Defining our strengths, focusing our goals, optimising our future:
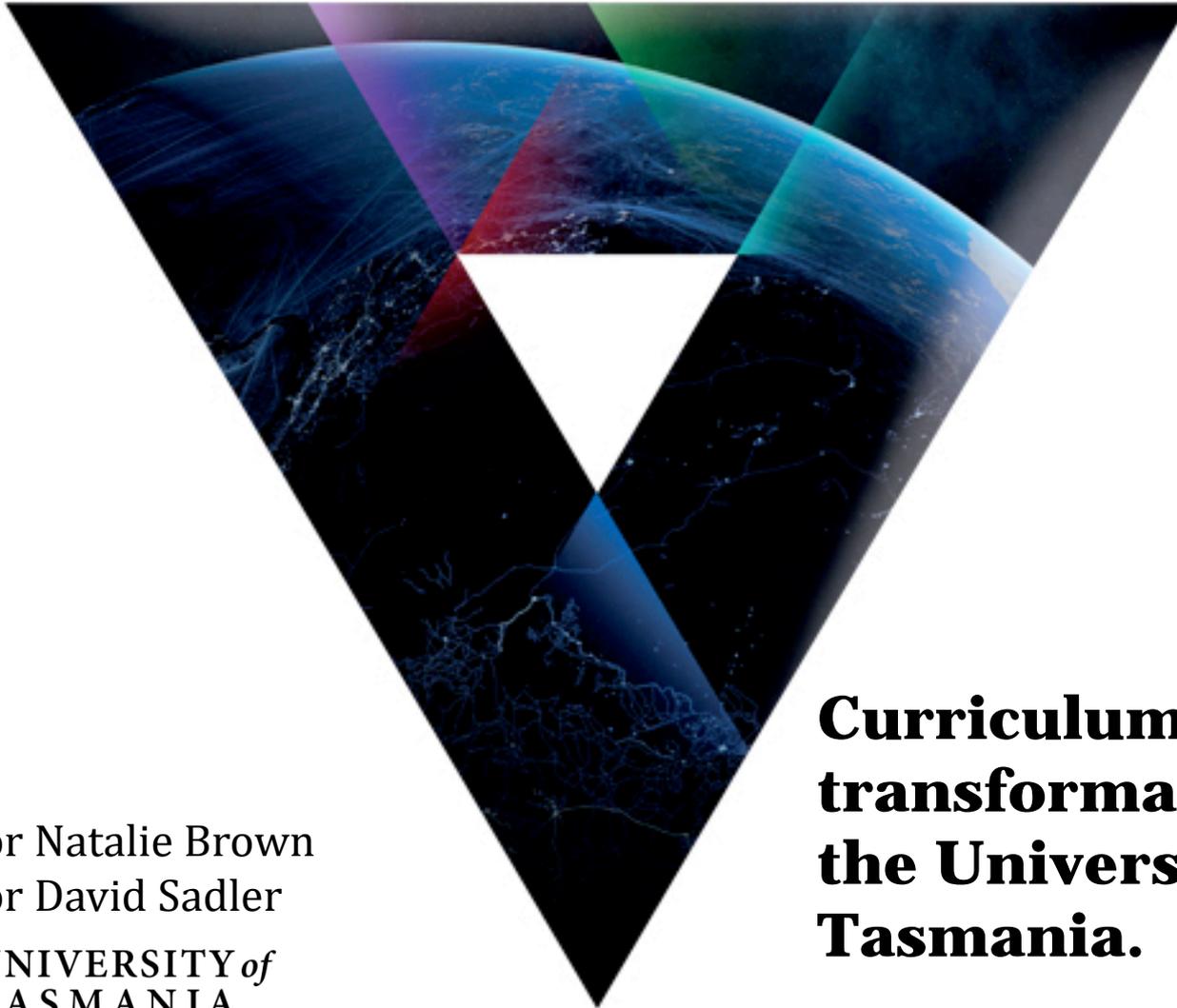
Professor Natalie Brown
Professor David Sadler

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Curriculum transformation at the University of Tasmania.

