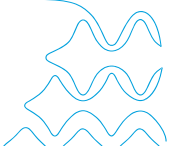


29.10.07

DBI DEVELOPMENT STAGE 2 PLAN

Proposal for Discussion

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



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EXECUTIVE SUMMARY

This paper outlines the current status of the Discipline-Based Initiatives (DBI) Scheme and proposes a vision for the development and implementation of a sustainable network to support on-going sector-wide discipline-based curriculum development.

The DBI Scheme was established in 2006 to encourage greater sharing of quality practice and learning within and across discipline communities. When established it was felt that a likely outcome of the DBI would be the development of an infrastructure to support on-going discipline-based development.

In order to gather evidence about why type of infrastructure or approach would be sustainable and have the capacity to service the needs of the discipline communities, the Carrick Institute initiated a funding program. In Stage 1,, from 2006 to 2007, 39 projects were funded and resulted in a largely favourable response from the sector.

Stage 2 in 2007 involved research into existing models of discipline-based learning and teaching development, namely the United Kingdom’s Higher Education Academy Subject Centre System, and an evaluation of the impact on the DBI to date.

It is now proposed that a ‘network’ should be established comprising five broad discipline clusters to provide sustainable and on-going discipline-based development. The networks would be located in the sector, where development and implementation takes place, and funded by the Carrick Institute.

It is proposed that the implementation of this network is staged, with the first phase involving the appointment of senior academics who will be based in their home institutions and seconded to the Carrick Institute for a two-year term.

An evaluation in 2009 will inform further development of the DBI Scheme.

1 BACKGROUND

1.1 Establishment of the Discipline-Based Initiatives (DBI) Scheme

The Discipline-Based Initiatives (DBI) Scheme is one of the key priorities of The Carrick Institute for Learning and Teaching in Higher Education, as identified by the Board during the establishment phase of the Institute in 2005. The DBI is mandated to serve the mission of the Carrick Institute by encouraging greater sharing of quality practice and learning within and across discipline communities. In designating Discipline-Based Initiatives as a priority, the Board of the Carrick Institute drew on a range of evidence pointing to disciplinary affiliation as the primary site of professional engagement for the development and dissemination of good practice in learning and teaching.

The term ‘discipline’ is intended to cover the full range of academic categories or fields of study, including the more traditional usage in areas such as History or Chemistry, in areas of study with a strong professional focus, such as Nursing, and in newer areas of study such as Communication. It may be used in the more global sense (e.g. Arts or Science), as well as at the more focussed level (e.g. Australian History, Organic Chemistry).

In authorising the implementation of the Discipline-Based Initiatives Scheme, the Board was influenced in its thinking by a paper commissioned in 2005 from the Higher Education Research and Development Society of Australia (HERDSA) and prepared by Professor Shelda Debowski of the University of Western Australia.

Priority was given early in 2006 to establishing sound relationships with Australian disciplinary leadership as a means of scoping future requirements. While it was felt that a likely outcome of the Scheme would be the development of an infrastructure to support on-going discipline-based development, a period of preliminary activity was needed to seek evidence about what type of infrastructure would be sustainable and would have the capacity to serve both the immediate and long-term needs of the discipline communities.

The following principles were endorsed by the Board in June 2006:

1. The DBI Scheme would be developed incrementally to generate system-wide, future-oriented initiatives and ensure their sustainability;
2. Existing structures, communities of endeavour and prior discipline initiatives funded under the Carrick Institute’s predecessor body, the Australian Universities Teaching Committee, would be fully utilised in the development of the programme;
3. With the advice and direction of the Committee of DVCs/PVCs (Academic), bodies such as Councils of Deans would be consulted to develop the scope of initiatives. Where comparable discipline bodies did not exist, support would be provided to develop a vehicle for communication and collaboration across the sector;

4. The higher education community would be informed of the pilot activities in the DBI Scheme through a variety of media, including the website; and
5. A process of on-going review and evaluation of the DBI strategy would be developed.

