



Business as usual

A collaborative and inclusive investigation of existing resources, strengths, gaps and challenges to be addressed for sustainability in teaching and learning in Australian university business faculties.

FINAL REPORT

By: Associate Professor Mark Freeman (Project Leader), the University of Sydney; Associate Professor Phil Hancock, the University of Western Australia; Associate Professor Lyn Simpson, Queensland University of Technology; and Dr Chris Sykes (Project Manager), the University of Sydney.

With: Associate Professor Peter Petocz, Macquarie University; Associate Professor Iain Densten, the University of New South Wales (currently Professor of Leadership at Lancaster University in the UK); Kathy Gibson, the University of Tasmania.



The views expressed in this report do not necessarily reflect the views of The Carrick Institute for Learning and Teaching in Higher Education Ltd.

This work is published under the terms of the Creative Commons Attribution-Noncommercial-ShareAlike 2.5 Australia Licence. Under this Licence you are free to copy, distribute, display and perform the work and to make derivative works.

Attribution: You must attribute the work to the original authors and include the following statement: *Support for the original work was provided by The Carrick Institute for Learning and Teaching in Higher Education Ltd, an initiative of the Australian Government Department of Education, Employment and Workplace Relations*

Noncommercial: You may not use this work for commercial purposes.

Share Alike. If you alter, transform, or build on this work, you may distribute the resulting work only under a license identical to this one. For any reuse or distribution, you must make clear to others the license terms of this work. Any of these conditions can be waived if you get permission from the copyright holder. To view a copy of this license, visit <http://creativecommons.org/licenses/by/2.5/au/> or send a letter to Creative Commons, 543 Howard Street, 5th Floor, San Francisco, California, 94105, USA.

Requests and inquiries concerning these rights should be addressed to The Carrick Institute for Learning and Teaching in Higher Education Ltd, PO Box 2375, Strawberry Hills NSW 2012 or through the website: www.carrickinstitute.edu.au

March, 2008

Participating Universities

Australian Catholic University

Australian National University

Bond University

Central Queensland University

Charles Sturt University

Curtin University

Deakin University

Edith Cowan University

Flinders University

Griffith University

James Cook University

La Trobe University

Macquarie University

Monash University

Newcastle University

Queensland University of Technology

RMIT Business

Swinburne University

University of Adelaide

University of Ballarat

University of Canberra

University of Melbourne

University of NSW

University of Queensland

University of South Australia

University of Southern Queensland

University of Sunshine Coast

University of Sydney

University of Tasmania

University of Technology, Sydney

University of Western Australia

University of Western Sydney

University of Wollongong

Victoria University

Contents

Participating Institutions.....	2
Contents.....	3
Executive Summary.....	4
Chapter 1 – About the Scoping Study	6
Chapter 2 – Project Rationale, Objectives, Outcomes and Method	8
Chapter 3 – The nature of business faculties.....	10
Chapter 4 – A review of scholarly literature	11
Chapter 5 – Investigation Strategy	18
Chapter 6 – Findings and intended/unintended outcomes.....	28
Chapter 7 – Future funding submissions	32
Chapter 8 – Lessons of value to other projects.....	36
Chapter 9 – State of the discipline and future development.....	39
Chapter 10 – Conclusions, Recommendations and Limitations.....	42
Chapter 11 – Evaluation	43
References	44
Appendix 1: Questionnaire – Business Education: Future Directions	48
Appendix 2: <i>Australian Business Education Study: enhancing the quality of Australian business education (Cecez-Kecmanovic et al, 2002)</i>	50
Appendix 3: Stakeholders.....	51
Appendix 4: ABDC T&L Meeting World Café Session Introduction	53

Executive Summary

Executive summary

This Scoping Study is a collaborative and inclusive investigation of existing resources, strengths, gaps and challenges that need to be addressed in order to secure sustainable, effective teaching and learning in business faculties at Australian universities. It reports on a Discipline-Based Initiative (DBI) Scoping Project conducted over a 12 month period by The Australian Business Deans Council Teaching and Learning Network, (ABDC T&L Network) for the Carrick Institute for Learning and Teaching in Higher Education Ltd (The Carrick Institute). The report provides an examination of the problems, issues and opportunities facing business education in Australia today.

The ABDC T&L Network was formed by the Australian Business Deans Council in 2004 and seeks to provide associate deans engaged in teaching and learning in business education with opportunities for professional development, as well as knowledge and resource sharing. It also has a critical role in facilitating a strategic and national approach to change and development in business education. In this regard the work of the ABDC T&L Network is vitally important in view of its wider constituency in business higher education.

A project team comprising members of the ABDC T&L Network undertook the project management accountable to the Carrick Institute on behalf of the ABDC. The action research investigation strategy includes a literature review attesting to the considerable interest – and engagement by academics and business professionals – in business education. Interviews and focus groups with representative stakeholders from academic, professional and industry associations as well as students and academic leaders identified key issues of concern. These were then clustered into more generic themes in an iterative collaborative process involving key stakeholders culminating in the development of three follow-on proposals as the primary project deliverable.

These funding proposals comprise:

- Building professionally-relevant learning and industry engagement in the business curriculum
- Building and assessing the development of generic skills across the business curriculum
- Valuing quality teaching in business education.

Four clear recommendations emerged from the Study. It is recommended that the:

1. T&L Network select project teams to develop funding applications for the future Carrick Institute funding round based around these three follow-on proposals.
2. ABDC and T&L Network develop the appropriate structure and processes to appropriately manage and assure the quality outcomes of the three follow-on proposals.
3. ABDC and T&L Network develop a national reference group to support sustainable industry engagement and that a primary role be to assist in maintaining the relevance and excellence of contemporary business education (e.g. with curriculum reform).
4. ABDC be referred for consideration and action where possible and appropriate the various issues identified in this study as beyond the scope of the T&L Network (e.g. funding of business faculties).

Chapter 1 – About the Scoping Study

Background

- This Scoping Study is a collaborative and inclusive investigation of existing resources, strengths, gaps and challenges that need to be addressed in order to secure sustainable, effective teaching and learning in business faculties at Australian universities. It reports on a Scoping Project conducted by The Australian Business Deans Council Teaching and Learning Network (ABDC T&L Network) for the Carrick Institute for Learning and Teaching in Higher Education Ltd. The Carrick Institute was established in August 2004 by the Australian Government Department of Education, Science and Training.
- The Australian Business Deans Council (ABDC) was formed in 2002 arising from a recommendation from the Australian Universities Teaching Committee (AUTC) report (Cecez-Kecmanovic, Juchau, Kay and Wright, 2002) to represent a national network of business faculties from universities throughout Australia. Its mission is to provide professional development, an opportunity to share knowledge and resources across the network, and to facilitate a strategic and national approach to change and development in the area of learning and teaching in business education. In 2005 the ABDC formed the ABDC T&L Network, a high-level learning and teaching network. Associate Professor Mark Freeman from the University of Sydney was appointed inaugural chair of the ABDC T&L Network and continues in this role. Led by Mark Freeman, the ABDC T&L Network achieved consensus on its key aims, namely professional development for associate deans, as well as the sharing of teaching resources and networking around problems and issues in the domain of learning and teaching.

The Carrick Institute – a vision for higher education

From the outset, the ABDC T&L Network forged a close working relationship with the Carrick Institute and in particular the Discipline-Based Initiative (DBI) program through which it was possible to undertake this landmark Scoping Study.