Today's presentation

1. **A brief run through of Curriculum Renewal at UTAS**

2. **A reflection on the process with reference to the Framework for Managing Change**
   (Warwick University [Hunter, Mills & Donnelly, 2014])

3. **A summary of lessons learned (to date)**

Emphasis on the Change Management aspect

The University of Tasmania

- 'Sandstone' university/regional
- Research intensive
- Only university in Tasmania – comprehensive program and diverse cohort
- About 40 000 students/20 000 FTE
- Face to face tradition – growing online
- Multiple campuses (6+)
- Aspiration raising

Where did it start ….

"UTAS will be characterised by its high-quality academic community, its unique island setting and its distinctive student experience. UTAS graduates will be prepared for life and careers in the globalised society of the twenty-first century".

A renewed curriculum, infused by the UTAS identity and expertly taught – building on our strengths in learning and teaching – will be a drawcard for students.

Open to Talent, 2012
The University of Tasmania's Strategic Plan

Top down imperative

Where is it now ….   *Degrees of Difference*

– New Associate Degrees allow students to develop academic and practical skills through collaborative/laboratory learning and work integrated learning – articulating to Bachelors Degrees (http://www.utas.edu.au/new-associate-degrees)

– Bachelors Degrees incorporate 3 streams of units that work together to meet the Course Learning Outcomes and UTAS Graduate Statement
   Discipline Units
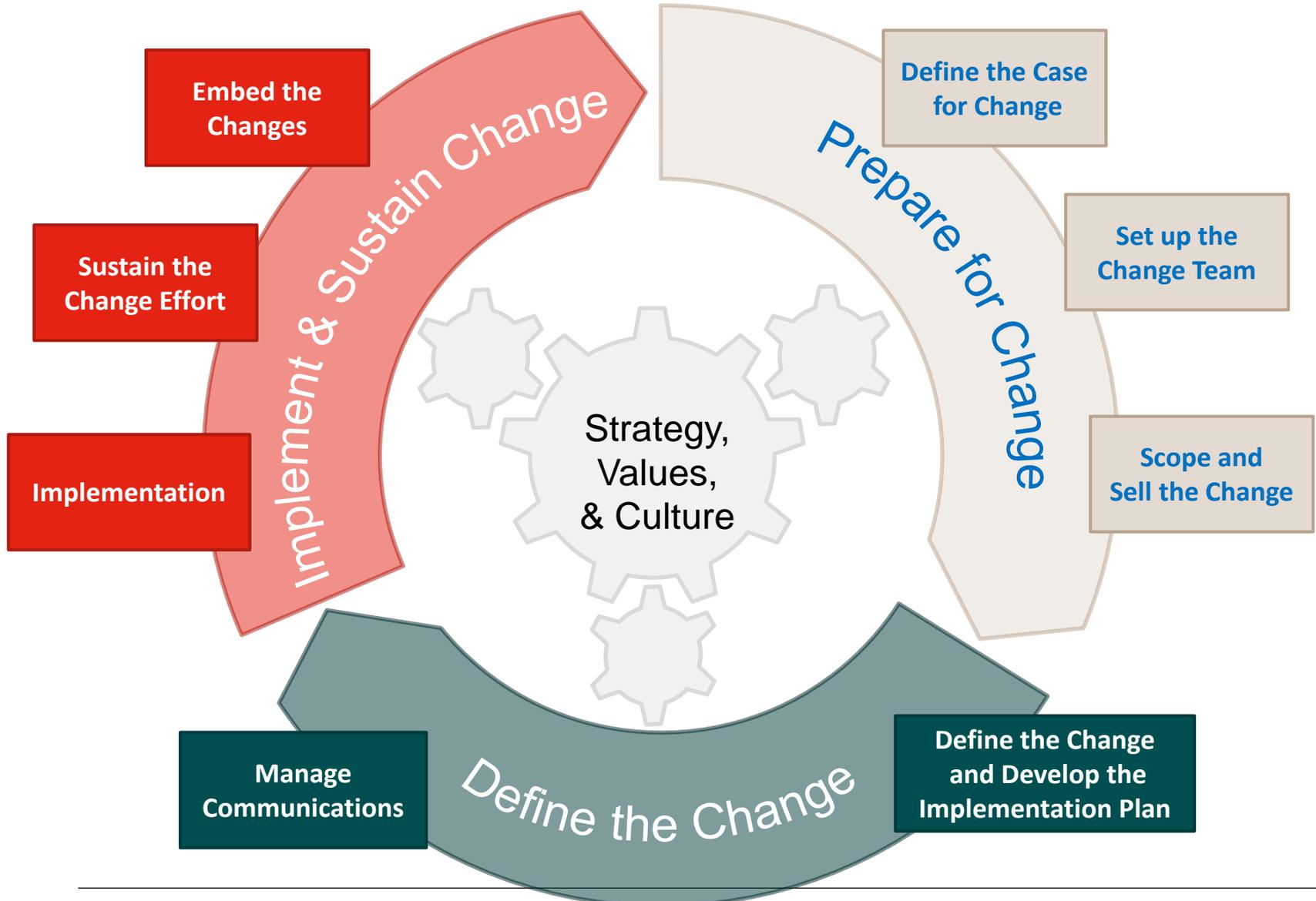   **Degree Core Knowledge Units**
   Experience and Engagement Units