The DBI Standing Committee agreed to four categories of initiative within Stage 1 of the Scheme:

- A limited set of disciplines would be identified as pilot initiatives, to build on outcomes of previously-funded work and to extend this work by providing evidence to support long-term sustainable infrastructure for the enhancement of learning and teaching in the disciplines
- Further disciplines would be selected for initial investigation and scoping; these would be disciplines which had not previously attracted systematic funding support and which needed first to engage in a scoping exercise to identify what resources, needs and priorities exist within their discipline. At least one should be a service teaching subject and one a professions-based subject;
- Common Curriculum issues pertaining to sector-wide curriculum issues would be addressed, particularly those with application to a number of disciplines (such as, for example, “service” teaching or work-integrated learning);
- Higher Education Enterprise Initiatives relating to significant areas of institutional activity that contribute to the effective functioning and improvement of learning and teaching in universities and to the capabilities of graduates be funded (such as, for example, indigenous education and academic professional development programs).

It was recognised from the beginning that it would not be possible to cover all disciplines through this initiative, but that the outcomes of the projects would have implications that were generic as well as discipline-specific.

1.2 Focus of the DBI Scheme in 2006 & 2007

The goal of Stage 1 of the DBI Scheme has been to generate future-oriented visions that can be drawn upon for curriculum regeneration and to encourage productive engagement among stakeholders. Curriculum leadership has been encouraged through the provision of funding to take stock of disciplinary strengths, directions and outputs in terms of preparing graduates to meet the nations’ agendas and employment needs.

The target groups for this scheme comprise discipline and institutional leaders in the interests of ensuring:

- A sector-wide perspective and engagement;
- The involvement of natural stakeholders from the outset; and
- The adoption of a future orientation.

In 2006 three discipline areas—Science, Law and Information and Communication Technology—were selected as ‘pilot projects’ to provide guidance as to what might constitute a sustainable DBI infrastructure. Other disciplines were subsequently invited to apply for investigation and scoping funds. These latter funds were intended to assist disciplinary leadership groups:

- To establish or further develop their sector-wide networks;
- To identify strengths to be further enhanced and up-scaled;
- To itemise priorities for action; and
- To develop a shared, sector-wide future-oriented vision for the discipline.

1.3 Achievements to Date

The aim in 2006 and 2007 in Stage 1 of the DBI has been to develop a disciplinary focus and presence within the Carrick Institute and to establish relationships with Councils of Deans and Heads of Department communities for particular disciplines. The activities, described below, have been key strategies that have both informed the sector about the DBI Scheme and have supported discipline and institutional leaders in beginning to generate future-oriented curriculum visions and the Carrick Institute in planning the next phase of development.

In Stage 1 funds have been allocated under the categories as follows:

1. *Pilot Disciplines*

Projects have been funded in the three discipline areas of Science, Law, and Information and Communication Technology. These projects are overseen by the Council of Deans for each of the respective disciplines. In addition to designing a forward-looking agenda for their particular discipline, their major task has been to identify sustainable infrastructures that will support sector-wide discipline and interdisciplinary development in Australia.

2. *Discipline-Based Investigation Funds*

Funds have been provided to sector-wide discipline leaders to identify sector-wide stakeholders, potential cross-disciplinary opportunities, critical issues, and contemporary strengths for their particular discipline. Disciplines not previously funded by CUTSD and AUTC have been a high priority, although all disciplines have been eligible.

Twenty three initiatives were approved for funding in 2006 and 2007. Current investigations include:

- *Architecture, Design, and Creative and Performing Arts:* Architecture; Built environment and design; and Construction management and surveying;
- *Arts, Humanities, Social Sciences and Human Service Professions:* Arts degrees; Peace education; Philosophy; Psychology; Teacher education; Theology;
- *Business, Management, Economics and Law:* Accounting; Business;

- *Health, Medicine and Veterinary Science*: Clinical exercise science; Occupational health and safety; Occupational therapy; Paramedic education; Pharmacology; Pharmacy; Sociology; Speech pathology; and
- *Science, Engineering, Mathematics and Technology*: Biotechnology; Engineering; Mathematics in Engineering; Physics.

3. *Higher Education Enterprise*

Funds have been provided for collaborative action to be undertaken by existing communities of practice that make significant contribution to the enhancement of the student learning experience and student learning outcomes. Priority areas to be funded were identified in a national forum of institutional leaders. Four initiatives were approved for funding in 2007. These studies complement other work being undertaken within the Grants Scheme.