Specifically, the DBI program was developed by the Carrick Institute in 2005 to ‘collaborate with various groups across the sector to identify and address issues of national significance for higher education’ (2006:1). Discipline-Based Initiatives are funded to address contemporary and future-oriented challenges to higher education, namely:

- | | |
|------------------------|---|
| ➤ Inclusiveness | ➤ Generic and discipline specific graduate capabilities |
| ➤ Globalisation | ➤ Quality assurance |
| ➤ Internationalisation | ➤ Effective and revitalised discipline leadership (DBI 2006:1). |
| ➤ Collaboration | |

The opportunity to conduct the scoping study was particularly relevant in view of the fact that the ABDC T&L Network sought to develop knowledge of national issues. Moreover, there was a high degree of fit with the Carrick Institute’s strategy of working with discipline leaders and organisations such as the ABDC. Accordingly, the Scoping Project aimed to identify key issues in learning and teaching for the Business discipline (broadly defined to cover about fifteen or more disciplines in a typical faculty) in Australian universities. Building upon an earlier Australian Universities Teaching Committee (2002) study, over a 12-month period it investigated the contemporary and future challenges facing the higher education business sector.

The project team – a representative group

A Project Leader was appointed to coordinate the project and team members on behalf of the entire ABDC T&L Network. The project team appointed a Project Manager capable of working within a model that required close contact with stakeholders to discuss issues of strategic management and change. An action

research methodology was adopted to provide a participative and reflective structure to the project. In this way, participative processes, sharing reflective practice and an orientation towards learning in action characterised the modus operandi of the project team.

The project team represents the entire group of business associate deans. It comprises Associate Professor Mark Freeman (Project Leader) and Dr Chris Sykes (Project Manager), the University of Sydney; Associate Professor Iain Densten, the University of New South Wales (currently Professor of Leadership at Lancaster University in the UK); Kathy Gibson, the University of Tasmania; Associate Professor Phil Hancock, the University of Western Australia; Associate Professor Peter Petocz, Macquarie University; and Associate Professor Lyn Simpson, Queensland University of Technology.

Acknowledgements

The team wishes to acknowledge the support and assistance of the following people:

- Peter Lead, Executive Assistant to Associate Professor Mark Freeman for his support in all aspects of the project
- Associate Professor Jan Orrell, Dr Elizabeth McDonald and the DBI staff from the Carrick Institute for their support and positive leadership approach which helped foster such enthusiasm for the Carrick Institute DBI projects
- Professor Tim Brailsford, President of the ABDC for his enthusiasm and support for the ABDC T&L Network and this project
- Patrick Boyle of Q Associates in his role as external evaluator
- Professor Owen Hicks from the Carrick Institute for his support and useful comments
- Ron Ringer at Syntax Communications for his editorial advice and assistance
- Dr Leonie Daws of Kihl consultancies for the NVivo data analysis
- The ABDC T&L Network for their ongoing commitment to the project and assisting in implementing its outcomes
- Anna Chamberlain, Research Assistant for her valuable assistance with arranging interviews and data management, as well helping with literature searching and review
- Jen Chambers for her administrative assistance

To all participants in the study including students, deans and other academic leaders, and the leaders of industry and professional associations for giving so generously of their time to speak at working seminar breakfasts: Dr Shaun Ridley (ANZAM), Annabelle Warren (PRIA), Patrick Coleman (BCA), Phil Enright (AIMC) and Rob Jano (CPA).

ABDC T&L Network wishes to thank the Carrick Institute for its generous financial support for this project. The application was funded from January 2007 for approximately \$100,000 over a 12-month period.

Chapter 2 – Project Rationale, Objectives, Outcomes and Method

Project rationale

Over the past 20 years enormous changes have occurred within three key domains that shape business education in Australia. These comprise: universities and their sources of funding; business faculties and their role within universities; and the private and public sectors that employ business graduates.

These changes have resulted in a series of major challenges for universities and their business schools and are best understood by reference to external and internal forces, which provide an overarching rationale for the Scoping Project.

External factors

These include:

- Softening in demand from international students
- Technology – which has changed globalisation of business and communication including the learning experience
- Increased competition in the education market place:
 - from privately-operated business schools
 - from regional universities who have established city-based campuses
 - from the drive towards – and to maintain – accreditation as a differentiator.
- Market perceptions of the relative worth of business-related degrees and specifically the MBA
- Strong employer emphasis on graduate attributes such as generic or ‘soft skills’ to facilitate job readiness
- Internationalisation of the curriculum
- Increased government accountability (e.g. Learning and teaching Performance Fund (LTPF); RQF funding tied to initiative; Australian Universities Quality Audit (AUQA)).

Internal factors

Curricula issues include:

- Balance of core and non-core subjects – vocational or discipline orientation
- When and how to specialise - the adoption of a USA model of generic undergraduate degree and postgraduate specialisation as in the ‘Melbourne model’
- Integrating effective ICT.

Academic dissatisfaction due to:

- High student–staff ratio (i.e. unreasonably large class sizes)
- Uncompetitive academic salaries compared with industry, and associated difficulties in attracting and retaining highly qualified staff that are increasingly mobile across the globe
- Shortage of academic staff – production of doctorally qualified academics
- Increased academic workloads
- Student expectations (e.g. e-learning; consumerism; litigiousness; flexibility; paid employment while studying; student community a mix of domestic and international students.)

Project objectives

The project team established objectives in order to identify key elements that make for effective learning and teaching. These can be grouped accordingly:

- *Identify information resources* – Locate available information that can inform future planning in learning and teaching broadly within business faculties
- *Identify threats and opportunities* – Identify threats and opportunities faced by business faculties in promoting and developing learning and teaching across undergraduate and postgraduate coursework awards
- *Determine current resources* – Identify currently available resources for business faculties and determine their accessibility
- *Identify present and future strategies and capability requirements* – Identify current global and local level strategies for developing learning and teaching in the discipline
- Identify new capabilities and strategies needed to enhance the capabilities of teaching staff.

Project outcomes

The expected outcomes of the project can be classified as follows:

- *Prepare a comprehensive literature review* – Use a literature review and previous disciplinary and generic project outcomes to:
 - Identify key challenges and priorities
 - Identify potential sustainable processes and resources that can be used to determine and deal with future challenges in business education.
- *Publish a report* – Publish a final report on findings, strategies and recommendations for the Carrick Institute on learning and teaching in Australian university business faculties
- *Prepare funding proposals based on report findings* – Prepare and submit three funding proposals to the Carrick Institute for national discipline-based initiatives with collaborating project teams comprising members from the ABDC T&L Network
- *Build relationship networks* – Develop inclusive relationships within business education and beyond (e.g. reference groups, other disciplinary councils and with other disciplinary leaders). Such relationships make a very important contribution by enabling dialogue across disciplines and would for example be helpful for those seeking to undertake scoping studies within their discipline.

Action research methodology

An action research methodology was adopted to provide a participative and reflective structure to the project (Reason and Bradbury, 2003; Greenwood and Levin, 1998). Action research has traditionally been represented in the action research spiral, involving planning, acting, observing and reflecting (Kemmis and McTaggart, 2001).

Chapter 3 – The nature of business faculties

Diversity in business education

Business faculties in Australian universities are known for being diverse. Many of them include the sub-disciplines of accounting, economics, finance, business information systems, business management, hospitality management, human resource management, industrial relations, international business, marketing, organisation studies, sport and recreation and tourism. In some cases business faculties have even been clustered with law and offer courses not only in business law but also in law itself.

Consensus and cohesion

The inclusion of such a wide range of sub-disciplines enables students to become grounded in a wide variety of business-related professions. The downside is that such a coalition presents practical and theoretical challenges associated with the cohesive integration of disciplinary tribes (Becher, 1989), and the need to find ways to provide students and employers with the right mix of knowledge and skills. Attempts to represent a congruent position of Business as a “discipline” on any particular issue are often complicated by sectional interests pursued by representatives of the sub-disciplines.

