

DISCIPLINE-BASED INITIATIVES SCHEME, 2007

Funding Application Brief: Discipline-Based Initiative: Higher Education Enterprise Issues – Expressions of Interest

An initiative of the Australian Government Department of
Education, Science and Training



FUNDING APPLICATION BRIEF

Discipline-Based Initiative: HIGHER EDUCATION ENTERPRISE ISSUES EXPRESSIONS OF INTEREST

BACKGROUND

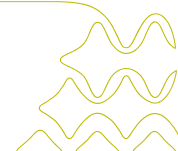
The Carrick Institute for Learning and Teaching in Higher Education has been established by the Australian Government with a mission “to promote and advance learning and teaching in Australian higher education”. Information about the Carrick Institute can be found on the website: <http://www.carrickinstitute.edu.au>

To achieve its mission and objectives and to deliver on its designated responsibilities, the Carrick Institute has identified five Strategic Priority Areas for 2006-2008. One of the Strategic Priority Areas is that of Discipline-Based Initiatives, whose purpose is to provide for discipline-specific development, dissemination and application of good practice.

During 2006-2008, the Discipline-Based Initiatives Scheme has made available three programmes of activity: (1) *Discipline-based Development initiatives*, (2) *Common Curriculum initiatives* and (3) *Higher Education Enterprise development*.

Priorities for 2006-2007 within each of these focus areas are:

- (1) *Discipline-based Development initiatives*
 - Pilot programmes in Science, Law and Information Communication Technology,
 - Discipline-based Investigation and Scoping Initiatives (Round 1 in August 2006 approved these in Arts, Architecture, Biotechnology, Business, Engineering, Mathematics in Engineering, Pharmacy, Physics and Psychology).
- (2) *Common Curriculum initiatives*:
 - Work-integrated learning (including practicum, clinical practice and field work),
 - Honours, post-graduate and higher degree curricula and pedagogy,
 - Cultural literacy and curriculum integration (including indigenous education, globalisation, and internationalisation of curricula) and
 - Incorporation of graduate attributes in curriculum design.
- (3) *Higher Education Enterprise development*:
 - Student learning support (including transition education, indigenous students, offshore students, international students and students with disabilities),
 - Preparation and renewal of academics as teachers, and
 - Supporting student careers and industry liaison.



The *Higher Education Enterprise* (HEE) includes those institution-wide aspects of learning and teaching in higher education that are underpinned by a body of scholarship and make significant contribution to the quality of the student learning experience and learning outcomes. Included in this category are those institution-wide initiatives designed to improve and develop learning and teaching generally in an institution.

Expressions Of Interest are now being sought for proposals relating both to Higher Education Enterprise issues and to Common Curriculum issues for consideration for funding support during 2006-2008.

Priority areas for 2007-2008 will be advertised early in 2007.

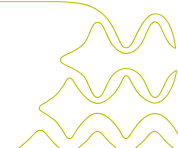
HIGHER EDUCATION ENTERPRISE ISSUES

Within the Carrick Institute, Higher Education Enterprise Issues include those institution-wide endeavours, generally under the responsibility of a DVC or PVC Academic, which pertain to the quality of learning and teaching within the institution. They include, for example:

- ▲ Student learning support:
 - Transition education
 - International students
 - Off-shore students
 - Indigenous students
 - Students with disabilities
- ▲ Student career support and industry liaison
- ▲ Student administration
- ▲ Equal Employment & Opportunity
- ▲ Educational policy development:
 - Curriculum design
 - Curriculum evaluation
- ▲ Library support and academic literacy
- ▲ Academic teaching support:
 - Preparation of academics to teach*,
 - Development and renewal of academics as teachers
 - Sessional teacher support**

Tenders have previously been called for separate proposals relating to:

- Preparation of academics to teach under the Discipline-based Initiatives section on the website: <http://www.carrickinstitute.edu.au>
- Sessional teacher support under the Grants Scheme section: <http://www.carrickinstitute.edu.au>



The Standing Committee for the Discipline-Based Initiatives Scheme seeks to commission a scoping study to map, examine and comment on one or more of the priority issues pertinent to the Higher Education Enterprise in Australian higher education and to develop a proposal for a systematic approach to supporting and assuring the rigour, quality and ongoing improvement of practice in this area within institutions and across the sector as a whole. In particular the proposal should indicate how strong national communities of practice can be established in the particular domain.

