

REVIEW OF ACADEMIC PROGRAMS

GREEN PAPER VERSION 2

INTRODUCTION

We are issuing this second draft of the Green Paper to the University Community – Staff, Students and Alumni, to seek your views and comments. The paper contains the views of a working party drawn from across the University on the broad framework that the University might apply in thinking about and renewing our Academic Programs. It also contains feedback received to date on the first draft, and the views of 3 Faculty based working parties.

The Review is being undertaken as part of the re-positioning of Macquarie as a research-intensive university, and with the aim of ensuring that our Academic Programs are aligned with our vision and new structure.

This is an early stage of the conversation with the wider University community. The paper considers the desired capabilities of the University's graduates into the future, and outlines a series of principles we think it useful to apply in ensuring that our Academic Programs will develop those capabilities, and better meet the needs of students and other stakeholders.

Your comments are sought, particularly on the Graduate Capabilities and the Principles outlined, to alison.crook@vc.mq.edu.au by 31 May 2008.

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1. Rationale: Why a Review of Academic Programs is Necessary

At the time of the review of academic structure, it was foreshadowed that the review would be followed by a University-wide examination and renewal of our curriculum. It is now necessary to ensure that our academic programs serve to position us to achieve the goals for excellence in teaching and research as set out in Macquarie@50 and in our Learning and Teaching and Research Strategic Plans. We need to refresh our approach to Learning and Teaching to attract the highest quality students.

Undergraduate education is a core educational mission for a public research university. Ensuring the best possible quality of academic experience for our students is the highest single priority. While we have regular program reviews it appears that there has not been a comprehensive University wide examination of academic programs. Our quality enhancement framework requires this systematic assessment of curriculum.

This review is both an opportunity to re-visit and honour our beginnings, and an opportunity to be future oriented: to grapple with what it is that students, and future generations of students, require to become successful global citizens.

From our initial, and revolutionary, single degree, Macquarie now has a confusing multiplicity of courses and degrees. The curriculum has evolved since 1964 largely by adding and only occasionally by subtracting courses and programs. In all we have 142 undergraduate degrees and their associated units of study. Although Macquarie can still claim to be more flexible than many other universities a degree of rigidity has crept in over time. Different definitions of load and complexity of requirements now limit transparency and ease of movement for students. We need to reduce and simplify the number of courses and degrees and progression requirements.

We are working in a highly competitive environment locally, nationally and internationally, and we need to find ways of increasing the number of students selecting Macquarie as their first choice. A review of academic programs is an opportunity to re-invent and re-position ourselves. It is not intended as a cost saving exercise, but as an opportunity to ensure we are sustainable long term by providing high quality academic programs which produce graduates recognised for their capabilities.

While our curriculum has been evolving, there have been major changes within the University and the external environment. Internally, Macquarie is making significant progress in developing as a research intensive university. As such, we need to ensure that the research-teaching nexus is systematically addressed within the curriculum. How do we achieve greater student access to research activities and findings? How do we integrate research experiences within our teaching?

Our student population is itself enormously diverse, with some 27% of undergraduate students coming to Macquarie from overseas, and a steady increase in the number of domestic students coming from non-English speaking backgrounds, reflecting the changing face of the Australian population. Yet we have not systematically addressed the curriculum challenges, or examined the opportunities implicit in this.

Students are now increasingly required to pay for or contribute to the cost of their education. For many students there is an attendant need to work part time, and/or a desire to compress their studies in order to move rapidly into the workforce. How do we best address these pressures? What are the implications of this for our academic programs?

Globalization is only one of the major new challenges facing today's graduates. What do students require to be successful global citizens? In common with many other universities we have in place a framework to encourage students to include international experiences as part of their studies – but what part should international experience play in our curriculum and how do we achieve greater access to that experience for more of our students? What does it really mean to “internationalise” the curriculum?

In addition to exploring the implications of the future for students we also need to explore the implications of the future for staff. The review program will allow all staff to participate in a systematic reflection on teaching practices and content. How do we need to be preparing staff to manage future changes?

These are some of the major issues that we need to address in a systematic way, and which mean that we need to undertake a University-wide review and renewal project rather than relying on individual program reviews to move us forward.

2. Scope and Guiding Principles

Interpretation of the term “curriculum” can vary according to perspective and context. In this project our focus is on the academic programs: on the learning experiences we require of our students to complete a degree successfully, and the way in which those experiences are structured.

A degree program at Macquarie may be referred to as a “degree”, a “program” or a “course”. We have used the terminology “course” throughout unless referring to named degrees. The term “unit” is used to refer to individual subjects within a course.

It is intended that as outcomes of the review, our academic programs should

- be more student-focused, and meet the long term needs of students, employers and other stakeholders
- better align with Macquarie@50
- align with the University's ethical framework
- better align with the Learning and Teaching Plan
- better align with the Research Strategic Plan
- align with the new four Faculties academic structure
- offer research experience and research enhanced teaching in a research intensive environment
- promote social and community engagement
- provide broad-based learning experience
- develop life-long learners
- promote internationalisation

It is important that the structure and content of our academic programs should be

- intellectually robust
- transparent and accessible
- coherent
- practical
- distinctive
- recognizable

3. Process Steps to date:

It is intended that the process will be evidence based and widely consultative, commensurate with a tight time-frame. To that end

- A Framework paper containing rationale, guiding principles, process, and goals has been made available to the university community (staff, students and alumni), via the internet. A short questionnaire, seeking responses, was posted to the internet.
- Focus groups have been held with a number of groups of senior students drawn from Macquarie partner schools. Principals and careers advisers have been interviewed. Information is also being gathered from Marketing, including information from newly enrolling students.
- A workshop has been held with student administration and systems staff to identify system constraints regarding academic program structures.
- An academic working group (see Appendix 1) has met (March 6-7) to consider a structured series of questions, with input gathered from responses to the internet questionnaire, and interviews to date.
- The Working Group's considerations have been released to the University community in the form of an initial "Green Paper" for comment. There are also colleagues representative of the University and working on the Learning and Teaching Centre's Curriculum Renewal Projects who will have an opportunity to comment. In this way the time frame will be condensed, but the principle of widespread consultation can be maintained.
- Workshops have been held for Sciences (28 March), Professions (1 April) and Humanities (3 April), based on the Green Paper and using input received to date, to address specific issues relating to those degrees. Membership of these working parties is listed at Appendix 2.

4 Faculty Workshops

The specific challenges and opportunities identified by each area are set out below as a necessary part of the overall context for the recommendations that follow. All three workshops also identified a range of issues which must be addressed to ensure successful outcomes for the review. These follow at 4.4. Workshop participants also discussed the Green Paper version 1, and this Version 2 paper represents the result of the discussions.

4.1 Sciences

Workshop participants considered the environment specific to the Sciences, and the particular challenges faced and opportunities created in reviewing academic programs within the Sciences.

Challenges:

- While Macquarie is steadily building research strength and reputation in the sciences the challenge remains that the sciences are not particularly attractive to students. Studies indicate that students moving to secondary school are interested in sciences and excited by the opportunity to do more science, but this interest is lost by the time they move from secondary school to university.