   Explicit inclusion of WIL/Experiential learning; multidisciplinary perspectives and key elements to meet Graduate Statement: Entrepreneurship & Creativity; Ethics; Sustainability; Wellbeing; Literacy (including digital literacy) and Numeracy

– Encouragement of a 4 year embedded Honours degree (with Research or Applied Honours)

– Co-curricular opportunities eg. High Achievers, student leadership, employment

– Emphasis on improving pedagogy and moving to state-wide degrees

– Consolidation of teaching effort – reduction in courses and units

Middle out change

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Evaluation - Source of the framework

Framework for Managing Change

Prepare for Change
- Define the Case for Change
- Set up the Change Team
- Scope and Sell the Change

Implement & Sustain Change
- Embed the Changes
- Sustain the Change Effort
- Implementation

Define the Change
- Manage Communications
- Define the Change and Develop the Implementation Plan

Strategy, Values, & Culture

Hunter, T., Mills, G. & Donnelly, T. (2014). *A Framework for Managing Change*. http://www2.warwick.ac.uk/services/ldc/leadership/change

Phase 1 (Preparing for change)

Define the Case for Change

Strategic directive

In step with the sector
- Changes in student expectations and student cohort
- Changes in employer expectations
- Preparing students for a more uncertain future
- Evidence-base for effective L & T
- Value proposition for students

Set up the Change Team

Data to question current practice (eg decreasing numbers in core degrees

Scope and Sell the Change

Opportunity for the big questions
> The role of HE
> The role of the University in the state of Tasmania

Who is our curriculum for? Are we clear? Setting key questions for consideration.

Phase 1

Recognition that transformational change needs buy in from across the university (and beyond)

High level sponsorship through the DVC (S & E)

Contribution from key academics across faculties (CRG)

Allowing time for 'listening', discussion & workshops

Team with leadership <u>and connection</u> to students

Credibility and influence

Team able to investigate other initiatives, report back a and contextualise

Define the Case for Change

Set up the Change Team

Scope and Sell the Change

Phase 1

Green paper – presentation to interest groups

       (University Learning and Teaching;
       Academic Senate)