4. *Common Curriculum Issues*

Funds have been made available for scoping studies to map, examine and comment on selected curriculum issues commonly experienced by a number of disciplines in Australian higher education. An outcome of the initiatives will be to develop proposals for systematic, effective and efficient approaches to support and assure the rigour, quality and ongoing improvement of practice in this area within institutions and across the sector as a whole. Nine initiatives were approved for funding in 2007.

As well as providing investigation and scoping funds to sector-wide discipline and HEE groups, support activities provided (or currently being developed) by the Carrick Institute DBI include:

- Complementing other forums provided by the Carrick Institute, a number of national forums on Curriculum Issues. These forums have been established to encourage cross-disciplinary dialogue on issues of common concern. They are distributed around the country to enable maximum engagement;
- A programme of project leadership support and mentoring;
- Seed funds to facilitate scoping and dialogue on high priority issues;
- A curriculum framework to inform curriculum leaders in undertaking possible reviews of the state of the national curriculum by discipline; and
- A process of consultation and priority setting at the institutional and curriculum leadership level.

There has been a largely favourable response from the sector to the activities of the DBI portfolio and constructive advice has been provided. This advice has shaped each subsequent activity. The DBI Scheme now seeks to provide a firm evidentiary foundation for exploration and consideration of the most appropriate development for Stage 2 of the DBI which would be both sustainable and serve the needs of the discipline communities.

Two main strategies were adopted to gain an evidentiary base for the next stage of development. These were:

- Commissioning of a preliminary evaluative study of the impact of the current programmes; and
- Consultation with the UK Higher Education Academy Subject Centre leaders in order to gather information on the infrastructure model and the lessons learnt from the UK experience (described in Section 3).

2 LOOKING AHEAD

In considering the most appropriate direction for Stage 2 of the DBI it is timely to question:

- What has been the impact of the current Scheme?
- What is working well?
- How successfully does the Scheme relate to the other activities undertaken by the Carrick Institute?
- What systems are needed to ensure sustainability?
- What should these systems look like?

To gain a more systematic and objective insight into the early impact of Stage 1 of the DBI Scheme, and to help answer these questions, Emeritus Professor Mairead Browne was commissioned to undertake a preliminary evaluative study. This will be followed by a larger-scale evaluation to be undertaken in 2009.

That initial Report suggests that the way forward is to build on the current approach by creating mechanisms which supplement and support other Carrick Institute activities and which are designed to:

- Support new and emerging disciplines and the changing disciplinary boundaries;
- Provide access to curriculum-focused information, such as frameworks with resources and models for discipline groups to interpret and adapt (e.g. honours, post graduate research education);
- Support curriculum leaders across the sector to address contemporary curriculum challenges and issues; and
- Create opportunities for cross-disciplinary engagement with issues of common contemporary relevance (e.g. internationalisation, teaching/research nexus).

3 DISCIPLINE-BASED DEVELOPMENT – THE UK EXPERIENCE

Considerable international research has been undertaken to understand the value of discipline-based learning and teaching development and to investigate the differences in disciplinary cultures. There is, however, only one international model where efforts have been made to account for discipline-based enhancement of learning and teaching in a national discipline-based infrastructure. This is the United Kingdom's Higher Education Academy (HEA) based in York, and its Subject Centres (SC), formerly the Learning and Teaching Subject Network (LTSN). The HERDSA discussion paper was based in part on some discussions with representatives of this system. The current discussion paper has been developed from further consultations with stakeholders of the UK Subject Centre Programme.

3.1 Overview of the UK HEA Subject Centre System

A development model based around disciplines has been operating successfully within the UK since 1997. Consultation with independent leaders and academics in the UK indicated that this is perceived as the most successful aspect of the HEA.

The UK HEA system comprises 24 Subject Centres, 81 Centres for Excellence in Teaching and Learning (CETLs) and an Interdisciplinary Teaching and Learning Group. These were first established in 1998 as the Learning and Teaching Subject Network (LTSN) and then incorporated into the establishment of the UK Higher Education Academy in 2004. The original 24 Subject Centres had been established following a process of institutional bids, with each centre being led part time by a Director who is a respected leader of the Discipline. Staff of the Subject Centres are employed by the host institution and are subject to the conditions of that institution. The Subject Centres have worked largely with enthusiasts and frontline academics and are characterised by a peer-to-peer approach. While building from a common set of terms of reference, each Subject Centre has interpreted them to reflect the particular character of their discipline. They each established their own profile and infrastructure including their own web presence.