Urban and regional differences

In addition to having to manage the sometimes competing claims of diverse sub-disciplines, business faculties in Australia differ markedly from each other. For example, the contrast between a large urban ‘sandstone’ university and a multi-campus regional university is huge in terms of geography, demographics, resources, student body, learning emphasis and/or primary intended employer group. This is further complicated by certain groups of universities who identify as belonging to clusters based on geography and history. Examples of this include: the GO8 universities (the University of Sydney, the University of Melbourne, the University of Western Australia, etc); the ATN universities (Queensland University of Technology, University of Technology Sydney, etc); and regional universities (such as James Cook University, Charles Sturt University, University of Southern Queensland, Curtin University, etc).

Unique characteristics

All business faculties display differences in emphasis. There are often differences within student bodies evidenced by increasing internationalisation and cultural diversity, as well as difference in the focus of awards, curriculum and desired graduate attributes. In recent times many universities have developed offshore campuses to cater for the growing international market, for example University of South Australia and Wollongong, while some regional universities have developed city campuses.

Despite such diversity across the sector, commonalities do exist. These include large student/staff ratios and large class sizes, as well as the teaching of almost identical courses in some areas such as professionally-accredited accounting courses. This review focuses on these common issues particularly relating to, and impacting on learning and teaching.

The economic value of business education

Despite challenges facing higher education the value of business education is economically significant. A report completed by Access Economics for the ABDC estimates that on average business graduates will earn more over their working lives than those with non-business degrees and also make a net contribution to the economy worth as much as \$660,000 per graduate (<http://www.abdc.edu.au/3.9.0.0.1.0.htm>) compared to non-business discipline net economic value of \$254,000 per graduate. Additionally, business faculties attract the highest proportion of international, fee-paying students. The DEST category of Management and Commerce had the largest proportion of overseas student commencements in 2006 with 46.4% (DEST, 2007).

Chapter 4 – A review of scholarly literature

The Scoping Study conducted an extensive review of known literature on learning and teaching-related issues. The review begins by providing an outline of the research methodology followed by various sections that can be divided into the following categories:

- | | |
|---|--|
| ➤ External forces affecting learning and teaching | ➤ Curriculum issues |
| ➤ International higher education players | ➤ Embedding innovation and good practice disciplines |
| ➤ Teaching and other resources | ➤ Teaching context |
| ➤ Learning and teaching in higher education | ➤ Studies of Australian business education |

External forces affecting learning and teaching

External forces such as the effects of globalisation (Ahlawat and Ahlawat, 2006; Alon and McAllaster, 2006), increased university exposure to market-forces, changing government policy and accreditation requirements are among the main forces driving recent changes in higher education (BHERT, 2006). An extensive literature has developed which attempts to document, highlight and critique the effects of such changes on business higher education in Australia (Cecez-Kecmanovic, Juchau, Kay and Wright, 2002; Gallagher, 2000; Marginson and Considine, 2000; Mathews, 1990; Moore and Diamond, 2000).

Societal changes and expectation, including a government-led user-pays approach, has resulted in changes to the ways that students manage their education. The implications of such a division of student time are particularly evident in the capacity of students to attend lectures and tutorials (see for example the Universities Australia report (2007)). Additionally, anecdotal evidence from one university suggests that many lecturers complain that since lectures have been recorded on Lectopia attendance at lectures has decreased and in some cases by significant numbers.

Student learning research

An extensive, and growing, literature focuses on learning and teaching in higher education (Ashwin, 2005; Biggs, 2003; Fry, Ketteridge and Marshall, 2008; Irons, 2007; Laurillard, 2002; Prosser and Trigwell, 1999; Ramsden, 2003; Trigwell, 1997, 2000). While this investigation does not focus specifically upon effective learning and teaching strategies, it does include an implicit recognition of broadly recognised principles of effective learning and teaching and strongly supports the importance of recognising the scholarship of teaching. Principles including identifying deep and surface approaches to learning (Ramsden, 2003), the alignment of curriculum objectives to learning and teaching activities and their assessment (Biggs, 2003), and recognition of the levels of learning development ranging from superficial to comprehensive (Bowden, Hart, King, Trigwell and Watts, 2002) are embedded within the rationale and theoretical understanding that underpin all aspects of this project.

International higher education players

The scoping study is limited to the Australian context. Notwithstanding, we begin by framing the project within the international context. Clearly, business higher education is influenced substantially by globalisation both within business and education. Internationalisation of the higher education market and the curriculum are substantially influencing business faculties.

Influence of accrediting bodies

First, the international initiative within Australian business education relates to the influence of prestigious international accrediting bodies such as the European Quality Improvement System (EQUIS) and the Association to Advance Collegiate Schools of Business (AACSB). In particular, the Assurance of Learning (AoL) approach developed by the AACSB has enormous potential to broadly influence the quality of learning and teaching in business education (AACSB International Alliance for Management Education Task

Force, 2006). The AACSB approach is unique to business schools (only a small number are currently accredited but more are currently applying) and is highly prized despite being a huge undertaking that consumes significant resources.

Influence of the Bologna Accord

A second important initiative currently in progress in Europe with the potential to widely influence Australian business education in the future is the development and implementation of the Bologna Accord (EFMD and Trendence, 2006). Forty countries have signed an accord to standardise the award structure of graduate and postgraduate degrees throughout all universities in Europe. The potential effects are considerable for education and industry not only for Europe but also for the rest of the world. For example, student exchange and credit recognition, during and after the development of the Bologna Accord, will substantially impact the international student market.

Influence of the HEA (UK) model

A third international initiative of particular interest for the current Australian context since the development of the Carrick Institute, as a facilitator and funder of improving quality within higher education, is the work arising from the Higher Education Academy (HEA) in the UK (see Hawkrige (2005)). Disciplines have been clustered into Centres for Excellence in Teaching and Learning (CETLs) grouped in 24 Subject Centres across the UK with a further 81 non-disciplinary centres funded in 2005 (Carrick Institute, 2007). In turn these 24 Student Centres are being aggregated into 10 clusters. The recent Carrick Institute paper (Carrick Institute, 2007), explores whether the HEA model provides a highly compatible learning and teaching model for the Carrick Institute to implement in Australia.

Studies of Australian business education

Numerous studies into business education have been undertaken over the last two decades by various stakeholders some examples are:

- Government: DEST (2002, 2005,2006) BHERT (2006)
- Academe, in particular the AUTC (2002), Universities Australia (2007), ABDC & Access Economics (2005)
- Industry: AIG (2006), BCA (2006a, 2006b), BIHECC (2007),
- Professional associations: CPA (2005)

The most recent and comprehensive study was undertaken for the Australian University Teaching Committee (AUTC) and was led by Professor Dubravka Cecez-Kecmanovic (Cecez-Kecmanovic et al., 2002). The study, the *Australian Business Education Study: enhancing the quality of Australian business education*, identifies business education as the largest and fastest growing sector in Australian universities and emphasises the changing nature of business and business education.

This mixed method study used focus groups and DEST data to highlight seven broad challenges within Business higher education: globalisation and environmental turbulence; competition and collaboration; IT and new learning environments; impact of ICT; convergence and continuity of knowledge; diverse student body; and adequate investment into quality education.

The report is extensive and highlights the need to develop systemic national approaches to dealing with business education issues. Unfortunately, many of its recommendations were not implemented and some remain as key issues for the discipline. Other recommendations were subsequently surpassed by the rapid changes in the sector (e.g. international rather than domestic accreditation). One key outcome of the project was the development of the ABDC in 2002. Clearly this study provides an excellent foundation on which to build this work. See Appendix 2 for report recommendations.