       Disciplinary consultation with
       employers

       Roadshow to faculties

Draft White paper
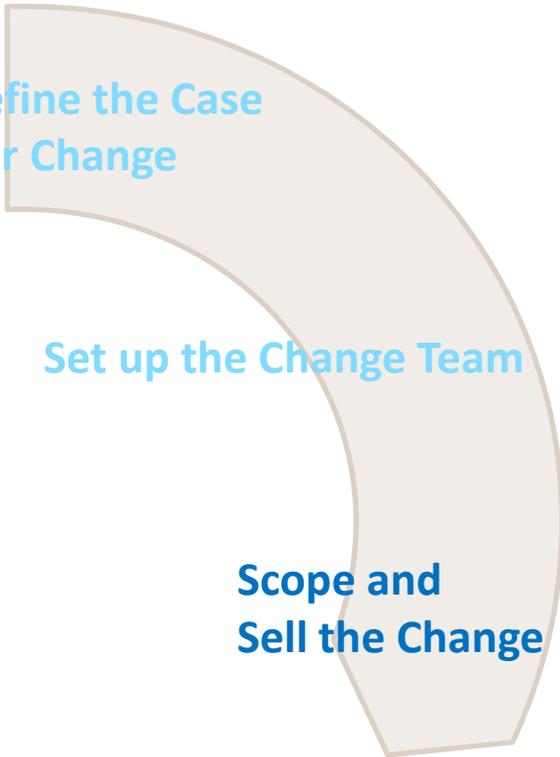   Special meeting of Senate
       Presentation to Senate
       Message for more consultation
Move to project methodology – Actions and Timelines articulated

Approval by Senate with incorporated feedback

Provide time line for aspects of change to Senate

Define the Case for Change

Set up the Change Team

Scope and Sell the Change

Phase 1 – What did we learn?

Defining the case for change is not difficult – but getting the vision right takes a lot of time

Range of views and experience made for a richer experience – but focus was often difficult

High level sponsorship brought high level buy-in

We can learn a great deal from others, but it must be contexutalised – benefit of a good team to 'test' ideas

Truly transformative change is pervasive across the institution - and needs to be owned by everyone

Implementation needs to be considered
(Selling the vision vs the devil is in the detail)

Need to draw together synergies and related projects – timing (and workload)

Define the Case for Change

Set up the Change Team

Scope and Sell the Change

How do we communicate with all stakeholders?
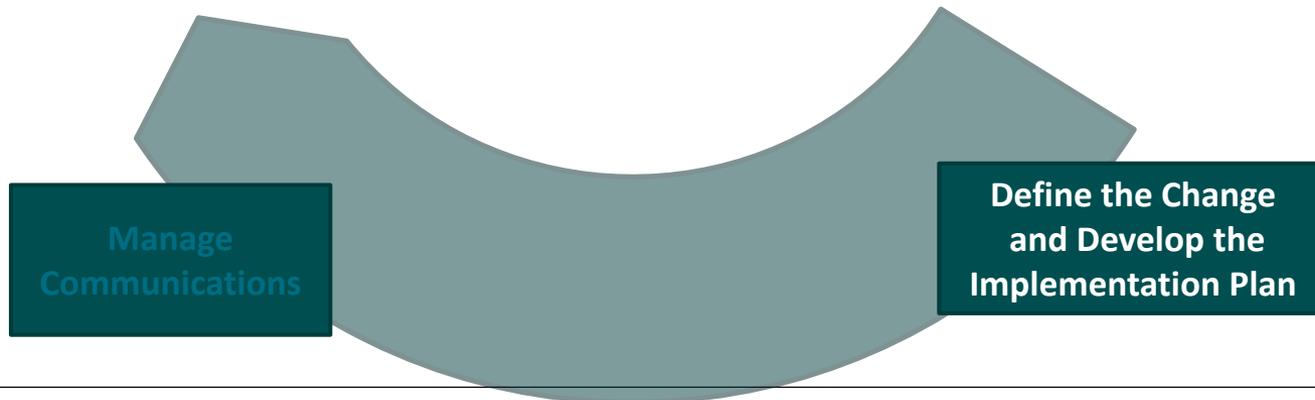
Phase 2 (Defining change)