3.2 Terms of Reference

The general Terms of Reference of the Subject Centres are:

1. To be an authoritative and independent voice on policies that influence student learning experiences;
2. To support institutions in their strategies for improving the student learning experiences;
3. To lead, support and inform the professional development and recognition of staff in higher education;
4. To lead the development of research and evaluation to improve the quality of the student learning experience; and

5. To be a responsive, efficient and accountable organisation.

The Subject Centres support enhancement of learning and teaching in the UK system and encourage wide and increasing engagement of everyday academic practitioners and departments in the Learning and Teaching enhancement agenda. They are a point for authentic stakeholder engagement, providing a place for industry related champions to engage with the University sector. The Subject Centres also play a key role in vision generation and change agency at the discipline level.

3.3 Reflections on the UK Experience

Subject Centres have provided an effective vehicle for the translation of the generic scholarship of CETLs into discipline-based terms as well as national agendas into discipline-specific strategies. Overall, they have assumed an important role at the discipline level in: knowledge generation and management; facilitating the articulation of discipline specific standards; and enabling cross-sector benchmarking at the level of actual practice.

The relative independence of each Subject Centre has, in the longer term, created problems. Staff of different Subject Centres doing similar work are employed by the host institution and are differently remunerated with little opportunity for Subject Centres to reward exceptional contribution or promote staff. This prevents Subject Centres from undertaking measures to keep valued staff. Furthermore, each centre has established its own unique infrastructure, including its web platform, which has prevented Academy York from establishing a common searchable data base of learning materials.

While the commitment to the Subject Centre model remains, there are plans for further enhancement to address a number of issues. Twenty-four centres were established initially, with the emphasis on discrete discipline areas. This approach helped to define clearly the ‘client’ group and to capitalise on a culture of allegiance to a very specific discipline or ‘subject’. However, it is now recognised that such fine-grained specialist focus does have certain disadvantages. The designated centres do not necessarily cover all disciplines or subjects, and the potential for centres to explore common issues and derive common benefits can be lost. In order to address these issues, the HEA is implementing a range of strategies, including the introduction of common web architecture, to aggregate the Subject Centres into a smaller number of clusters, thereby facilitating better use of resources and greater interaction across the network. For example, Science Technology Engineering and Mathematics (STEM) and The Health Federation (Medicine and Health Science and Practice).

The UK experience of establishing the Subject Centres supports the concept of a discipline-based focus as a crucial component in any strategy to enhance learning and teaching in higher education. At the same time it raises questions about the extent of that disciplinary focus, and the need to ensure that the definition of ‘discipline’ is broad enough to incorporate a range of broadly related subjects and fields of study.

4 A DISCIPLINE-BASED APPROACH FOR AUSTRALIA

The model proposed involves significant distribution of leadership, based on discipline “networks”, to provide sustainable on-going discipline-based development. This strategy locates the leadership of discipline-based initiatives where the development and implementation takes place – namely, in the sector amongst the discipline leaders. Underpinning this model is the notion that academic engagement and entry to learning and teaching is primarily through the discipline.

The rationale for embedding the on-going leadership of discipline-focused curriculum development within the sector is based on the following assumptions:

- It would provide greater stability for discipline development activity and greater capacity building for leadership and management of initiatives afforded by Carrick funds across all schemes;
- It would provide greater stability for establishing and maintaining stakeholder engagement in ongoing shared activity (e.g. professional bodies and discipline leaders; cross-discipline negotiations in emerging disciplines);
- It would increase the availability and range of expertise within the Carrick Institute; and
- It would promote attention through the discipline networks to national agendas and collaboration with international groups at the discipline level.

The development and maintenance of high-level leadership and vision for the Scheme are essential to ensure its overall coherence and cohesion, and its consistency with the Carrick Institute mission, values, and principles. In particular, there may need to be explicit structures and strategies in place to avoid the development of the Discipline Networks as non-permeable “silos” of interest.

4.1 Discipline Network Model

The model proposed explicitly builds on the key leanings from the UK experience. It proposes an aggregated number of discipline clusters to facilitate better interaction and integration across the Discipline Network and use of resources. To ensure parity and effective information sharing, the Carrick Discipline Networks will be supported by common IT infrastructure, policies and administrative procedures, and staff will be employees of the Carrick Institute.