- Part of the problem lies with the school science curriculum, which tends to be past focused and fails to engage students by demonstrating relevance to practical problems. Students need to see that science is a key part of where the future lies.
- Part of the problem lies with a community perception that Science does not lead to lucrative employment.
- As a consequence of poor science and mathematics teaching, students are not well prepared to enter fundamental science courses, and we are not clear about pre-requisites.
- Our curriculum tends to be built around what we see as the necessary parts of the scaffold which must be mastered in order to solve problems i.e. starting with the building blocks, rather than engaging students through addressing problems and learning through them the relevant parts of the scaffold and how they come together (as in problem based learning widely used in medical education).
- There are essentially two different sets of student needs to be met. There are those who are going to be employed as scientists or career researchers, and then there are those for whom it provides useful background understanding and a set of tools for life (scientific literacy or science for life). The demands of service teaching into other areas constitute an additional challenge for the science curriculum. The overall issue is one of balance between generalist and specialist programs.
- Where there are professional degrees within the sciences, there will be real challenges in reconciling professional accreditation requirements, industry and government needs, with the needs and interests of the student population.

Opportunities:

These particular challenges mean that a review of academic programs offers many opportunities:

- Amongst them is an opportunity to systematically address the interface between Macquarie University and schools with a view to improving science teaching and to recruiting the best students early.
- Working with careers advisors on a more regular basis would ensure information on Macquarie is communicated accurately and regularly.
- Reward mechanisms and incentives (scholarships etc.) might be developed to attract bright students to study Science with us.
- There is the possibility of sharing scarce resources with schools, e.g. science laboratories, and it would be possible to build an awareness of Macquarie as “the Science place” through providing web based input to the school curriculum.
- Community awareness of issues such as climate change, water and energy crises, and other ecological issues might be leveraged to capture student interest and address societal under-valuing of science.
- If Macquarie were to develop Science Communication as a strength this would facilitate community understanding and assist in attracting students.
- Through widespread use of industry based work in the science curriculum, and increased opportunities for work integrated learning and internships, it would be possible to develop community understanding of the relationship between science education and successful employment.
- It was suggested that the review offered a real opportunity to rethink the philosophy of science teaching and approach to curriculum design.
- For example, a more broadly based Science curriculum in which the balance between specialist and generalist programs has been carefully addressed might assist in attracting students to Science who would not otherwise have considered it.
- Science departments might work together to develop an exciting and attractive common first year experience using research themes drawn from real research, and problem based learning.
- Industry might be more engaged with curriculum design.
- It is possible to engage students early on with cutting edge science and technology, involving them in site visits, and guest lectures on popular topics by prominent scientist (both local and overseas).

- Better use could be made of our own CORE researchers, and our proximity to CSIRO and Research Park residents.
- We might consider teaching partnerships with other institutions both in Sydney and internationally to enable us to cover all the areas we need to cover and potentially to offer a better program.
- Potential research students might be provided with well resourced and promoted mentoring programs.
- There is an opportunity to develop more professional Science degrees.

4.2 Professions

Workshop participants considered the environment specific to the Professions, and the particular challenges faced and opportunities created in reviewing academic programs within the Professions.

Challenges:

- Many of the issues in reviewing academic programs for the professions related to accreditation. It was considered that accreditation requirements frequently left little room to move.
- There was often a focus on disciplinary content over graduate capabilities in accreditation criteria, together with a quantitative, linear and narrow view of teaching and learning.
- Overall it was thought there may well be a conflict between a desirable degree program and the requirements of professional bodies. In some cases, where Macquarie has significant influence there is the possibility that the accreditation criteria and standard might have to change. In most areas there is little likelihood of significant flexibility.
- In all cases it was acknowledged that there is likely to be significant difficulty in achieving accreditation of new programs within the desired timeline.
- The other set of challenges related to external perceptions of any planned changes - of students, parents, industry and the community. It was noted that the changes would have to be effectively promoted and marketed.

Opportunities:

The converse of the accreditation issues was that the review meant opportunities for greater and more effective involvement with professional bodies and industry.

- It was seen by some as an opportunity to take a more proactive role in determining what a successful practitioner (the “professional”) of the future should look like; for others it was an opportunity to more closely align Macquarie graduate capabilities with the needs of professional bodies, while at the same time focusing more on developing capabilities and less on knowledge content.
- This might be achieved through greater involvement of the profession in course development, and greater involvement with professions’ curriculum and accreditation bodies.
- It was considered that industry bodies might be more engaged at all levels, in delivery and in enhancing assessment as well as in curriculum development.
- Greater engagement with industry was also seen by some professions to provide more opportunities for scholarships and sponsorships.

The review was also seen as an opportunity to promote inter-disciplinary collaboration across departments and faculties.

- Partnerships might be opened up with other areas of research and teaching with whom there were connections.
- Students should be able to be more creative - to cross boundaries, try different disciplines, find what suited them, and be able to discover the natural fit between disparate areas, e.g. marketing and psychology.

- The flexibility of learning methods could also be enhanced, with more opportunities for problem based learning, internships, and work integrated learning.
- It was also an opportunity for greater integration of technology, for example in flexible or blended delivery.

Additionally it was seen as an opportunity to simplify and clarify the rules and guidelines and re-consider the shape of the curriculum.

- The number of degree programs could be reduced, but new areas might be developed.
- A common first year for all students enrolled in a faculty might be explored, although it was acknowledged that this would have to allow for flexibility to be attractive to students.
- There might be foundation or core units, which might reflect the desired graduate capabilities. The student experience should be such as to encourage development of a mindset that was community focused as well as self-focused, and to encourage a love of learning.
- It is an opportunity to have more explicit recognition of preparation for research.
- It is an opportunity to ensure there is a coherent framework which allows academics to respond more rapidly to market place needs by developing new units.
- Better pathways need to be developed from undergraduate to postgraduate work, and it is necessary to re-examine what postgraduate coursework studies provide.

4.3 Humanities

Workshop participants considered the environment specific to the Humanities and Social Sciences, and the particular challenges faced and opportunities created in reviewing academic programs within the Humanities and Social Sciences.

Challenges:

Community and even academic perceptions of the arts were seen as being unhelpful.

- Australian culture was seen as being anti-intellectual with arts degrees being misunderstood or stereo-typed. They are also not seen as readily leading to employment.
- The lack of understanding together with an accepted hierarchy of disciplines leads to the view that only the Sciences are worthy of research.
- There are also issues around the preparedness of students to grapple with the humanities: the HSC focus on score, and rote learning rather than genuine learning, engenders a resistance to reading and scepticism towards analytical thinking. Many students are coming to university too soon, and there can be passivity rather than an active engagement with material.
- The fashion cycles of disciplines constitutes a challenge.

Opportunities:

Nevertheless, the review was welcomed as generating great opportunities for improving community perceptions and improving the quality of programs.