FUNDING PROGRAMME DESCRIPTION

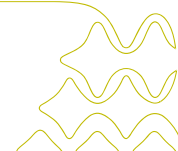
In all Australian institutions of higher education, a large and diverse set of higher education enterprises makes significant, but often under-recognised, contributions to the effective functioning and improvement of learning and teaching in universities and to the capabilities of graduates. These include the work of various support and administrative units found in most universities, for example: Dean and Directors of Students Affairs, disability officers, indigenous education counsellors, academic professional development staff, work-based learning managers and coordinators, librarians, academic teaching and learning policy developers, student learning support academics.

While it is recognised that this category is not strictly speaking a “discipline”, the focus of endeavour is underpinned by a body of scholarship and research. The importance of these endeavours to the quality of education in institutions is well recognised and represented in DEST and AUQA indicators of success and excellence in universities, (e.g., widened participation, graduate employment, student retention and teaching and supervision preparations and support, off-shore, trans-national education among others.)

The Higher Education Enterprise includes a wide range of issues and some key issues within the domains have been previously documented. Such documentation includes, for example, *Training, Support and Management of Sessional Teaching Staff*, (AUTC Report, March 2003); *Universities and their Students: Principles for the Provision of Education by Australian Universities*, (AVCC, December 2002); *Improving Indigenous Outcomes and Enhancing Indigenous Culture and Knowledge in Australian Higher Education*, (Indigenous Higher Education Advisory Council, March 2006); *Creating Accessible Teaching and Support (CATS)*, (Stage 1 funded by AUTC, Stage 2 funded by Carrick Institute, <http://www.adcet.edu.au/cats>). It is expected that this scoping study will build on such existing development work where relevant.

The proposed investigations should evidence:

- knowledgeable reference to any prior investigations and current projects,
- a high level of consultations amongst all stakeholders and across the diverse range of institutions in the Australian higher education sector.



OBJECTIVES

The objectives of this programme are to complete a scoping study relating to one or more of the 2006-2007 Higher Education Enterprise priority issues.

For 2006-2007, the priority areas in Higher Education Enterprise development include

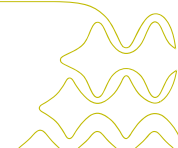
- Student learning support (including transition education, indigenous students, offshore students, international students and students with disabilities),
- Preparation and renewal of academics as teachers, and
- Supporting student careers and industry liaison.

The scoping studies will map the range of approaches relating to the selected issue(s) across the higher education sector in Australia and identify the most significant factors/policies/practices impacting quality learning and teaching. The results of this investigation will provide a basis for the development of future strategic directions for Higher Education Enterprise practice in Australian higher education.

PROGRAMME INITIATIVE OUTCOMES

The proposal will need to identify how it will produce the following:

1. The range and diversity of current practice and/or programs within a nominated area (or selected areas) in the Higher Education Enterprise, (cf. priority areas above);
2. The contribution and impact of these programs/practices on the quality and nature of students' learning experience and learning outcomes;
3. The approaches, conditions and models (national and international) that best produce the desired impacts on student learning;
4. The resources and ongoing support requirements (including professional development) for those responsible for these programs/areas of work;
5. Strategies for building strong and inclusive communities of practice;
6. Strategies for ensuring the dissemination of the outcomes across the higher education sector in Australia;
7. A framework that will support the emergence of national benchmarks for the selected area/s of the Higher Education Enterprise in a way which maximises the leverage between different endeavours within a given institution and across the Australian higher education sector.