A prior task in exploring the potential approach for Stage 2 of the DBI Scheme is to determine the most appropriate framework for organising, or clustering, the disciplines across higher education in Australia at this time.

Higher education disciplines in Australia have been classified in diverse ways, including those used by Department of Education Science and Training (DEST), Australian Bureau of Statistics (ABS), Research Quality Framework (RQF), and institutions themselves (see for example Australian Standard Classification of Education (ASCED) 2001 Trewin D, Australian Statistician, ABS). The diverse

classifications yield between 11 and 14 discipline clusters. It is possible to synthesise these diverse classifications down to between 5 and 8 clusters without significantly disaggregating commonly used categories. Such a synthesis would provide a similar classification to that in development for the UK HEA Subject Centres.

A potential initial classification could comprise five clusters or Carrick Discipline Networks, namely:

- Architecture, Design, and Creative and Performing Arts;
- Business, Management, Economics & Law;
- Health, Medicine and Veterinary Science;
- Science, Engineering, Mathematics and Technology; and
- Arts, Humanities, Social Sciences and Human Service Professions (including Education and Social Welfare).

These clusters are largely a synthesis of the DEST and the ABS (ASCED) categories. They also reflect many of the structures found in higher education institutions. Further detail on the constituent disciplines in each Discipline Network is provided in Appendix 1. The selection of these five Discipline Networks is not based upon numbers of discrete discipline areas involved or numbers of staff or students. The categories have largely been based on their predominant educational and cultural milieu. Some discipline categories, if not all, at some point challenge this categorisation. Creative and Performing Arts, for example, could be categorised within Society and Culture but, because of the close link with Architecture and the use of studio teaching methods, has been included there.

4.2 Purpose, Aims and Principles of the Discipline Networks

The overarching purpose of establishing a network structure to support discipline-based development is to provide resources and programmes that will serve to enhance the student experience and learning outcomes. This is aligned with the Mission of the Carrick Institute which is to promote and advance learning and teaching in Australian higher education.

The proposal is to establish a set of Carrick Discipline Networks as part of the Institute's broader commitment to facilitating professional interaction and collaboration. It is envisaged that the Carrick Discipline Networks will be supported by a new online service (currently in development) that will provide learning and teaching resources and support communication and collaboration across the national and international higher education sector

The Carrick Discipline Networks will have a common remit, reflected in a set of functions and activities. However, the precise balance of the activities of each Carrick Discipline Network should echo variations in learning and teaching practices across the different subject disciplines.

The aim of each Discipline Network is to:

- Enhance the value and importance placed on learning and teaching from within the discipline communities;
- Sustain, communicate and share discipline-based pedagogy development;
- Encourage and support deeper systematic sector-wide engagement by the disciplines in the Carrick Institute agenda;
- Encourage more authentic engagement with employing bodies, professional associations and academic societies in the education of the next generation of disciplinary experts and leaders;
- Contribute to the national debate in relation to learning and teaching;
- Strengthen the teaching/research nexus; and
- To support the articulation of commonly agreed standards benchmarks.

The principles which will characterise the Carrick Discipline Network are that they will be:

- Enabling agents;
- Future oriented;
- Sector-wide;
- Peer-to-Peer communicators;
- Interdisciplinary/cross disciplinary channels; and
- Stakeholder engaged.

4.3 Discipline Network Functions and Activities

The principal functions of each Discipline Network will be to provide support to leadership in the discipline and act as enabling agents within the discipline. The Discipline Network will support and resource disciplines to interpret and address national agendas in disciplinary terms. It will also look outside of the current provision and identify and support emerging disciplines.

Carrick Discipline Networks provide leadership and direction, whereas the activities are implemented at the local level. They are facilitators, not prime actors. Their role is to foster fluidity across disciplines and synergy and transferability of diverse work between Discipline Networks. They will foster deep and broad networks in departments and exploit existing networks and infrastructures to disseminate effective practice. The activities that result at the local level will be significantly more relevant and “close to the action” than can be provided through a central organisation.

The principal activities of each Carrick Discipline Network will be to:

- Provide support to leadership in the discipline;

- Facilitate opportunities for further professional development in discipline-based learning and teaching;
- Collate and promote information on good practices for all aspects of teaching, learning and assessment in the Network's subject disciplines;
- Promote effective ICT-based approaches to teaching, learning and assessment;
- Acknowledge excellence in learning outcomes, products and performances;
- Formulate strategies for the further development and implementation of the outcomes of relevant Carrick Institute initiatives and projects;
- Foster collaborations; and
- Engage stakeholders and supporting networks.