Curriculum Issues

Curricula within business faculties are widely divergent. Factors leading and supporting this divergence were discussed above (page 8-9). The proliferation of courses is considered by many to be confusing (Cecez-Kecmanovic et al, 2002:34). To reduce confusion and overlap and increase coherence many universities are currently ‘mapping’ their curriculum. In fact, over the previous decade, most have specified graduate qualities/attributes that graduates should be able to demonstrate if they are to meet career challenges. Today’s workplace not only requires knowledge, but also the ability to manage relationships and work in a team environment. It should come as no surprise that curriculum development is near the top of the agenda.

Education or training?

One longstanding issue relates to the extent of incumbency upon universities to emphasise either education and/or training. Many academics maintain that the primary role of universities, and in this case business faculties, is to provide the opportunity and stimulus for education not training. In this view, emphasis is placed upon developing theoretical understanding and critical thinking capabilities amongst other desirable graduate attributes as well as mastery of disciplinary content that will allow graduates to be productive in their professional employment. Many outside the academic community are concerned that universities have become detached from real-world learning, and greater focus on work-readiness and employability skills is required (Ballantyne, Lowe and Marshall, 2004; Business Industry and Higher Education Collaboration Council, 2007).

Core knowledge

Tied to the emphasis on overall curricula are issues relating to which units of study should be included in the core compulsory units within a Business degree. Again, no consensus exists between universities in relation to the number or composition of the core subjects in their Business degrees. For example, some universities emphasise early disciplinary specialisation, while others such as the University of Melbourne have adopted an approach closer to that in the USA, in which undergraduate courses emphasise general cross-disciplinary learning. Specialisation is emphasised later within postgraduate curricula.

Internationalisation of the curriculum

Internationalisation, especially in business, is often considered in terms of the movement of students – usually from less developed and poorer countries to more developed and richer nations. In terms of these ‘flows’ there is, of course, the consequent economic benefits accruing (somewhat paradoxically) to the richer, host country (Fallshaw, 2003). However, literature shows a wide range of views of internationalisation (see Ninnes and Hellstén, 2005) which highlight the importance of educational or economic development (Ball, 1998), the development of empathy towards other peoples and cultures, changing behaviours to preserve the world’s resources (Andreson, 1999) and the reconsideration of one’s own need to keep learning about the world. Jones (1998) suggests that “Internationalisation refers to the promotion of global peace and well-being”. In contrast, Bryson (2001) reports that internationalisation comprises an emphasis on economic growth that is associated with cultural imperialism and the decline of local cultures. Reid and Petocz (2007) maintain that internationalisation may be viewed as a value or disposition that can be fostered through carefully aligned curriculum objectives and activities and can contribute to our students’ approaches to study and indeed to their whole lives. In the specific context of business education, relatively little has been written about the concept of Internationalisation of Curriculum, and indeed the topic will be identified in the outcomes of this project as a ‘horizon’ or ‘radar’ concern (see pages 28, 37 in the present version).

Generic graduate skills

One area increasingly emphasised in many recent studies of business education by stakeholders external to business faculties is the role of the university in the development of generic graduate skills, sometimes referred to disparagingly as ‘soft skills’ (Allen Consulting Group, 2006; Australian Industry Group, 2006; Bowden et al., 2002; Business Council of Australia, 2006; CPA Australia, 2005; DEST, 2002, 2005, 2006; Goldsworthy, 2003; Hager, Holland and Beckett, 2002).

Generic skills include areas such as communication, teamwork, the ability to use technology, emotional intelligence, managing and resolving conflict, acting autonomously, self-monitoring and planning (Rychen and Salganik, 2001).

Clearly, the development of generic skills is not limited to the university context and is related to the informal as well as the formal curriculum. Moreover, such learning may continue after graduation and is part of lifelong learning. Curriculum alignment efforts, of learning and teaching activities and assessment to intended learning outcomes, include many attempts to see the development of generic skills in students. Such are often stifled by structural constraints, namely academics are experts in singular sub-disciplines and keenly pursue their tribe. Assessment of generic skills particularly for graduating students is challenging.

Employability skills, work readiness

One subset of graduate attributes currently attracting the attention of industry relates to employability skills. In this regard, graduates need to develop generic skills in order to make a smooth transition to their career and become adaptive and productive in the workforce. To determine employers' views information is gathered from employers on graduate capabilities through work such as the AAGE graduate recruitment survey (AAGE, 2007). This recent work approach develops and builds upon earlier studies such as the West Review in 1998 (DETYA, 1998), the *Employability skills for the future report* published by DEST (2002) and the ACER (2002) report.

DEST (2002) definition of employability skills

- Communication skills that contribute to productive and harmonious relations between employees and customers
- Teamwork skills that contribute to productive working relationships and outcomes
- Problem solving skills that contribute to productive outcomes
- Self-management skills that contribute to employee satisfaction and growth
- Planning and organising skills that contribute to long-term and short-term strategic planning
- Technology skills that contribute to effective execution of tasks
- Life-long learning skills that contribute to ongoing improvement and expansion in employee and company operations and outcomes
- Initiative and enterprise skills that contribute to innovative outcomes.

It is clear that employability skills are also linked to the notion of work readiness (Clark, Papadopoulos and Rogers, 2006), preparation for employment through work-based learning (Boud, Cressey and Doucherty, 2006; Boud and Solomon, 2001; Central Missouri State University) and internships (Universities Australia, 2007) and has been widely supported in the UK by the HEA (Little, 2003; Mason, Williams, Cranmer and Guile, 2003).

A recent high-level government funded project by the Business, Industry and Higher Education Collaboration Council (BIHECC) examined the 'development, teaching, assessment and reporting of graduate employability skills in Australian universities (2007). Established in 2004, and reporting to the Minister for Education Science and Training, BIHECC advises government on ways to increase collaboration between the higher education and Business sectors.

The project was undertaken between March and June 2007 using a qualitative mixed method approach of desktop research and interviews, which led to the development of a discussion paper that was then circulated for comment, and further interviews were conducted. The findings of the report suggest that Business is generally satisfied with graduates' level of technical competency but "for some there is a perception that employability skills are under-developed" (BIHECC, 2007:2).

Recommendations of the BIHECC Report

The report recommends placing greater emphasis upon the identification, development and assessment and reporting of such skills within universities.

1. To establish an Employability Strategy Fund.
2. To explicitly identify employability in all university curriculum.
3. To improve and increase access to Work-Integrated Learning.
4. To enhance teaching and assessment of employability skills.
5. To offer students self-assessment options for employability skills.
6. To explicitly report on employability skills demonstrated through Work-Integrated Learning.
7. To encourage more effective integration of employability skills in student e-portfolios.
8. To explicitly include employability skills in the forthcoming Australian Diploma Supplement.
9. To encourage Business to provide structured cadetships.

Source: BIHECC 2007: 5-6

Curriculum mapping

Curriculum mapping for staff, faculty and university leadership is highly valuable, both for monitoring course diversity and overlap and as a strategic opportunity for reflection resulting in alignment of graduate attributes, course objectives and assessment (Biggs, 2003). Additionally, for staff involved it encourages discourse and provides an opportunity for reflection (Sumsion and Goodfellow, 2004). External stakeholders are also endorsing curriculum mapping as a strategic opportunity to shape graduate attributes, for example as a key recommendation of the recent BIHECC (2007) report on the development of graduate employability skills. Mapping graduate attributes is increasingly being employed by academic leadership as a useful means of identifying gaps in the curriculum.

The development of graduate attributes arises out of discussion concerning the goals of contemporary education and the demands of modern life (Rycken and Salganik, 2001). A growing number of studies are examining graduate attributes and their role and development within universities (Barrie, 2004; Bath, Smith, Stein and Swann, 2004; Davies, 1999; James, Lefoe and Hadi, 2004; Smith and Bath, 2006; Thompson, 2006; Wright, 1995).