APPLICATION PROCESS

Proposals should include details of:

- the rationale and aims of the initiative
- the anticipated outcomes
- the deliverables
- the methodological approach to answering the questions
- budget and timelines
- the qualifications and experience of the principal investigator(s) and/or team
- the collaborators and their anticipated contributions
- the processes and structure underpinning the management of the initiative
- procedures for facilitating dissemination and uptake of the outcomes

Proposals will be assessed in terms of their:

- capacity to fulfil the brief outlined in the “Funding Initiative Description” provided earlier in this document
- conceptual and methodological rigour
- capacity to build on previous national and international work
- potential to generate and support long term change in support of quality teaching and learning
- reflection of collaboration from across the sector in a way which is representative of a wide cross-section of Australian higher education institutions consistent with the Guiding Principles of the Discipline-based Initiative Scheme as found on <http://www.carrickinstitute.edu.au>

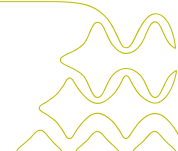
Proposals should include formal endorsement and support of the appropriate PVC/DVC from each of the participating institutions.

Proposals will normally be no more than 12 A4 pages.

HOW PROPOSALS ARE REVIEWED

Once received, proposals will proceed through the following stages:

- Proposals will be circulated to a panel of expert assessors for review. This will be followed by a meeting of the assessors in which recommendations for funding will be drafted for consideration of the Carrick Discipline-based Initiatives Standing Committee.
- The Carrick Discipline-based Initiatives Standing Committee will review the assessors’ recommendations and make final recommendations to the Carrick Board.
- Final decisions for funding will be made by the Carrick Board based on recommendations from the Discipline-based Initiatives Standing Committee.
- All proposals will be provided feedback on their submission.



RESPONSIBILITIES OF THE INVESTIGATOR

The proposer will be responsible for carrying out the investigation in a timely and financially accountable manner, including completing deliverables and dissemination activities and full disclosure of the work to the Carrick Institute. Funding will be reviewed if the original proposer steps down. This is because the funds are awarded, in part due to the expertise of the proposer. Significant changes to the initiative must be undertaken only with prior consultation and the agreement of the Director responsible for Carrick of Discipline-based Initiatives.

MONITORING PROGRESS AND FINANCIAL ARRANGEMENTS

The Carrick Institute aims to support the initiative as it progresses and, therefore, expects to be kept up to date with progress and developments. A/Prof Janice Orrell, Director, Discipline-based Initiatives, Networks and Special Projects, will be the principal contact person. If any disagreements between the investigator and the Carrick Institute occur, they will be referred to the Carrick Discipline-based Initiatives Standing Committee.

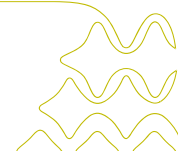
Two reports are required annually, an interim and final report.

In developing the **budget** the following needs to be taken into account:

- Payments of monies will be made to the lead institution.
- The maximum per diem rate which can be claimed is to be based on the established rate of the lead institution.
- All travel will be assumed to be economy class.
- The mileage allowance per km will be the established rate of the lead institution.
- Administrative support should be estimated based on the level of responsibilities as described by the lead institution.
- The agreed sum will be paid on agreement of the statement of responsibilities and the signing of the contract.
- The funding amount requested must exclude GST.
- All claims against expenditures should be submitted with the final report and any funds unspent at the end of the initiative will be returned to the Carrick Institute.

FUNDING ARRANGEMENTS

The Carrick Institute will provide funding in the vicinity of \$200,000 over a period of approximately 18 months commencing mid 2007. The budget is also subject to negotiation based on the scope and duration of the investigation and will require approval by the Standing Committee.



CONTACT

For further information, please contact Julie Adams by telephone on 02 8667 8514, or email julie.adams@carrickinstitute.edu.au

DEADLINE

Proposals need to reach the Carrick Institute by 5pm on Thursday 29th March, 2007 via one of the following options:

Mail: Attn: Julie Adams, PO Box 2375, Strawberry Hills, NSW, 2012,
Courier: Attn: Julie Adams, 4-12 Buckland St, Chippendale, NSW 2008 or
Email: julie.adams@carrickinstitute.edu.au

All proposals should be clearly marked **Discipline-Based Initiatives: Scoping Higher Education Enterprise Issues**, and must be submitted with the cover page (Higher Education Enterprise Application Proposal form) which can be found on the website under Discipline-based Initiative: <http://www.carrickinstitute.edu.au>.