- The opportunity for placements and internships in government, industry and community groups during a Liberal Arts degree was seen as being attractive to students and assisting in changing stereotypes. A broad placement program would contribute to making the degree distinctive.
- That the work placement might include volunteering and/or international experience was seen as particularly valuable.
- The high value now being placed on innovative thinking provides opportunities for the humanities to shine.
- Integrating study (theory) with work experience, and structured opportunities for self reflection, was seen as invaluable in developing the desired capabilities.
- Use of new technologies is seen as a way of encouraging development of independent learners, and of wide ranging questing for knowledge.

Numerous opportunities were seen for increased collaboration and interdisciplinary activity.

- It is an opportunity to have creativity in curriculum design – to work together.
- It should be possible to bridge the arts and sciences, e.g. IT might work with Human Sciences (services and new media theory) – the next phase in "Services Science"; Cultural Science, looking at the cultures of, and the history of science is a possibility; History of Medicine might be a component of medical degrees; Anthropology of Science is a growing area of interest internationally.
- Indigenous knowledge should be sought as a basis for understanding of people and land, as part of Macquarie programs.
- Humanities can provide foundation units for all students, e.g. our indigenous history
- Traditional disciplines might be linked with creative practical and production learning.
- Units that generate connections between history, literature and creative writing might be developed.
- The art forms might be brought together in true multi-media.

The review was seen as a time to strengthen the teaching-research nexus and to make better use of technology both as a teaching tool and for outreach.

- Research work should be integrated into the curriculum – this might be done in some fields through building a practice and enquiry base into the units of study, in others through fieldwork.
- Pod casts, showcasing excellent teaching and great lectures to the community on line was seen as helping build community awareness and providing a community service.
- Cutting edge teaching would involve both teaching informed by research and teaching using new technology to better enable student engagement. There were opportunities to re-organise time spent with the flexibility offered by IT.
- Student experiences (at home and work) would be valued as part of learning, and could form the basis for reflexive critical practice.
- Technological infrastructure permitting regular capture of student feedback, would allow the student outlook to become a part of ongoing program review.
- There was also seen to be a need to consider the UG and PG programs together, since some students know from the outset they wish to do a PG degree.

4.4. Sciences, Professions & Humanities

All three workshops also identified a range of issues which must be addressed to ensure successful outcomes for the review.

Resource Implications

- Staff need time (workload issues) to be able to think through the changes to programs and units and manage the administrative load of changes in addition to current teaching and research.
- Programs with greater emphasis on internships, placements, work integrated learning, overseas experience, volunteering, will require adequate support mechanisms.
- More industry and professional links require resources.
- Increased links with schools requires resources.
- Staff will need development to teach differently.
- There will be a need for more academic advising in the period of change
- Greater collaboration, interdisciplinary effort requires resources.

- Investment and continuing support is needed to ensure the IT infrastructure is able to support teaching and the implementation of new technologies.
- Laboratories and teaching spaces need to be able to support new program demands
- The Library must be able to keep up with new program demands.
- Marketing the new Macquarie degrees will be vital. Is the marketing unit adequately resourced?

Managing Change

- There is likely to be resistance to change; it is important to achieve staff buy-in as we move through the process. It is a challenge to maintain staff morale in the face of rapid change and to achieve a feeling of bottom up acceptance rather than top down enforcement. Bureaucracy is felt as a weight, making it difficult to do something new.
- It was considered by some that there is already a level of fragmentation along discipline lines, competition between departments, and poor communication across departments and faculties, and that it will be difficult for people to be less territorial.
- It is important to recognise the impact of change across all stakeholders and manage it effectively. In particular it is important that administrative staff and junior academic staff are engaged.
- Similarly it will be important to ensure that existing students feel secure about planned changes.
- Communicating new programs to potential students, parents, professional and industry bodies, potential employers and government will be vital.

Concerns re curriculum changes and funding

- The funding model is seen as a barrier to greater inter-disciplinary collaboration in teaching and supervision.
- There is concern that there will be funding shifts resulting from movements of student load which will greatly impact departments.
- There is seen to be a danger of being overzealous in curricular surgery: a fear that some small important programs might be lost.
- Reducing the number of named degrees is seen as a threat by some – there is fear that some students who have been attracted by named degrees will be lost.
- There was a concern that individuality might be lost in the search for coherence, simplicity and flexibility.
- It may be difficult to get agreement within faculties and departments as to what the curriculum should be. Changing internal pre-requisites will be an issue for some. If we move too far from the conventional curriculum it may be seen as a “dumbing down” by others.
- There is a general understanding of what constitutes a good curriculum in terms of a “body of knowledge”: there is scope to enhance and enlighten, but we can’t be too revolutionary.

Concerns re external perceptions

- As noted above, we need to be responsive to disciplinary norms – need to ensure that changes don’t negatively affect the standing of Macquarie as perceived within each discipline.
- Similarly we need to be aware of US and EU directions and ensure that we do not negatively affect the standing and recognition of the Macquarie degree.

- There is a need to be able to achieve the perception of Macquarie as being research intensive to potential students – nationally and internationally.
- There is a concern over market recognition of new degrees. As noted above, communicating new programs to potential students, parents, professional and industry bodies, potential employers and government will be vital.

Students

- All groups noted the different needs and wants of mature students versus school leavers.
- All groups noted the opportunity to create a research stream from the outset and to attract capable students to this stream with scholarships.
- All groups noted the need to embed the research experience into the curriculum for all students.
- All groups responded positively to the concept of a graduate outcomes document in addition to a degree certificate.

5. Graduate Capabilities

To achieve the outcome of being student focused, we started by asking ourselves what the future in which our graduates will be living and working might look like. What would be some of the key changes? We then considered the capabilities the University's graduates would need to develop to address the challenges, and to be effective, engaged participants in their world.

Our students will enter a globalizing world of major environmental change and resource constraints, of scientific and technological advance and ethical challenge, of continuing political instability and possible international conflicts, of unlimited creativity and increasing social surveillance.

Your comments on the following capabilities that we think Macquarie Graduates will need are welcome.

5.1 Capability for Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather information, use resources, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

5.2 Critical and Analytical Thinking

We want our graduates to be capable of logical, analytical reasoning; to be able to think independently and systemically, and to assess accurately, in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific literacy.

5.3 Creative and Innovative Thinking

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

5.4 Problem Solving and Research Capability

Our graduates should be capable of researching; of analyzing, and interpreting data and information in various forms; of drawing connections across fields of knowledge, and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

5.5 Capable of Applying Knowledge and Skills from their chosen disciplines

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards.

5.6 Engaged and ethical local and global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. Our graduates should be capable of reflection, and of behaving ethically; they should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

5.7 Open and respectful of difference

We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives. We want them to have a reasonable level of cultural literacy.

5.8 Socially and environmentally active and responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

5.9 Acting with Integrity

We want to ensure that our graduates will be intellectually honest and trustworthy and that they will behave authentically.

5.10 Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

5.11 Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world.

6. Contribution of Academic Programs to Capabilities

We then examined the link between the student experience and the development of the desired capabilities, and asked ourselves what experiences are required to develop the desired capabilities? And how do we build these into our curriculum? Do we have the appropriate mix and range of courses of study?