Assessment and Assurance of Learning

In order to assess the development of such generic skills during a course of study, it may be necessary to move beyond orthodox methods of assessment for example by engaging industry within the assessment process of some subjects. A number of studies have identified the merits of including such areas and methods in assessment of business higher education (Boud and Falchikov, 2005; Cummings, 1998; Fallows and Steven, 2000; Jackson, Watty, Yu and Lowe, 2006).

One increasingly popular assessment approach used in the UK and North America is the e-portfolio. This is being effectively integrated both as a means of formal assessment and for personal development (Grant, Jones and Ward, 2004). E-portfolios allow students to understand and reflect on their achievements, and present these achievements to potential employers. The flexibility in using such technology allows students to not only focus on individual course assessment, but also on the broader issue of graduate skills and how they are achieved. Some Australian universities such as the Queensland University of Technology (QUT) are also using e-portfolios¹.

¹ The Carrick Institute has funded a major project on e-portfolios led by QUT and is due to report later this year.

Teaching and other resources

Teaching skills and incentives

Cecez-Kecmanovic et al's (2002) study highlights some major challenges for teachers in business education including a highly diverse student body and large class sizes (300 to 400 students are not uncommon in lectures for core Business subjects). Not surprisingly this translated into very high student/staff ratios within many universities (2002:123), with many staff facing significant workload pressures.

Additionally, the emphasis on research, including the demands of the RQF and consulting opportunities, often competes with teaching. Also, the emphasis of reward structures does not value scholarship of teaching (Barrie, Ginns and Symons, 2007). Attractive salaries in industry have reduced the incentives for bright graduates to earn doctorates and pursue academic careers. The effect of this is lack of real incentive for teachers to focus on teaching. Teachers may teach more efficiently rather than for student learning particularly through teacher-student interactions, and the enthusiasm of discipline experts for focusing attention on content at the expense of the processes to engage students in learning that content rather than teaching, can result in questions as to the relevance or lack of alignment of course content within an award structure (Biggs, 2003). Such challenges are known to impact teaching methods with many staff required to undertake lectures in large lecture theatres out of economic necessity.

Government funding of higher education

While discussions of funding for Business in higher education are crucial, they are beyond the scope of this study. For further discussion of this area see Cecez-Kecmanovic et al (2002).

Industry and internships

Another important recent work perhaps indicating a changing emphasis in higher education is that by the newly formed Universities Australia (Universities Australia, 2007) that superseded the Australian Vice-Chancellors Committee (AVCC). The report entitled 'A National Internship Scheme' presents a rationale and costing options for all university students to undertake some form of work and work-based learning during their time at university. Based on recent studies in the area the paper suggests that "85% of all students work in paid jobs at some stage of each year" (2007:2). Such work has limited relevance to their disciplinary study or their future professional interests. The authors go on to suggest that workforce participation rates are higher than in other industrialised nations. The work undertaken by students is generally regarded as "scraping a living, not enhancing a career" (2007:2). Integration of work and study is not a new idea within the university and tertiary education areas - many universities have highly effective work-based learning programmes and schemes that operate in a range of disciplines (for example, education, health and engineering (2007:2)).

The report highlights the importance to employers and students of integrating work and university studies and points to the high levels of achievement by universities in studies examining the effectiveness of university courses in developing necessary disciplinary and employability skills (DEST, 2002). The paper suggests five options (based on the cost to run each of them) for government and industry to consider in relation to adopting a national approach to resolving the issues.

Other resources

Many useful resources exist to support learning and teaching in Business higher education. These include: the recent development of the Carrick Exchange (The Carrick Institute for Learning and Teaching in Higher Education, 2006 due for release in 2008); resources for doing groupwork (University of Sydney (USyd) website); resources for working with international students (Flinders website); Carrick Institute DBI program guideline, 2006 (Carrick Institute website) resources to assist tutors (USyd website). UK Subject Centres; AACSB; EFMD.

Embedding and developing project outcomes and innovation in disciplines

Recent work undertaken in the area of disseminating innovation and project outcomes within higher education projects suggests the need to include a focus on embedding strategies within projects as they occur

(McKenzie, Alexander, Harper and Anderson, 2005; Southwell, Gannaway, Orrell, Chalmers and Abraham, 2005)

Dissemination through embedding strategies throughout the life of a project has been shown in recent research to be strongly linked to sustainability of project outcomes and innovation (McKenzie et al., 2005; Southwell et al., 2005).

According to this literature, dissemination can be defined as the adoption, embedding, scaling up and continuation of key outcomes and innovations of a project or service and is strongly related to organisational change (Southwell et al., 2005).

The literature is extensive in the area of dissemination and includes:

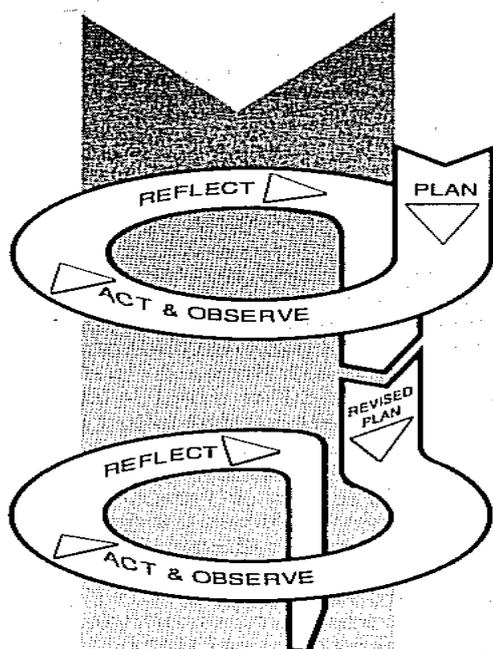
- The role of adapters of innovation – innovators, early adopters, etc (Rogers, 1995)
- Importance of involving leadership - both senior organisation or community leaders and champions of practice (Southwell et al., 2005)
- Need to involve communities of practice – through shared language, understandings at the practice level (Lave and Wenger, 1991; Wenger, 2004)
- Development and use of a shared language for communication and translation of shared meanings between communities of practice (Yanow, 2004)
- Development of a climate of readiness for change (Southwell et al., 2005)
- The use by some researchers of the notion of ‘scaling up’ of dissemination by engaging at various levels: four dimensions – depth, sustainability, spread and shift of reform ownership (Coburn, 2003)
- The use by some researchers of an agricultural metaphor to describe various methods and levels of dissemination – sowing, scattering, spreading, planting, grafting (King, 2003)
- Limitation of clearing houses and repositories when used as stand alones (Southwell et al., 2005).

Chapter 5 – Investigation Strategy

An action research methodology

A form of action research was considered by the project team to best fit the scoping study brief contained in the Carrick Institute DBI funding guidelines. The guidelines required project leaders to consult widely across stakeholder groups and to develop project outcomes consistent with existing disciplinary structures, practices and bodies of knowledge in the Business higher education sector.

Table 1: The Action Research Spiral (Kemmis and McTaggart, 2001)



About action research

Action research has been described as involving “...a participatory, democratic process concerned with developing practical knowing...” (Reason and Bradbury, 2001:1).

The methodology was developed to maximise collaboration throughout different stages of the project. Feedback loops were incorporated to facilitate wide engagement with key stakeholders in data collection and analysis, as well as in the preliminary dissemination of findings at working seminars.

Where possible the project team disseminated the early learnings and findings and gained feedback within other local and national fora (e.g. Carrick-funded projects) within various Carrick Institute DBI fora and released through various communiqués within the ABDC and the ABDC T&L Network itself.