5 INFRASTRUCTURE IMPLEMENTATION APPROACH

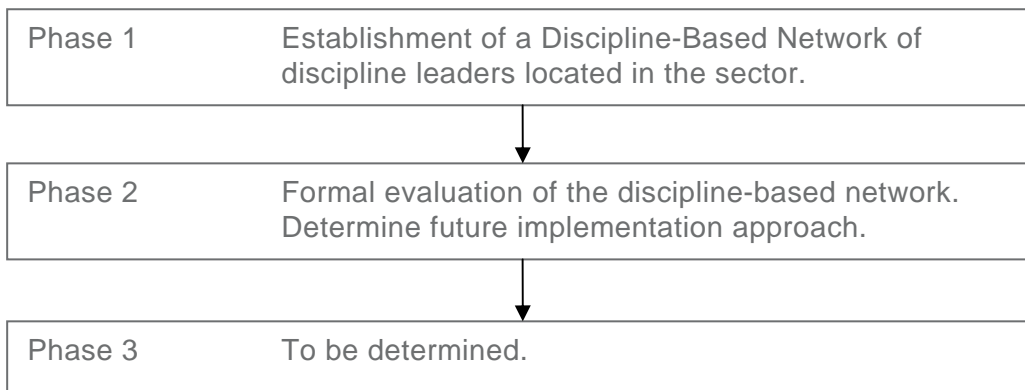
The development of the DBI infrastructure is a considerable undertaking and signals a strong ongoing commitment by the Carrick Institute to supporting discipline-based enhancement of curriculum and learning and teaching in higher education. Given the scale of the undertaking, it is important that a robust implementation strategy is developed to ensure its success.

It is proposed that the infrastructure implementation is staged, with the first phase involving the establishment of Discipline Networks overseen by senior academics in the five broad discipline areas. The Networks will be geographically distributed in the interest of embedding systematic support for discipline-based development within and across the sector.

It is envisaged that these senior academics will be based in their home institutions and seconded to the Carrick Institute for a two-year term. During that term, they will be charged with the further development of discipline-based information networks and support mechanisms in accordance with the terms of reference for the Discipline Networks. The five Discipline Network Heads will be engaged as staff members of the Carrick Institute. They will report to the Executive Director or delegate in carrying out their assigned duties, and will participate in the strategic planning and review processes of the Institute.

Following a period of establishment and embedding, the next phase will involve an evaluation of the Carrick Discipline Networks. At that point a decision will be taken as to whether to (a) continue the scheme as outlined for a further two-year period (b) expand the scheme to establish a physical headquarters for each Network with appropriate staffing and infrastructure support (c) discontinue the scheme.

Figure 1: Implementation Phases



5.1 Phase 1 – A Network of Discipline Leaders

The Discipline Network

It is recommended that each Discipline Network will be led by a Discipline Network Head who is a senior academic with a proven track record of disciplinary leadership, research output and pedagogic development, drawn from the subject communities covered by the subject centre.

Role of the Network and the Discipline Network Heads

The role of the Carrick Discipline Network, which is comprised of the five Discipline Network Heads, is to support discipline-based development. The Network will sustain discipline-based pedagogy development and support deeper systematic sector-wide engagement by the disciplines with the Carrick Institute agenda.

The Carrick Discipline Network Heads will be the Carrick Institute's key liaison points for their broad discipline grouping. Their roles and responsibilities will be to:

- **Develop an information base** of outcomes and good practice resulting from discipline-based projects and activities funded by Carrick and a strategy for disseminating these. This may involve convening conferences, forums or workshops relevant to teaching and learning in the discipline area;
- **Identify discipline priorities for teaching and learning** for further research and development. This may include national agendas, development and implementation of the outcomes of relevant Carrick Institute initiatives and projects, and priorities identified by the sector;
- **Maintain and establish networks and contacts** with relevant Australian higher education institutions and academic development units to support academic practitioners to disseminate effective practice;
- **Promote the use of mechanisms for information and resource sharing and networking** within the discipline; and

- **Assess relevant project outcomes** and provide advice and direction on further dissemination and uptake.