6.1 Values

Many of the capabilities we have identified as desirable are values based (for example 5.6, 5.7, 5.8, 5.9, 5.10). We then went on to consider how values, including the capacity to think and behave ethically are developed or elicited during a university education.

Is it best to deal with making value judgements and ethically based decisions as issues arise naturally in program content? And if so are some academic programs more relevant than others, with the possible consequence that some students might have little exposure to the practice? Is

there a need for an ethical thinking or ethical decision making stream in all courses? Might it form part of a capstone course (i.e. a course completed by all students completing their studies), as at Stanford? Or might it form part of an introductory (induction to the University) module, that covers issues such as academic integrity?

We looked briefly at a tool, the Values Exchange Forum (VX), which can be used to systematically practise ethical decision making in relation to cases or critical incidents and embedded in any field of endeavour. The VX is presently being used by a number of universities, and by Accounting at Macquarie.

We recognised that many of the capabilities we identified reflect the Fundamental Principles the University has already identified in its Ethics Statement. So it is implicit that in our own behaviour we should be modelling the desired capabilities.

We asked how we would know if these values based capabilities had been developed. Is assessment possible or desirable?

We reached the following conclusions:

- The need for and practice of ethical thinking should be embedded in all courses. It requires an integrated, rather than a bolt on approach. Relevant case studies and use of critical incidents form a useful way of exploring issues and exercising ethical decision making. Learner managed learning, in which students develop self-awareness by reflecting on and documenting the learning process, and in which they are asked to reflect on ethical issues that have arisen is another approach.
- We can commence by making it an integral part of a module providing an induction of undergraduate students into the community of scholars offered by all Faculties. The module would aim to assist in the transition from school to university; serve as a demystification of the system and processes; provide information on what is required to operate effectively within the University; and create an awareness of the capabilities that their Macquarie experience is aimed at developing.

By providing such a common module (tailored by each Faculty) we would be able to ensure that a common basic skill set and understanding is provided; and we might use it to enable us to identify those students needing further assistance in academic literacy such as English or writing skills. It would help us to fulfil our duty of care and mitigate risk. We noted that SCMP has developed such a module, which is being offered online. Sciences noted that it could be used to ensure safety issues are appropriately addressed.

- An Honour Code has been implemented by some US universities (e.g. Princeton) and might possibly be introduced via the module. In these universities students commit to ethical behaviour e.g. not cheating, not plagiarizing. This might be implemented as a form of Charter, outlining what behaviours are expected of them and what students have the right to expect from us.
- Our behaviour is fundamental. Students must be able to trust people and processes at Macquarie. They should be able to see us living the principles we have espoused.
- Assessment was agreed to be a difficult matter. While capacity for ethical thinking and decision making can be evaluated through case studies, learner portfolios and by other means, the propensity to continue to make use of that capacity is another matter.
- Asking students to document and reflect on learning resulting from Internships, placements, and other forms of work integrated learning provides another opportunity to assess whether capabilities are being operationalised.
- A Capstone module, which all students concluding their courses would complete before graduating, could provide an opportunity to draw on learning from material integrated in other courses, and provide another opportunity for assessing these components. It was noted that Professional degrees usually have an integrative or capstone course already.
- Such a capstone module or experience might form part of the transition of the student to the next stage of their life, either to employment or further study. As part of the module

the students might finalise and have assessed documentation of their own developmental transcript for use with prospective employers

PRINCIPLES

To develop values based capabilities we will

- Behave according to the principles outlined in the Macquarie University Ethics Framework.
- Integrate the Macquarie University Ethics Framework into Staff Induction.
- Integrate an outline of behaviour expected as a member of the University community into an Introductory Module completed by all students. This might take the form of a Student Charter which also covers behaviour they can expect from us.
- Integrate coverage of the capabilities the Macquarie graduate is expected to have developed together with a framework for demonstrating their development into the Introductory Module.
- Ensure opportunities to develop capacities to discuss and engage with ethical issues are integrated into our courses.
- Develop a capstone module or experience with a focus on integrating and evaluating capabilities based on values.

6.2 Participation

How do we develop our graduates to become “engaged and ethical local and global citizens” and “socially and environmentally active and responsible”? What experiences will help ensure not only that our graduates are comfortable dealing at work and in the community with others who operate within different cultural and linguistic frameworks, but that they are “aware of and have respect for self and others; are able to work with others as a leader and a team player; have a sense of connectedness with others and country; and have a sense of mutual obligation?” What can we do in our Academic Programs to develop graduates who are “capable of reflection, of behaving ethically”, and who are “aware of disadvantage and social justice, willing to participate to help create a wiser and better society?”

We agreed that we are not only looking to develop graduates who are appreciative “of indigenous perspectives and aware of the nation’s historical context”, “open and respectful of difference ...open to other cultures and perspectives”, but we want Macquarie graduates to be engaged in the community, to contribute to solving issues facing society, and to help shape a civilized, inclusive society.

We asked what part should national and international experience play in our academic programs? What forms should it take? How do we achieve greater access to that experience for more of our students? What does it really mean to internationalise the curriculum? How might our approach help differentiate Macquarie University?

We reached the following conclusions:

- Developing openness and cultural and emotional sensitivity takes more than mixing with fellow students from different cultural backgrounds, or studying cross-cultural materials as part of courses. It is necessary to have real experiences of cross-cultural interaction that involve tasks, and engagement of the emotions as well as the intellect.
- Secondary school students, Principals and Career Advisers have evinced strong enthusiasm for meaningful international experiences as part of courses. The Macquarie

Global Leadership program is already well-received, and is a point of differentiation. Much more could be done in this area.

- Structured work experience in an international or national context is one of the most effective ways to develop the capabilities inherent in being active global citizens. International or domestic volunteering, providing opportunities to make a valuable contribution to communities while sharing life experience and skills, is an effective way of building understanding, a sense of mutual obligation, and developing the desired capabilities while fulfilling course requirements. By working with partners (including industry partners) it should be possible for faculties to develop a wide range of opportunities over time.
- Domestic volunteering opportunities would be developed for students unable to travel, and for international students preferring to diversify their knowledge of Australia. This would provide one possible avenue for increasing awareness of indigenous perspectives.
- We noted that while such experiences would be optional, the structured experiences should be developed in such a way as to earn credit points. Over time systems and partnerships to manage the “participation” experiences will be developed and sources of funding (government and industry) put in place. Macquarie will become known for providing structured experiences as an integral part of its programs, and students interested in such opportunities will be attracted to Macquarie.
- The role of the “participation” component of the Macquarie degree in the development of graduate capabilities would be explained in the Introductory Module.
- Making such opportunities available to staff will further differentiate Macquarie, and assist in the process of internationalizing the curriculum.
- In a global environment internationalizing course content is also becoming increasingly important. A mapping exercise is required to identify what is already being done. The Learning and Teaching Centre is presently assessing tools for curriculum mapping.
- There are many opportunities to utilise indigenous perspectives and knowledge and to increase awareness of our national history in both Humanities and Sciences. These should be explored during the program review.