Project timeline and investigation phases

Phase	Timeline	Project phases
Phase 1: Establish and gain commitment from internal/external reference groups	Nov 2006	A number of phases of investigation were developed and implemented based on access to key stakeholders for data collection and dissemination, such as the joint ABDC/BHERT conference and the ABDC T&L Network meetings. The project team saw the opportunity to maximise access to these key stakeholders having the project placed on the agendas of these important fora.
Phase 2: Conduct preliminary literature review for use in application	Nov – Dec 2006	
Phase 3: Collect data	Feb – June 2007	
Phase 4: Analyse data	June – July 2007	
Phase 5: Workshop findings	Sept – Oct 2007	
Phase 6: Disseminate and evaluate	Throughout the project	

Phase 1: Establish and gain commitment from internal/external reference groups

Buy-in from internal and external stakeholders was obtained during Phase 1. The ethics committee of the University of Sydney also granted approval to proceed with the project.

Internal stakeholders

The team was careful to identify, establish and secure commitment from internal and external stakeholders. The ABDC T&L Network was the key internal stakeholder body since its participation enabled national engagement with 37 university business faculties and leaders of learning and teaching. In fact, the project had been initially conceived in an ABDC T&L Network meeting which recognised the importance of inclusivity. Hence, all members of the ABDC T&L Network were asked to participate as named representatives of their participating institution.

Following approval of the project application by the Carrick Institute, the project team ensured that the project became an integral part of the bi-annual meetings of the ABDC T&L Network. The agenda of the bi-annual meetings was developed with a view to incorporating relevant stages of the project. And importantly, support for the project was requested from the ABDC Deans and the project was strongly endorsed.

External stakeholders

During the drafting of the project application external stakeholders (key members of national professional, academic and industry organisations) were invited to provide feedback. Leaders of the various national associations and selected international bodies (e.g. UK HEA Subject Centre for Business) were also invited to join the project reference group. Following confirmation of commitment the names of the associations and their leaders were included in the project application. They were also invited to participate in interviews and conference (Phase 3) and working seminars (Phase 5) throughout the project.

Phase 2: Conduct preliminary literature review for use in application

A preliminary search and review of Australian literature on similar studies was undertaken. Of particular importance was the extensive three-year study conducted by the AUTC (Cecez-Kecmanovic et al, 2002), which provided a comprehensive analysis of business education in Australia and an excellent starting point and foundation for the development of this project.

Phase 3: Data Collection

Data collection was organised in two separate stages

Stage 1: ABDC T&L Network and BHERT meeting

ABDC T&L Network survey and focus groups

In Stage 1 of the data collection process, the associate deans in the ABDC T&L Network participated in the research during their bi-annual ABDC T&L Network meeting held in Sydney in February 2007. Prior to the meeting members were asked to discuss learning and teaching issues with colleagues in their faculty (including the dean and senior faculty learning and teaching colleagues) and complete a questionnaire based on the conversations to guide future planning in learning and teaching broadly within the Business discipline.

Questions addressed issues such as: What information informs curriculum decision-making? What are the opportunities and barriers to improving quality of coursework learning and teaching?

At the February 2007 meeting, six focus groups were formed to discuss and workshop individual responses to the questionnaires. Key issues were documented by project team members who also kept notes of the discussions. The responses were aggregated, prioritised and followed by discussion of each of the themes.

To foster deeper and shared discussion of the issues and their prioritisation the project team used a 'world café' approach². Each focus group was expected to identify and develop five major themes that could be

² World Café is a coordinated approach to focus groups. For an overview of the approach see the website at <http://www.theworldcafe.com/>.

developed into three funded projects. These themes were subsequently presented to the ABDC meeting where feedback was requested. Five themes were later reduced to three, since the approved project agreement with the Carrick Institute specified that three further project submissions would be developed as a deliverable of the project.

BHERT conference: Another important connection was made by the project team participating in a joint Business and Higher Education Round Table (BHERT) conference instigated by the BHERT and the ABDC in March 2008. The conference was attended by members of the ABDC and the ABDC T&L Networks and industry representatives and addressed by senior academics and industry speakers. The theme of the conference was closely aligned to the concerns and aims of this research project - *The Business graduate of the future*. The conference provided an opportunity to raise the profile of the project on the national stage and also enabled the project team to make contact with important association and business leaders. The Project Leader took the opportunity to disseminate ideas early in the proceedings by presenting a paper outlining the project at a concurrent session.

Stage 2: Academic, Professional and Industry Association Leaders – interviews

Interviews with key external Australian stakeholders: In Stage 2 interviews were undertaken with 32 leaders from major national academic, professional and industry association groups across Australia. The project team agreed that it was not appropriate to include state-based subgroups or subsections of industry such as manufacturers or small business. The interests of these groups were represented more generally by groups such as:

- Academic associations such as the Australia and New Zealand Academy of Management (ANZAM), Accounting and Finance Association of Australia and New Zealand (AFAANZ) and the Economics Society of Australia (ESA)
- Professional associations such as the Certified Practising Accountants of Australia (CPAA), the Financial Services Institute of Australia, and the Institute of Chartered Accountants in Australia (ICAA)
- Industry associations such as The Business Council of Australia (BCA) and The Australian Industry Group (AIG).

UK research: Due to the similarity between the HEA subject centres in the UK and the developing Carrick Institute, the project team considered it important to gain the perspective from a UK subject centre and to this end a face-to-face interview was undertaken with a leader from a HEA subject centre.

Stage 3: Extension of literature review

To complement the preliminary literature collected for use in the project application, the project team sought to gather a range of recent research on the state of business higher education in Australia.

Phase 4: Data analysis

Data analysis was undertaken after each of the two stages of data collection described above. Participants from Stage 1 identified five key themes.

Key themes identified from Stage 1

Theme	Participants identified these key themes
<i>Theme 1</i>	<i>Recognition and rewarding good teaching</i> - Business faculties need to attract, retain and re-invigorate academic teachers and managers to value and develop capacity and leadership in T&L.
<i>Theme 2</i>	<i>Infrastructure to support responsive curriculum</i> – sustainable national mechanisms are needed to support strategic program decisions within individual faculties. This would include: <ul style="list-style-type: none"> • Managing curriculum in sustainable ways for changing market needs and

	<p>different contexts</p> <ul style="list-style-type: none"> • Aligning assessment to achieve learning outcomes (including generic graduate attributes) • Satisfying professional accreditation requirements • Developing graduate attributes especially 'soft skills'.
<i>Theme 3</i>	<i>Building & developing T&L capacity</i> – through collaboration and sharing staff development resources.
<i>Theme 4</i>	<i>Aligning assessment to achieve learning outcomes</i> – develop a database of assessment exemplars to achieve specific graduate attributes (including items such as emotional intelligence).
<i>Theme 5</i>	<i>Business education sustainability</i> <ul style="list-style-type: none"> • Maintaining and balancing relevant scholarly standards and work readiness in business education – establish a mechanism to ensure sustainable evaluation of business education challenges • Embedding feedback processes from employers – what employers think is important if we are to establish sustainable feedback. This should be done annually (e.g. BCA survey).

Key themes identified from Stage 2

Data collected in Stage 2 was analysed according to the following schema:

- Key issues were first identified from the interview transcripts by the project team using a grounded theory process rather than any predetermined theoretical framework or categories.
- In order to provide a level of triangulation of the data, an external analysis of the transcripts was also undertaken by a consultant using NVivo³ software. Broad categories were provided to the consultant by the project team.
- Interview transcripts were de-identified and key issues were developed both by the research team and the NVivo analysis. Development of these issues was a significant challenge for the project team since the data was not homogeneous and reflected widely disparate views. These were gained from participant responses (e.g. curricula emphasis and the role of academics). These tensions were particularly noticeable when the views of industry association members and academic association members were contrasted. Following this, the project team integrated the key issues based on the two levels of analysis (project team and NVivo). Seven preliminary themes were developed. The project team again had difficulty dealing with the tensions that were evident across the data and at the same time identifying and grouping common issues. On the one hand the analysis needed to accurately represent the tensions that were evident in the conflicting views on certain issues, for example in the importance placed upon the development of generic skills, while on the other hand the project team were required to identify some findings that while representative (to internal and external stakeholders) also provided some issues and themes that could potentially be addressed by future funded projects. The analysis was therefore done collectively by the project team and did not focus on individual analysis of the views of particular stakeholder groups.