Costing

Funding to support this initiative has been factored into the Institute's forward projections. Detailed costings will be developed in the light of the results of the feedback and consultation process.

Appointment, Facilities and Support

Applications will be invited from appropriately qualified persons to fill the position of Discipline Network Head on a full-time basis for two years. In exceptional circumstances a fractional appointment may be considered. The geographic location of the Discipline Network Head will be determined by individual circumstances. It is envisaged that Heads will normally be accommodated within a Higher Education institution subject to negotiation. These positions may be filled by secondment.

As Carrick Institute employees, the Discipline Network Heads will be supported by the full range of Carrick Institute resources. The Heads will also be allocated a budget to carry out their network responsibilities.

Timeframe

It is anticipated that the appointment of the Discipline Network Heads would be made in the first half of 2008. The appointments would be initially for two years.

In the first six months of the appointment, the Head would focus on:

- Establishing links with other Discipline Network Heads;
- Developing processes for working with discipline-based networks; and
- Developing a strategy for building on the work of Carrick grants and other funded outcomes.

Strengths and Challenges

The strengths of the proposed staged approach include:

- It is a manageable approach to a major initiative;
- It will allow for an evaluation and assessment of the effectiveness of the Discipline Networks before making a further commitment funds and resources; and
- It will allow for deeper consultation with and contribution by the sector to the development of the Discipline Networks and their long-term viability.

The challenges associated with this approach include:

- The deliberately manageable scale of the initiative may limit the impact of the Discipline Networks;

- Clear collaborative processes will need to be established to ensure that the work of the Heads is integrated and shared with others and that there is minimal duplication or reinvention of processes; and
- It will be important to ensure that Discipline Networks are supported by common IT, finance and related systems.

5.2 Phase 2 – Formal Evaluation of the Discipline Networks

Phase 2 is a formal evaluation of the Carrick Discipline Network approach. This will be undertaken in 2009 and will involve:

- An evaluation of the effectiveness of the Discipline Network and Heads in meeting the stated objectives (outcomes); and
- An evaluation of the implementation approach (process).

The outcomes of the evaluation will be used to determine the next steps. Possible outcomes of the evaluation process include:

- Move to further implementation of geographically located Discipline Networks
- Continue as is; or
- Discontinue the initiative.

APPENDIX – DISCIPLINE NETWORKS AND THEIR CONSTITUENT DISCIPLINES

Discipline Networks	Broad Discipline Fields	Narrow Discipline Fields
Architecture, Design, and Creative and Performing Arts	Architecture & Building	Building Architecture and Urban Environment
	Creative and Performing Arts	Communication and Media Studies Graphic and Design Studies Performing Arts Visual Arts and Crafts
Business, Management, Economics and Law	Business and management	Accounting Business Information Studies Business Management Hospitality Management Human Resource Management Industrial Relations International Business Organisation Management Sales and Marketing Sport and Recreation Tourism Management
	Economics	Banking, Finance and Related Fields Economics and Econometrics
	Law	Law Justice and Law Enforcement
Health, Medicine and Veterinary Science	Health	Complementary Therapies Dental Studies Medical Studies Nursing and Midwifery Pharmacy Public Health Optical Science Radiography Rehabilitation Therapies
	Veterinary Science	Veterinary Studies
Science, Engineering, Mathematics and Technology	Agriculture, Environmental & Related Studies	Agriculture Horticulture and Viticulture Forestry Studies Fisheries Studies Environmental Studies

Discipline Networks	Broad Discipline Fields	Narrow Discipline Fields
	Engineering & Related Technologies	Aerospace Engineering and Technology Automotive Engineering and Technology Civil Engineering Electrical and Electronic Engineering and Technology Geomatic Engineering Manufacturing Engineering and Technology Maritime Engineering and Technology Mechanical and Industrial Engineering and Technology Process and Resources Engineering
	Information Technology	Computer Science Information Systems
	Natural & Physical Sciences	Biological Sciences Chemical Sciences Earth Sciences Mathematical Sciences Physics and Astronomy
Arts, Humanities, Social Sciences and Human Service Professions	Education	Curriculum and Education Studies Teacher Education
	Society & Culture	Behavioural Science Human Welfare Studies and Services Language and Literature Librarianship, Information Management and Curatorial Studies Philosophy and Religious Studies Political Science and Policy Studies Studies in Human Society