PRINCIPLES

To develop socially responsible active global citizens who are open and respectful of difference we need to develop opportunities for participation and engagement. We will

- Differentiate Macquarie by developing a major focus on learning through structured international and domestic work experiences as part of the academic program.
- Continue discussions with Australian NGOs concerning partnerships to develop volunteering programs that might be embedded in academic programs.
- Examine our courses to ensure that they are appropriately local, global and international in approach and content. Map what is already present.
- Strengthen opportunities for work experience, internships, and other practical learning and research experiences in our academic programs, while ensuring they are framed within a rigorous academic context and have a clear set of learning outcomes.

6.3 People and Planet

What are the learning experiences required to develop graduates who are capable of effective communication, creative and critical thinking, of applying knowledge and skills from their chosen disciplines, who are research capable, and who are committed to lifelong learning, in addition to some of the other capabilities already touched on? What are the implications for the content of our academic programs?

6.3.1 The First Year Experience

We examined the all important first year, and asked what our students should experience. We noted the importance of the first 4 weeks as a transition period, when it was vital to overcome feelings of isolation and loneliness, and to build new relationships with staff and students. We considered a buddy or mentoring system important for both academic and social activities, noting that first year advisers and or tutors have an invaluable role to play. Having a first point of contact staffed by senior students has proven useful in some divisions. Various disciplines have different forms of student societies which are helpful in creating a collegiate student environment: Ancient History has the Telemachus society, Law has MOLES, EFS has ERIC. Peer assisted learning should be encouraged. All these forms of activity by more senior students should be seen as developing as participation experiences in the broadest sense. Participatory, collaborative and small group activities were noted as being of particular importance, when many lecture sizes are unavoidably large.

The importance of the first lecture was also emphasized in terms of motivating students to engage with learning and to continue to attend lectures.

As we had observed earlier, there is a need to induct students into the values and rituals of the scholarly community, and to ensure a basis for the development of study skills, and an adequate level of literacy.

We noted the importance of relationship building prior to entry, as a means of smoothing the transition and as a way of engaging early both with elite students in order to attract and retain their interest; and with disadvantaged and minority group students who might need additional encouragement to consider a university education for themselves. This can be undertaken in a variety of ways - having student ambassadors visit schools is one possibility. We think it valuable to start working with schools early in the student experience (e.g. from year 9), to give students a positive view of what Macquarie has to offer. Selective enrolment of elite school students in Macquarie first year courses should also be considered.

Having too many highly specific named courses was seen to be confusing for careers adviser and students alike, and it was observed that all unnecessary pre-requisites should be removed. Nevertheless in the Sciences it was acknowledged that there are pre-requisite skill levels required to cope with many first year courses, and we should be clear about these. A multi-pronged strategy is required, including working with the High School Curriculum Review and the Board of Studies to address deficiencies in the school curriculum; developing bridging or transitional courses students lacking pre-requisites could do during summer; engaging with Careers Advisers to ensure they understand pre-requisites.

PRINCIPLES

To attract students and develop graduates with the desired capabilities we will

- Pay particular attention to systems and processes for ensuring a positive transition experience from school to university
- Develop an introductory module building in and expanding on the present Transition program, to induct students into the values and rituals of the University community and provide a basis for study skills. This may be tailored by Faculties.
- Pay particular attention to using small group and collaborative activities with first year students to assist in building a sense of community and engagement.
- Investigate what we are currently doing to engage with secondary schools. Develop stronger systems for engaging earlier with secondary school students, including making use of student ambassadors.
- Engage more effectively with Careers Advisers.

- Consider developing a portal for schools in the Sciences.
- Enter discussions with the Board of Studies re secondary school science and mathematics curricula.
- Consider providing membership to Macquarie Library and Museums to secondary students in the region.

6.3.2 How do we best strengthen English language reading, writing, and communicating capabilities in our graduates?

Since these capabilities are fundamental for employability we considered there should be a University wide framework developed, with diagnostic tools to capture those who lack relevant basic skills and support them, and to strengthen these skills in all graduates. The framework should include entering PG students who lack adequate English skills. We are in the process of raising standards, including employing a better SIBT filter, but we need to ensure that we address the needs of other entering international students and Australian NESB students who may have limitations in their language proficiency but often go unsupported.

We now need a clear set of guidelines for assessing competency and need to ensure that the course which is available on a University-wide basis to develop English language and writing competency is adequately resourced to service all referrals. It was noted that even when students have done a basic course there may well be a need for additional courses in communication relevant to specific fields, e.g. Sciences and Business. Humanities could develop and offer English for Academic purposes for credit points; Business already has a course in Business Communication Skills (216).

We also need to integrate the development of written and oral communication skills into course content, noting that training may be needed for lecturing and tutoring staff to achieve this. We might explore the possibility of offering independent certification of English proficiency on testamurs to assist in employability of Non-English Speaking Background (NESB) students.

PRINCIPLES

We will

- Develop a University wide position on assessing English language competency, providing clear indicators to identify those (UG and PG) who lack necessary skills, and clear pathways for referral.
- Provide training for staff at induction on the university processes and support available for assessment, identification and referral.
- Tighten up the language proficiency requirement for entry,
- Develop a University wide framework for providing supporting units to assist those whose basic writing skills need development.
- Provide adequate resources to allow Linguistics 253 to be provided to all those identified and referred.
- Consider the development of additional for credit courses in English for communication in specific fields.
- Explore the possibility of offering a 3 unit Certificate of English.
- Integrate the development of oral and written communication skills into course content.
- Provide training/support for staff as required to achieve this integration.
- Explore the possibility of offering certification in English proficiency on testamurs for NESB students.

6.3.3. Should all students study some humanities course(s) and some science course(s)?

In order to achieve the breadth of understanding required by today's graduates, including a level of scientific literacy, we considered that it was desirable to have all students study some units from Sciences and Humanities. The Professions might also contribute. We think it possible to achieve the desired goal by creating a pool from existing units designated as People and Planet, from which students choose. These units could be a subset of units put forward by Sciences, Humanities, or the Professions, which are validated as developing the desired capabilities. It may also be an opportunity to develop new inter-disciplinary units across Departments or Faculties. There should be a limited list of People and Planet subjects, but these might be subject to change over time. These subjects would be offered centrally and funds earned would be distributed to faculties to be applied to teaching improvement.

In considering Science programs, the Science workshop participants considered this an opportunity to think about the balance between specialist and generalist programs, and to explore the possibility of a more broad based first year Science experience aimed at enthusing students and bringing them to a common point ready to specialise in the second year. This might be achieved by minimising the diversity of units in the first year.

PRINCIPLES

To attract students and develop graduates with the desired capabilities we will

- Require all students, regardless of their chosen discipline, to complete at least one unit designated "People", and one designated "Planet".
- Invite departments from any faculty to submit units for validation as being People or Planet units. These units should not require pre-requisites and should link closely to Macquarie values and support development of the desired capabilities.
- Ensure that funds earned flow centrally and are distributed to faculties to be applied to teaching improvement.
- Integrate the development of people and planet capabilities into programs.
- Explore the possibility of a broad based first year Science experience.