Adoption of project methodology

Rolled into a broader 'Transformation Project' with some funding – including a Project Manager
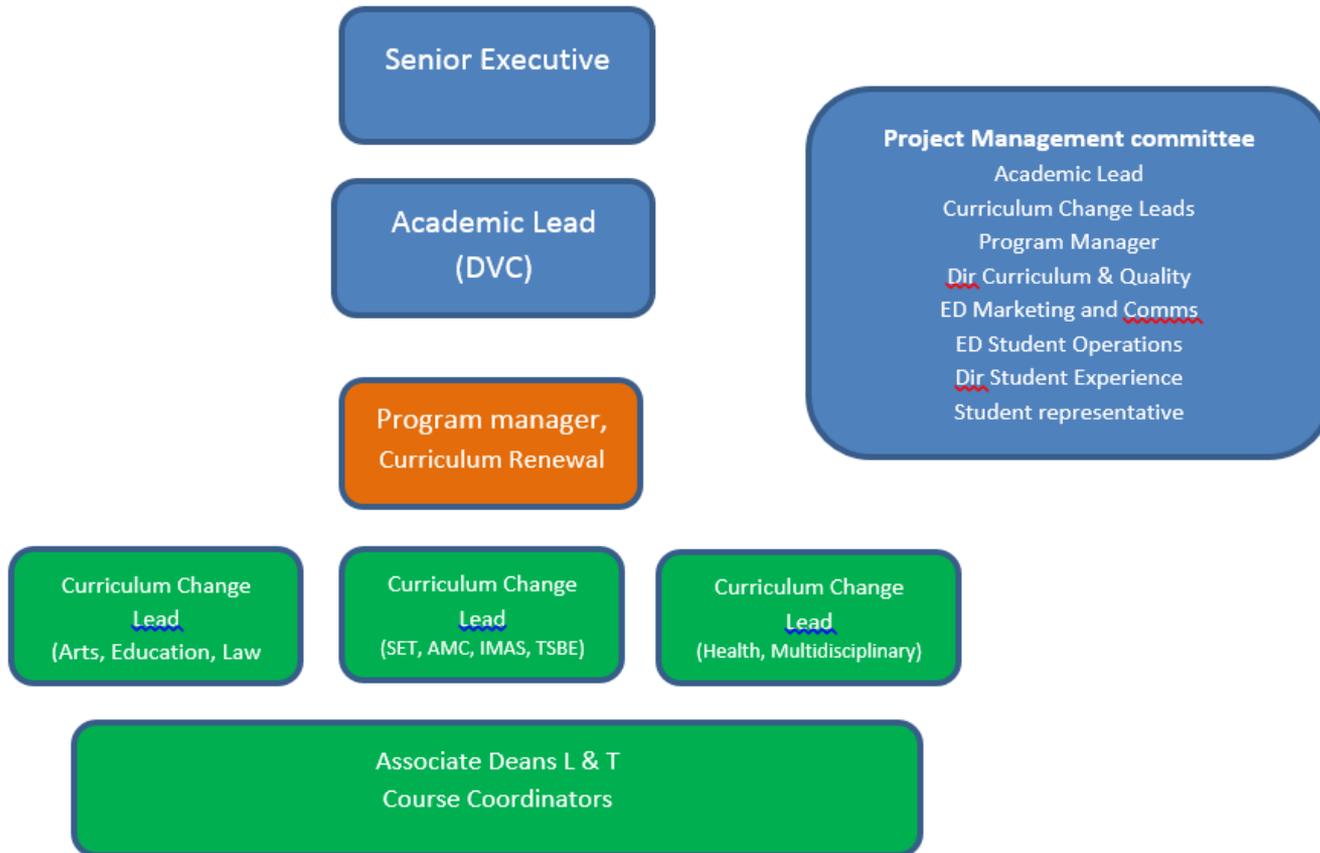
Appointment of Curriculum Change Leads and associated support structure (embedded within Faculties)

