)

Facilitate  
Educate  
Advise  
Persuade

Self  
Development

Group

Personal

Goals

Goals

Indoctrinate  
Control  
Coerce  
Manipulate

Exploitation

Care-taking



# Barriers and Holistic Solutions

- Academics resisting change
- Institutional hostility
- Senior management – HoDs

## Build into :

- Performance review (provide questions)
- Staff engagement framework



# Barriers and Holistic Solutions

- Content
- Soft skills
- Service subject

## Develop:

- CPR
- CPMS
- Accreditation requirements



# Barriers and Holistic Solutions

Consistency?

Coherent outcomes?

## Templates

- **Assessment Design Guide**  
<http://www.usq.edu.au/extrafiles/ltsu/IDchecklist/assessment.htm>
- **USQ Guidelines for Good Teaching**  
<http://www.usq.edu.au/resources/usqtlguidelines.pdf>
- **Graduate qualities and skills templates**  
(<http://www.usq.edu.au/learnteach/topics/gradatt.htm>)
- **Post-evaluation Toolkit**  
<http://www.usq.edu.au/learnteach/topics/eval/posteval/default.htm>



# Barriers and Holistic Solutions

Relationship building in large groups?

Student diversity?

Geographic challenges?

- Student management project
- Relationship officers (Admin)
- ONE student newsletter (USQ Life)
- Fleximode policy



## What do you think?

- Too bureaucratic, counterproductive of university culture?
- OK because its not about me it's about my students?



# Questions

- How easy is it to get sustainable outcomes from 1st year interventions?
- What would remain of your project if you and your 1<sup>st</sup> year team left the uni?
- Is 'projectism' – even holistic projects – the best way to effect sustainable improvements for students?
- What are your good ideas for holistic change?