6.3.4 Do we have the appropriate mix and range of units of study?

While we agreed that this question is better addressed on a faculty by faculty basis in stage 2 of the Review, the long lead time required to develop and have new units approved was discussed. We noted that having in place "contemporary issues" units means that new material, including leading edge research can be readily presented. Futures units, units on Digital Technologies, and Communication studies were noted as three areas where units were lacking.

PRINCIPLES

To attract students and develop graduates with the desired capabilities we will

- Make use of "contemporary issues units" (or shelf units) to deliver leading edge material.

6.3.5 Should there be a requirement for competence in a language other than English?

While we concluded that this was not feasible, we observed that it was desirable that educated Australians should be fluent in more languages than just English. We recognised that in some programs e.g. International Studies and Ancient History, languages are a designated part of the program. By having languages in a pool of “People” subjects, we thought it possible that more people might be encouraged to study a second language.

PRINCIPLES

To attract students and develop graduates with the desired capabilities we will

- Consider including some language courses in our People offering.
- Explore the possibility of offering a 3 unit Certificate of Languages as an attractive addition to a degree.

6.3.6 What should teaching informed by research mean? How do we strengthen the research- teaching nexus? As a research-intensive university, how do we ensure research experience?

We agreed that it was important to embed research in units, and that this might be done in a variety of ways. A case study and research approach can be used from Year 1 onwards. It is possible to drive down the higher degree model of research plus supervisor into the design of undergraduate courses. Students can be encouraged to prepare conference type papers, and be given conceptual projects. The courses themselves should be reflective of our areas of research excellence; we should make full use of the COREs. We need to make it possible for our undergraduates to be exposed to our best researchers. The “contemporary issues” units can be used to showcase leading edge research. Appropriately enquiring into learning and teaching practices should be seen as legitimate research activities.

We also noted that ANU offers Research Higher Degree scholarships at entry for elite entry school students, with additional tailored research courses (as part of an undergraduate “PhB” research degree). We considered that it might be possible to move towards this model, potentially starting “honours” streams from Year 1 onwards.

PRINCIPLES

To attract students and develop graduates with the desired capabilities we will

- Embed research experience in units by using a variety of different approaches, including discovery based learning and problem based learning.
- Where relevant and of contemporary importance ensure that our units reflect our own areas of research excellence.
- Create opportunities to expose undergraduates to our leading researchers; where appropriate encourage leading researchers to offer a first year unit.
- Involve our leading researchers in outreach, for example through pod casts of lectures or some form of “Science Café”.
- Enquire into our own teaching practice.
- Offer elite students a separate research track (or honours stream) from year 1, with the ability to transfer in at year 2 depending on GPA
- Guarantee a higher degree research scholarship dependant on achieving an Honours 1 award to entrants to the honours stream.
- Develop an appropriate ethics approval pathway to allow class research.

6.3.7 How do we manage what can be seen as an overloaded curriculum?

We noted that study patterns and coherencies are very complex and frequently confusing for students. We might move to more flexible and generic study patterns, using the concept of introductory and advanced units rather than 100, 200 and 300 level units. We should also re-examine and standardize credit point allocations. We should look at the lists of outcomes for units, and where these seem excessive, reduce them. We should use the desired capabilities as a focus in reviewing units. The articulation between undergraduate and postgraduate courses warrants examination. Some professional training might sensibly be relocated in postgraduate courses (as the University of Melbourne has recently done).

The transition in moving to new study patterns was noted as being difficult, as was the length of time needed for part time students to complete their degrees.

Student centred learning means the role of the lecture should be considered carefully in constructing units. The focus should be on the learning experience not on teaching. We also noted that the implication of students increasingly having online access to globally renowned lecturers for some content will mean that different interactions will be required from academic staff to support the learning process.

PRINCIPLES

To attract students and develop graduates with the desired capabilities we will

- Simplify our existing system of study patterns and coherencies (This principle is explored further in Section 8 below (pp.14-16))
- Re-examine lists of outcomes for units and simplify where possible.
- Examine the articulation between undergraduate and postgraduate courses to defer some professional training to postgraduate courses where warranted.
- Review and adapt the role of the lecture and the lecturer to the changing environment.

6.3.8 How can we develop professional and personal judgement?

While we considered this capability is developed through life experience, we noted that case based learning, problem solving, simulations, research involvement, work experience, and community participation or volunteering, were all ways of obtaining the necessary experiences. We need to ensure that these are properly framed and the experience reflected on to ensure learning.

PRINCIPLES

To attract students and develop graduates with the desired capabilities we will

- Ensure that students are provided with opportunities to develop personal and professional judgement as part of their program experiences, and that they are enabled to reflect on and identify learning.

7. Academic Program Delivery: Technologies and Modes

Since student engagement is essential for developing a commitment to life-long learning, and effective learning environments are a basis for student engagement, we considered the implications of technological developments and the various modes of learning and teaching for the way we deliver our academic programs. How do we best create effective learning environments? How can developing technologies help us to support effective learning? What do we need to do to enable us to use developing technologies effectively? What is the role of self-paced learning and experiential learning? What is the role of work experience?

7.1. Technologies:

We considered that mature age students and “Gen Y” students have different approaches to technologies, and to learning making use of technologies. Where most mature students use and feel comfortable with WebCT, email for communication, and ilecture, they essentially use technologies as consumers, to assist them in obtaining and using knowledge. Gen Y students value staying connected and want immediacy. They make use of all the preceding, and additionally use Facebook, YouTube, SMS, and simulations. They use technologies to create and produce knowledge. These students are now becoming more demanding: they want information to be available via a multitude of sources and formats, but may have resistance to the use of tools for academic purposes they see as being primarily for social interaction (e.g. Facebook).

We need to be aware of the differences in approach. We also need to be aware that there are some students who lack IT competency at entry (through socio economic disadvantage, mature age etc), and/or who lack home access, and identify and support these students so they are not left behind.

We discussed the present uses of technology, and noted that there should be a mandated minimum web presence for each unit offered: web outline, details of availability, unit co-ordinator etc. The need for a University policy in relation to the need (or otherwise) for password protection for unit outlines was noted. It was noted that presently student discussion pages are useful but require academic moderation; and that there is some resistance to the use of WebCT with some disruptive students needing to be cut out of discussions. Discussion Boards and email is of value for answers to simple short questions, but not for complex questions. There were pluses and minuses in relation to iLecture. A study has been carried out by Maree Gosper of the Learning and Teaching Centre on the way iLecture is being used here and at other universities. Simulations were providing useful learning experiences in some fields. It was observed that in Marketing and Political Sciences simulations are being carried out across university boundaries, and that some universities are making use of technologies to provide shared international classroom experiences for their students.