Prioritising and documenting implementation – beginning with scheduling approval of new Associate Degrees and renewal and approval of key Bachelor level courses

Supported by renewed business processes for business cases, approval process and documentation

Manage Communications

Define the Change and Develop the Implementation Plan

Implementation Structure

Senior Executive

Academic Lead (DVC)

Program manager, Curriculum Renewal

Project Management committee
Academic Lead
Curriculum Change Leads
Program Manager
Dir Curriculum & Quality
ED Marketing and Comms
ED Student Operations
Dir Student Experience
Student representative

Curriculum Change Lead (Arts, Education, Law

Curriculum Change Lead (SET, AMC, IMAS, TSBE)

Curriculum Change Lead (Health, Multidisciplinary)

Associate Deans L & T
Course Coordinators

Phase 2

Communications primarily via the network of Curriculum Change Leaders supported by Academic Lead.

Course Coordinators key people for communicating change to teaching teams

Emphasis on communications around course structure and QA processes and approval

Some communications with students and employers 'selling the key messages'

Manage Communications

Define the Change and Develop the Implementation Plan
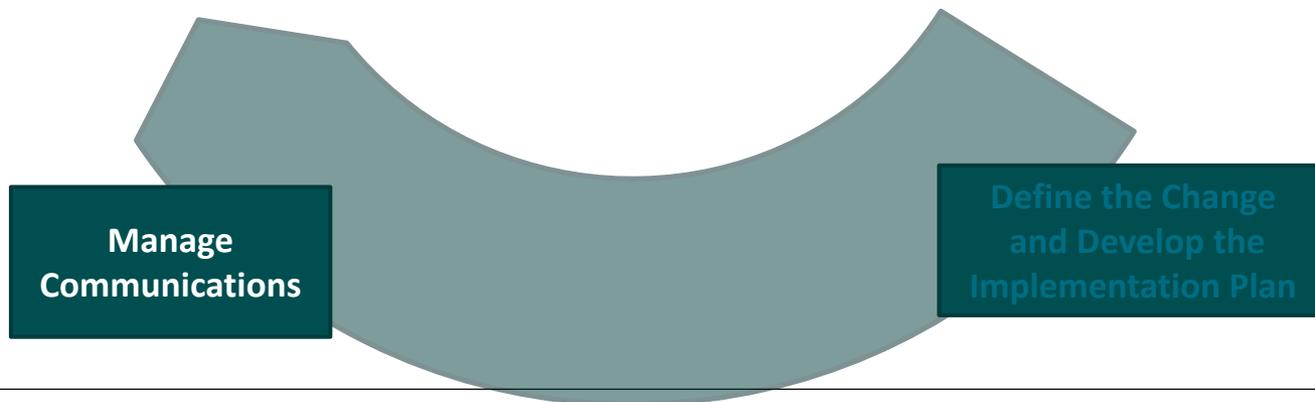
Phase 2 – What did we learn?

No matter how thorough you are you haven't thought of everything
Genuine transformation is far reaching, a range of people are involved
Be flexible – and able to respond to feedback – but firm on non-negotiables

Communications only go so far – and interpretations vary – need to keep open when implementation is imminent

Project methodology is great on focus – but can be short on time, and doesn't take into account vagaries of staffing

Embedded Faculty staff to facilitate change is very powerful – and their CoP was highly supportive