³ The NVivo software is a tool for analysing qualitative data. For more information see http://www.qsrinternational.com/products_nvivo.aspx.

Key Themes identified from Stage 2

Themes	Participants identified these key Issues
<i>Theme 1</i>	➤ <i>Diversity of business faculties:</i> diversity within and across faculties as well as between different university groupings (G08; ATN; Regional)
<i>Theme 2</i>	➤ <i>External pressures:</i> <ul style="list-style-type: none"> ○ <i>Accreditation:</i> most universities are involved in comprehensive quality audits and accreditation processes such as AUQA and AACSB ○ <i>Changing work roles:</i> Academic roles have changed in response to the introduction of new university-wide business models ○ <i>Prosperity or “cash cows”:</i> Business faculties in some universities are seen as subsidising other faculties by their large enrolment of fee-paying international students ○ <i>Internationalisation</i>
<i>Theme 3</i>	➤ <i>Academic-professions-industry liaison:</i> the need for sustainable relations with key external stakeholders
<i>Theme 4</i>	➤ <i>Teaching context:</i> the need for ongoing academic professional development in areas such as technology, scholarship of teaching, etc
<i>Theme 5</i>	➤ <i>Student pressures:</i> in areas such as large cohorts of international students, plagiarism, growing litigiousness
<i>Theme 6</i>	➤ <i>Curriculum:</i> <ul style="list-style-type: none"> ○ <i>core knowledge in disciplines:</i> questions as to what should be included in the core curriculum ○ <i>generic skills:</i> who, how, when and where should they be taught ○ <i>course structure:</i> balancing core and specialisation courses within curriculum
<i>Theme 7</i>	➤ <i>Resources:</i> maximising use of often limited resources

Synthesis of Stage 1 and Stage 2 Data

When the project team integrated data from Stages 1 and 2, ten themes were developed which encompassed the key issues across all the data⁴.

1. Developing generic skills

A salient theme within the data relates to the development of generic skills. Tensions did exist between responses in relation to the extent that this was considered to be the role of the universities; nevertheless it remained a strong theme.

Generic skills were also known as “soft skills”. One interviewee thought this nomenclature inappropriate because; ‘*they’re actually the ones where people actually have to do the difficult work*’. A number of interviewees preferred to use other terms, emphasising individual skills such as communication, critical thinking, problem solving, teamwork, etc.

Consistent with research in the area of teaching and developing generic skills, there was general agreement that generic skills were important for graduates and that students were not demonstrating generic skill

⁴ It is important to note that the data excerpts included in this report are individual responses and do not represent a sector view.

development from their university studies as well as they might be. However, there was little agreement about the degree to which generic skills were important (i.e. foundational or supplementary), whose responsibility they were to teach (university or employer) or how they should be assessed.

Some considered that universities could improve teaching and assessment in the area and that more focus ought to be given to engaging students in contexts where generic skills were acquired.

The teaching of the soft skills ... is something that all universities could do better.

In contrast, others rejected the notion that universities ought to focus on developing vocational skills to ensure graduates leave university 'job ready'. These respondents insisted that the emphasis of university education is on a longer-term investment into the professional development of graduates that would eventually pay dividends in future years rather than providing a quick, short-term return to the student and employer.

The universities who take an education focus, rather than a training focus, will shortly catch up and forever leave the others behind.

The issue of whether teaching generic skills is a university responsibility or something that is acquired in one's upbringing or part-time work – one interviewee suggested that all students ought to work somewhere like McDonalds in order to be trained in basic workplace skills.

Some representing academic associations had different views and some expressed that universities needed to improve in areas that were really central, such as thinking independently and problem solving

...we probably don't do a very good job of producing graduates now that can think independently or that are good problem-solvers.

Others considered that generic skills were in fact more important for graduates in preparing them for their profession and that they were more difficult to learn than many technical skills.

... it's the skills that you call 'soft skills' which are actually what makes people effective in the workplace and makes them understand what the issues are that the organisation's facing. So getting people to think outside of the spreadsheet is really, really important.

2. Professionally relevant learning

Another area closely related to generic skills is the issue of professionally-relevant learning. For many of the academics as well as professional and industry association representatives interviewed, this area was regarded as highly important. Again (as for generic skills) there were divergent views as to the responsibility of universities; however there was agreement that the area is very important for all graduates.

But most employers...are positive about business graduates. They're reasonably positive about them. But they've found that there are areas where they think the – both the skills of business graduates, and their preparedness for life in the workplace, could be improved.

Employers require graduates to have gained professional knowledge and to be able to act in ways that reflect growing professional understanding.

Business learning can be too generic and insufficiently specific to business needs. It is important that students learn how to transfer knowledge into a usable form. ...

The contextual application of professional knowledge can take many forms but is crucial for success

...the practical survival skills in business ... how do I deal with talking to people in positions higher than I am? How do I cope with the whole organisational life in terms of its culture, its politics?

Clearly these are not only skills but also include values and attitudes, which are socially and culturally developed throughout the course of one's life and not restricted to educational development. However, some interviewees considered that there were ethically-oriented, professionally-appropriate approaches that ought to be given more emphasis within the curriculum.

If we can educate in a way that also gives students the opportunities to grow as people and to practise people-related skills then I think that's very much to the better...If in the educational process we can give our students people skill development opportunities, and by people skill development ...communication

skills, presentation skills, team work skills, the capacity to be tolerant and adaptable and respectful and courteous and engaging people...

It was suggested that if graduates have such attributes then they will be better placed to add value and integrate effectively in the workplace.

So I think there it is important that we train students to be able to hold their own in the workplace ... part of it is a bit of moral courage and backbone to be able to justify and stand up to counter-positions.

3. Valuing quality teaching

Another particularly important theme identified in Stage 1 of the data collection with internal academic stakeholders was the low level of value accorded to quality teaching. Currently there are strong views that learning and teaching are highly undervalued across the sector. This view was also considered important by association leaders.

One, they can't recruit staff, and two, the level of resourcing they get in the university is relatively low compared with the revenue that they generate.

This theme also included a sub-theme of attracting and retaining good staff.

Most of the things that might've been an attraction of this career are pretty much gone. While most lecturers have excellent knowledge, they are not theatrical and so can't be used to teach huge classes - yet universities want students to be exposed to good research-led teaching

These views were supported by some association representatives.

But the complete lack of focus in teaching people, in celebrating and getting rewarded for doing a fabulous job teaching people, is bizarre.

...one of the big challenges is going to be getting quality staff...I think it's going to be very difficult for Business schools to keep on attracting high quality staff.

Some suggested that proposed changes across the sector were not encouraging positive change.

... some of the national reforms are pushing towards kind of teaching only universities and all those sorts of things on the assumption that if you have teaching only, then you'll have really good teachers, really good faculty, really good presenters in that sense who have the chance to do more outside stuff. Now I'm of the view that that's a mistake, it's a bit of a kind of a trap because then you will start to morph into the TAFE sector

4. Curriculum mapping for developing graduate attributes

Both the T&L Network and association members agreed that curriculum reform was essential. Balancing and integrating the curriculum was seen as a major challenge

... Business degrees like most things need to be integrated better. You still do subjects in isolation. ... Complete isolation, so the accounting lecturer never knows what the HR lecturer has presented and has no real interest. So as a result you get this kind of disjointed kind of siloed modular approach which is kind of administratively convenient for the university, but completely unrealistic for the graduate when they leave that and go into the workplace when all that stuff's just thrown into the shopping trolley together.