In relation to staff use of technology, there are perceived constraints of time (impacts on the workload for academics, adding to what is required), systems capabilities, skills and confidence. It was suggested that the LTC should develop some guidelines for learning and teaching in a technologically rich environment, and run some workshops. Provision of support in implementing technologies was considered desirable. At present effective implementation of technology comes down to the interests of individual staff. Collaborating as a team is an effective way to implement use of technology, and this approach is being used now, but it adds to the amount of time taken. We identified a need for a mechanism to share techniques and approaches, and to support staff in the use of technologies. Assistance is also needed from administrative staff in supporting technological change, e.g. in obtaining copyright clearances.

It was noted that face to face teaching is the norm, but this is partly because workload models are based on face to face teaching. To achieve change it is necessary to change the workload model so that due recognition is given to the work involved in developing effective use of technology.

On the other hand, we noted that in the face of the massification of universities, what students really desired were face to face, preferably small group, high quality learning experiences, and it was increasingly difficult to deliver this. We acknowledged that excellence in teaching and in creating effective learning environments does not rely on use of any technology.

7.2 Modes:

It was considered that self-paced learning was more relevant for advanced students, and since students going into the Professions would face the use of self-paced learning it was desirable to embed some experience of this in undergraduate courses. While experiential learning is desirable, ethical issues connected with researching the workplace and fieldwork were discussed, and the complexities of obtaining ethics committee permission noted. Dr Lisa Wynn is undertaking a project to develop a template for staff to use to obtain ethics clearance for students to undertake research as part of the undergraduate curriculum.

There is a growing demand for work experience, placements and internships as students feel the need to be able to demonstrate some level of experience to prospective employers, and as they want to feel their studies are of practical value. Conversely, those already working are keen to see that their work experience is valued and put to use if possible in their studies. Work integrated learning (WIL) or work based learning as can be a very effective teaching method if carefully designed.

Enquiry, or problem based learning requires more flexible teaching spaces than lecture mode. Our teaching spaces are not fully flexible. There also need to be more places on campus for students to meet for small group learning activities.

It was noted that students have different needs at different levels, and increasing interaction is required at higher levels. It was suggested that all advanced level units should have no more than 50 students in them if we are to ensure that graduate capabilities are operational. The Teaching and Learning Centre has a student experience working group which is looking at the student experience and student expectations. This may provide useful insight into support required, and views of different teaching modes effectiveness in generating engagement.

PRINCIPLES

In working to create more effective learning environments, supporting student learning, and developing commitment to lifelong learning in our graduates we will

- Respect and capitalise on individual differences in learning styles
- Respect and capitalise on individual differences in teaching styles
- Identify and provide access to support for those students technologically disadvantaged on entry
- Develop guidelines and workshops to support staff in effective use of technology
- Develop effective administrative support for use of new technology
- Develop a minimum set of requirements for web presence for units and a University policy regarding accessibility
- Develop a mechanism for sharing techniques and approaches in the use of new technologies
- Pay particular attention in course design to promoting student engagement with the learning experience and the University
- Increase use of work integrated learning experience as a teaching method.

- Increase use of internships, placements and work experience.
- Attempt over time to make use of technology to provide a more personal rather than a less personal learning experience – to ameliorate the effects of massification rather than simply managing it.
- Develop more flexible spaces to accommodate different modes of learning and teaching
- Consider limiting numbers in advanced courses to a maximum of 50 students.

8. Academic Program Delivery: Structure and Shape

We then addressed a number of questions concerning the structure of the academic program.

8.1 Does Macquarie wish to reduce the number of courses? If so, how many?

We agreed that it was time to move away from the present 142 undergraduate degrees, many named principally for marketing purposes. While concerns regarding funding and the ability to attract students were acknowledged, we considered that the multiplicity of degrees is now confusing rather than assisting applicants. In the marketplace there is a move back to a “generic degree”. By moving to a system of majors and minors, with the ability to use the testamur/transcript to clearly identify areas of study, we can increase clarity and flexibility.

We considered the desirability of creating a suite of named degrees identified as leading from the outset into research degrees. It would be possible to transfer into or out of these degrees depending on performance. These would have higher entry points, possibly specialised tutorials, and scholarships would be developed. These might be used to attract high quality students. This might be thought of as a beginning Honours or research entry stream (from day 1), although it was noted that the concept of “Honours” is not well understood overseas.

PRINCIPLES:

We will

- Aim for general degrees (with named majors on testamurs)
- Reduce the number of degrees to 25-50 by eliminating like degrees across divisions and offering a generic BA and generic BSc owned by the university.
- Have named majors, noted on the testamur/transcript, owned and managed by departments. Units will also be owned by departments.
- Tie UAC codes to majors.
- Respect professional constraints for accredited degrees, but test requirements. So professional degrees of BPsych (Hons), BA DipEd., BEd., BLaw, BCom, B Engineering, BIT, will continue. Professional degrees will be owned by Faculties.
- Have a small number of prestige named degrees with higher cut-offs, seen as leading to research higher degrees. (e.g. BA –Advanced or BA. – Hons). Transfer between these and other degrees would be performance based.
- Have freedom to move across faculties for studies.
- Consider as a principle that 3 year degrees are generalist and not specifically named; 4 year named degrees may be for accredited programs or honours/advanced (research track) programs.
- Examine governance processes for degrees, including the need for degree rules.

8.2 Does Macquarie wish to continue to have two types of courses: those with study patterns, and those with coherencies? If not, what makes sense? Do we need to have 100 level, 200 level and 300 level units?

We considered that the more widely used system of majors and minors was better understood and preferable, and that using a system of introductory and advanced units would be simpler and more flexible than 100s, 200, and 300s. We returned to the concept of an introductory unit and a capstone unit discussed previously and agreed that these would assist in developing graduate capabilities and differentiating the Macquarie degree.

PRINCIPLES:

We will

- Move to a system of majors and minors with description of different requirements including pre-requisites and sequences necessary to create learning scaffolds.
- Remove 100s, 200s, and 300s and replace them with Introductory and Advanced units, and allow for pre-requisites and sequences.
- Develop Introductory and Capstone units (tailored by Faculty). The Capstone course would not be undertaken until the final year and have a specified number of credit points.

8.3 Does Macquarie wish to reduce the number of units (subjects) offered? If so by what magnitude? Does Macquarie wish to assign ownership of each unit to a department? Could Macquarie move to a common number of credit points for each undergraduate unit?

While we agreed on the need to reduce the overall number of units it was agreed that this should be done carefully. Low numbers of students enrolled in a unit should be a starting point for discussion. We agreed that the Departmental prefix designating ownership and assignment of funding based on ownership should continue, as should the ability to split funding where teaching is supplied by faculty from outside the department.

Again in the interests of simplicity it is desirable to have a common number of credit points, acknowledging that some small, e.g. one unit credit points would need to become embedded in others. (The European standard is 6 credit points.) It follows that there is a need to rationalise student time taken to earn credit points although there may be different numbers of contact and non contact hours in various units. It will also be necessary to specify the learning outcomes and assessment methods to be applied at introductory and advanced levels.

All changes would be easier without a hard copy handbook. Transition arrangements will be complex and require careful investigating.