Timing of market research vs communication of messages to students

Manage Communications

Define the Change and Develop the Implementation Plan
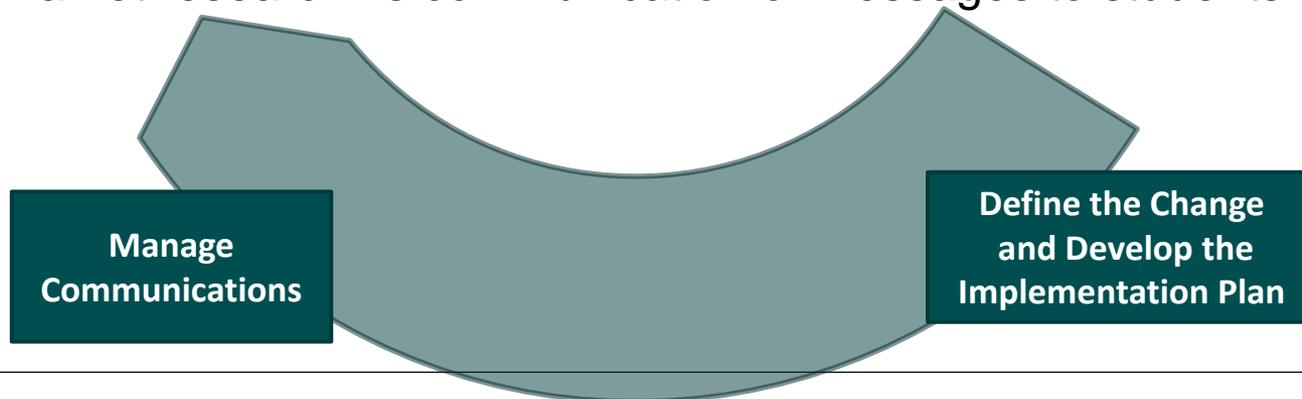
Phase 3 (Sustaining and embedding)

Implementation

Sustain the Change Effort

Embed the Changes

Curriculum Change Leads vital in linking the vision to the Faculties

Opportunity for teams to rethink the learning outcomes of our degree courses

How do we meaningfully incorporate aspects of the Graduate Quality Statement (well being, entrepreneurship ….)

Need to revisit traditions of the University – Rule of Awards; Assessment of Honours; the First Year; the place of a major, nomenclature …

Articulation with Associate Degrees

Work Integrated & Authentic Learning

Revision of processes and paperwork required to support renewed curriculum
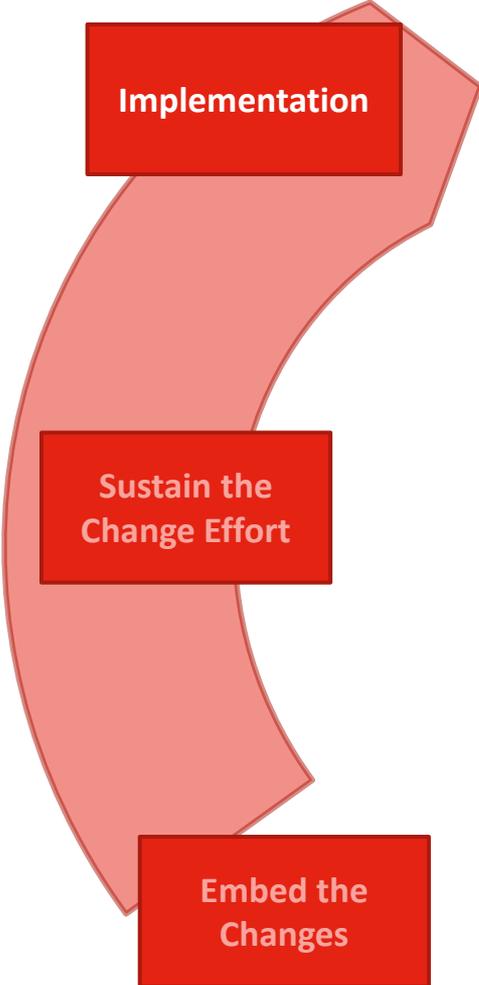
Phase 3

Implementation

Sustain the Change Effort

Embed the Changes

Scheduling courses for renewal in line with comprehensive course reviews
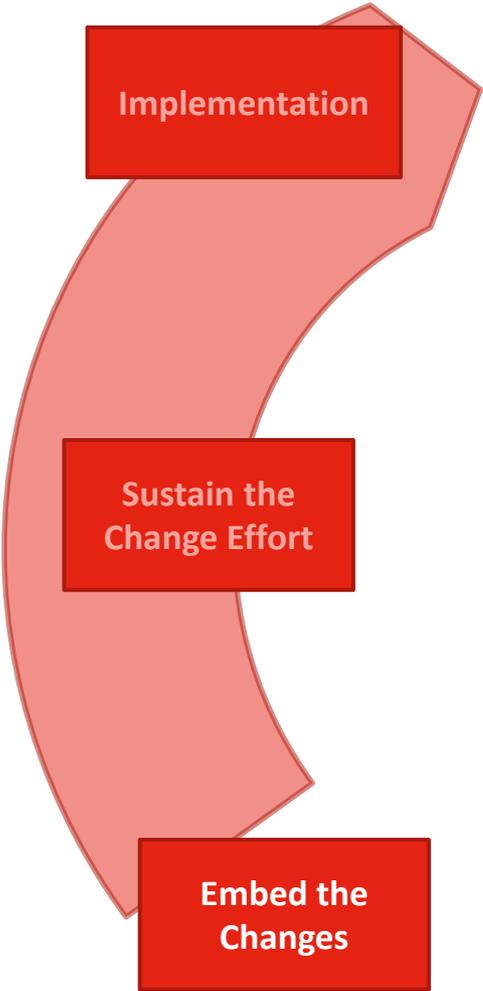
Upskilling staff to share the load

Moving to the unit level – supporting staff to make changes to pedagogy and assessment

Planning for genuinely state-wide degrees

Looking for teaching efficiency through closer working relationships

Providing central support where needed

Phase 3

Implementation

Sustain the Change Effort

Embed the Changes

Ensure that the changes are normalised through regular monitoring and review processes
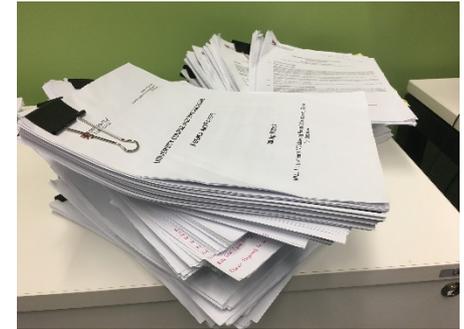
Establishing baseline data

Seeking feedback from students and employers

Reflect the renewed curriculum in policies, procedures, templates and guidelines

Promote *'Degrees of Difference'*

Phase 3 – What did we learn?

Implementation

Planning and scheduling change can lead to very efficient implementation

Up-skilling staff on curriculum change is highly beneficial for all aspects of the change

  Academic staff for design and QA
  Professional staff to assist with paperwork
  Approval committees to facilitate efficient but quality proposals

Sustain the Change Effort

Scheduling reviews of courses and review of pedagogy and assessment

Reporting on key aspects of CR in annual reports

Embed the Changes

Reflecting elements of CR in all templates and through QA and QE processes

And – University systems, policies, and processes need to change (quickly) to reflect the transformation

Overall Lessons learned

Clarity of message – and commitment to the long game
Worth taking time to get the concept right – and accepting embedding change is iterative and not point in time
Integrated (and articulated) in strategic direction and dovetailed with other initiatives

Consultation
Attention to who, why and when

Communication, Communication, Communication
Timing and context of communication
A consistently *understood* message (nuances become clear with implementation)
Everyone can see their role in the change

Attention to detail
How will the change be enacted – who is involved; what needs changing? How can it be embedded in BAU?

Build capacity – and recognise contributors
To continue, and build on, momentum of change (and as future leaders)

References:

– Fullan, M. (2007). *The new meaning of educational change.* New York: Teachers College Press.

– Hunter, T., Mills, G. & Donnelly, T. (2014). *A Framework for Managing Change.* Retrieved October 7, 2016, from http://www2.warwick.ac.uk/services/ldc/leadership/change/

Thank you – and Questions

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