PRINCIPLES:

We will

- Carefully examine all units in phase two of the review. Where there have been fewer than 10 students enrolled in each of the past two years, the faculty will be asked to show cause for continuation to the Dean.
- Need to use a generic “shelf” unit (possibly “Contemporary Issues” unit to enable rapid development and offering of new units, e.g. where new staff are joining the university, and also for special cases. (Note that while new degrees must go through the Academic Program Committee, new units of study are now approved by the Faculty Learning and Teaching Committee.)
- Continue to assign ownership (and funding) of units to departments

- Move to a common credit point value for each unit (6 – existing small units will be embedded, or a multiple of 6). For an undergraduate degree a minimum of 144 credit points – 48 credit points x 3 years – will be required.
- Define learning outcomes and assessment methodologies for introductory and advanced units. Specify pre-requisites and sequences.
- Rationalise student time taken to earn credit points with credit point allocation based on student workload to complete (hours contact and non-contact), plus form of assessment.
- Consider elimination of the hard copy handbook (note this is not a DEST requirement)

8.4 Does Macquarie want to offer “fast track” degrees, allowing students to compress studies and complete more quickly?

There was limited enthusiasm for summer semesters. It was considered that this was not necessarily good for students academically, and that the time was needed for student reflection and staff research. We noted that the majority of secondary school students expressed preference for a standard academic calendar, to allow for a more all-round university experience. On the other hand it was thought that mature age students, wanting to change careers, may have more interest, although this has not been tested. International students are frequently keen for financial reasons to compress the time spent away from home. Government is an advocate for more intensive use of expensive facilities.

It was noted that it may be possible to provide a summer semester option via a partnership with Sydney University summer/winter school.

PRINCIPLES:

We will

- Further explore the option of a partnership with Sydney University Summer/Winter School
- Provide workload compensation where staff are involved in summer or winter semester offerings.

8.5 How does Macquarie wish to articulate between undergraduate and postgraduate degrees? When we can do double majors, do we still need double degrees? What is their role?

As discussed we think it desirable to introduce a beginning “research “or “honours” stream. It is also necessary to retaining the flexibility to have both 3 year degrees, followed by 1-2 year postgraduate professional qualification, and 4 year professional qualifications. In relation to double degrees we noted that demand has now dropped in many areas, that double degrees are being used where undergraduates are building to Masters; and that if the multiplicity of named degrees are removed then many of them won’t be needed. Double majors will provide the same qualification, although the BA LLB will continue. We noted that Bologna has fostered a 3+2+3 model for education but considered that we were sufficiently aligned to ensure clarity and coherence with global approaches in our offerings.

The principles and graduate capabilities to be applied to postgraduate coursework degrees would be the same as those outlined for undergraduate degrees. They need to be considered in three areas: professional training/retraining; depth studies for people wanting more expertise in their discipline areas, and generalist breadth studies.

PRINCIPLES:

We will

- Maintain the flexibility of offering the 3 year degree + 1-2 year professional qualification pattern and 4 year professional degree pattern.
- Consider postgraduate coursework degrees in three areas: professional training/retraining; depth studies for people wanting more expertise in their discipline areas; and generalist breadth studies.

9. Process Steps Following this Green Paper

- A Staff Forum will be held on 24 April to discuss the process and initial Green Paper.
- Issue this second version of the green paper addressing material obtained in response to the original green, and the views of the three working parties in relation to their areas to the university community at the end of April for consideration and comment by the end of May.
- Material received by the end of May will be analysed and a final white paper developed by the Working Group will be considered by the L & T Committee, the Executive, and Academic Senate by the end of June.
- A process will be developed for assessing all existing undergraduate courses and units to ensure that they conform to the new shape, structure and directions as outlined in the white paper.
- July 2008 – Mar 2009 Using the *process* developed above, and supported by the LTC Curriculum Renewal Projects and Program, faculties will examine all existing undergraduate courses and units against the *framework* adopted by the Senate to ensure that their courses and units are (i) aligned to the vision and specification of the relevant Macquarie course (ii) aligned to Macquarie's strategic plans and priorities and (iii) financially sustainable.
- Faculties will implement initial changes to Academic Programs, to be effective January 1, 2010. Professional degrees requiring accreditation may be required to delay implementation. The Curriculum Renewal program will continue.

APPENDIX 1:

Working Group

- Prof Judyth Sachs (Chair) - DVC Provost
- Dr Julian de Meyrick - Dean of Students
- A/Prof Julie Fitness - Dean, Division of Linguistics and Psychology
- Prof John Hooper - Dean, Higher Degree Research
- Prof Michael Johnson - Vice President, Academic Senate
- A/Prof Glenn Jones - Deputy Dean, Division of Economic and Financial Studies
- Ms Barb McLean - Executive Officer, Office of DVC Provost
- A/Prof Nick Mansfield - Head, Dept of Critical & Cultural Studies
- Prof Peter Nelson - Head, Graduate School of the Environment
- A/Prof Mehmet Orgun - Dept of Computing
- Dr Ian Solomonides - Learning and Teaching Centre
- A/Prof Cynthia Webster - Dept of Business
- Dr Lisa Wynn - Dept of Anthropology

Appendix 2

Sciences Working Party

- Prof Judyth Sachs (Chair) - DVC Provost
- Prof Peter Nelson - Head, Graduate School of the Environment
- A/Prof Mehmet Orgun - Dept of Computing
- Prof Stephen Thurgate - Dean Division of Information and Communication Science
- A/Prof Kevin McCracken – Acting Dean Division of Environmental and Life Sciences
- Ms Barb McLean - Executive Officer, Office of DVC Provost
- 6 invitees were unable to participate including 1 student and an alumnus

Professions Working Party

- Prof Judyth Sachs (Chair) - DVC Provost
- A/Prof Glenn Jones - Deputy Dean, Division of Economic and Financial Studies
- A/Prof Cynthia Webster - Dept of Business
- A/Prof Pamela Coutts – School of Education
- A/Prof John Shepherd – Dept of Actuarial Studies
- Mr Daniel McGill - Dept of Electronics
- Ms Sue Spinks – Dept of Linguistics
- Dr Mike Jones – Head, Dept of Psychology
- Mr Sebastian Hartford-Davis – student enrolled in the Division of Law
- Ms Barb McLean - Executive Officer, Office of DVC Provost
- 3 invitees including an alumnus were unable to participate

Humanities Working Party

- Prof Judyth Sachs (Chair) - DVC Provost
- A/Prof Nick Mansfield - Head, Dept of Critical & Cultural Studies
- Dr Lisa Wynn - Dept of Anthropology
- Prof Christina Slade – Dean, Division of Humanities
- Prof Anne Cranney-Francis – Dept of Critical & Cultural Studies
- A/Prof Marnie Hughes-Warrington – Assoc Dean (L&T), Division of Humanities
- Dr Mark Evans – Head, Department of Contemporary Music Studies
- A/Prof Mary Spongberg – Head, Dept of Modern History
- Prof Mitchell Dean – Dean, Division of Society, Culture, Media and Philosophy
- Dr Mitch Parsell – Project Officer (L&T), SCMP
- 2 invitees including a student and an alumnus were unable to participate