Some academics and association members considered that industry, including the public sector, ought to have a greater role not only in specialist teaching (e.g. guest lectures) but also in the development of curriculum

I would love to see, from a government perspective, more involvement in developing course curriculum and providing materials for study like case studies and other sort of scenarios.

Collaborate with business faculties in developing programs and opportunities to better understand the relevance of a long-term education vs short-term training.

The need for integrating various forms of work-based learning into the curriculum was also a strong theme

That's that age-old question about whether you're trying to kind of raise the bar and inject some knowledge into them, or whether it's sort of preparation for work... if we can give the graduates a really good grounding in a range of different parts of the Business world, then they go into an organisation and they get their work preparation...

5. Internationalisation of the curriculum and diverse student body

Another common theme was the effect of the internationalisation of the curriculum upon learning and teaching. In particular the issues associated with competition to attract international students to particular universities.

The fierce competition for international students is a major challenge. The move by regional universities to develop branch campuses providing Business courses for international students in major cities already covered by large research-intensive universities is fraught with problems

Additionally the need for meeting the needs of a diverse student body in the classroom was highlighted,

You've got the international ones... [then] you've got the domestic students, you've got the full-time, young undergraduate less work experienced than the mature aged professional. So you've got to try and marry the needs of those different groups, and often in the same class, so that's a real challenge.

6. Sustainable industry engagement

Wide consensus existed across all stakeholder groups that academe and industry, including the public sector, would benefit from closer relationships.

So I think that would be good. A stronger connection with us, as an industry, if you like.

It's imperative that (business faculties) get closer to the Business community. An endless flow of benefits would accrue, including dollars... Unfortunately only a few isolated academics are close to the Business community.

7. Funding and large class sizes

Class sizes remain a major concern amongst many academics, and professional associations echoed these concerns as impacting the quality of learning and teaching

You have the best person in the world, but if they are teaching twice as many kids as they should be, then they can't give that personal touch which is the difference between an acceptable graduate and unacceptable...

Cut class size. You have to cease having a parasitic relationship with the student body. You can't treat high-paying customers so poorly. What's it really going to cost to provide students with some personal touch, which can obviously be addressed by smaller class sizes and dedicated people?

8. Sub-disciplinary specific issues (e.g. Shortage of qualified staff)

Some sub-disciplinary issues were also prominent and in particular concerns were expressed across all stakeholder groups about the current challenges faced by the accounting discipline.

A major challenge is the critical shortage of appropriately trained accounting staff

I guess another significant issue, particularly in accounting, is one, finding sufficiently qualified staff. This is a significant problem because most of us will retire; about half of us are going to retire in the next 10 years

It's very difficult to get young people to come in at the other end because the money is considerably better usually. ...to do with the staff and attracting the people of sufficiently high quality... it's a world where people of Business skills can earn pretty well in the private sector, and to be attractive while teaching at a pretty modest salary has got to be a pretty challenging thing for a school. So I think they need to find ways of supplementing the incomes of the academic staff in order to get the best.

9. International accreditation

This theme was of concern to many of the T&L Network members who are often involved in coordinating very time-consuming quality assurance activities within their faculties with little extra support. Concerns were also expressed that the quality assurance activities impacted the learning and teaching environment both in curriculum and processes and in assurance of learning.

10. National RQF and pedagogical research

The advent of the RQF framework as a means of regulating and rewarding academic research activities was identified by many academics as a major setback for the recognition and rewarding of learning and teaching in universities.

Phase 5: Workshopping the findings

Regular updates were provided to internal and external stakeholders to help maintain the support and enthusiasm of leading figures such as the ABDC deans. The preliminary findings were presented at the meeting of deans in June and their feedback incorporated into the findings. The deans were useful in ensuring that the project stayed focused on learning and teaching issues.

Feedback was obtained on the early findings from a representative of the HEA in the UK providing a useful benchmark as well as the leader of the earlier AUTC study (Cecez-Kecmanovic et al, 2002) which helped to clarify how to most effectively build on the earlier AUTC study and to test the feedback on the early themes and findings.

After further analysis the project team refined the project summaries incorporating the theme of sustainable industry engagement into the summaries on developing generic skills and professionally-relevant learning.

Workshop	Nature of workshop
<i>ABDC T&L workshop of findings</i>	<p>The agenda of the ABDC T&L Network July 2007 meeting was again focused largely on workshopping the project findings. The agenda included the following feedback and development activities</p> <ul style="list-style-type: none"> • <i>Presentation of the themes from focus groups at March ABDC T&L meeting</i> • <i>Presentation of data from associations</i> • <i>Each group reports back on annotations to whole group.</i> • <i>Group discussions to develop the themes against the Carrick Institute project criteria</i> • <i>Prioritising projects</i> • <i>Criteria for the Carrick Institute project team members</i> • <i>ABDC T&L Network members nominate top three preferences for which projects they wish to participate in and/or lead.</i>
<i>Working Seminars</i>	<p>A series of breakfast working seminars was held in five capital cities (Perth, Adelaide, Melbourne, Sydney and Brisbane) over October to present and gain feedback on the preliminary findings. These state forums targeted internal and external stakeholders who had participated in the projects including the ABDC T&L Network and academic, professional and industry association leaders. Additionally, with dissemination of the project in mind academic managers and leaders (including deans and some PVC's Learning and Teaching), students, academic and student support services, and representatives of a newly formed National Association of Business Students (in total, approximately 180 participants) were involved in the working seminars across Australia.</p> <p>The agenda at each working seminar included:</p> <ul style="list-style-type: none"> • <i>Guest speaker:</i> A guest speaker (industry/professional association leader) was asked to present some thoughts around Business higher education to promote discussion • <i>Project findings:</i> A brief overview of the scoping project aims, process and findings including ten themes was provided • <i>Group discussion and feedback:</i> Groups at three tables of mixed association

	members, academic leaders, general academics, site champions in faculty learning and teaching committees, professional developers and student representatives were asked to comment on the three projects. Discussion facilitators were appointed and notes were taken within each group who then presented back to the whole group.
--	--

Phase 6: Evaluation

An external evaluator was engaged to evaluate the project. The evaluation aimed to judge the effectiveness of the project for various participating stakeholders

Chapter 6 – Findings and intended/unintended outcomes

The issues identified by stakeholders were categorised by the project team into three groups: For action; on the radar; and beyond our scope.

1. **For Action:** issues in this group are regarded as meeting all of the criteria (see below) and were prioritised for development into Stage 2 funding proposals in Carrick Institute DBI funding applications.

- Developing generic graduate skills
- Professionally-relevant learning – the expectations gap
- Valuing quality teaching.

2. **On the Radar:** issues in this group are regarded as being very important and meeting the criteria and to some extent overlap with the *For Action* themes above, but whether for reasons of timing, overlap or urgency will also be considered for future focus by the ABDC T&L Network.

- Curriculum mapping for developing graduate attributes
- Internationalisation the curriculum and developing intercultural competence
- Sustainable industry engagement.

3. **Beyond our Scope:** issues in this group are regarded as being beyond the scope of the project and the ABDC T&L Network alone. This may either be because the level at which the issue needs to be addressed is beyond the ABDC T&L Network (i.e. issues relating to funding and class sizes within business faculties) or beyond the control of the ABDC T&L Network (for example, issues relating to the impact of the RQF on academic workload is clearly a highly important issue but requires high-level leadership support to effect change).

- Funding and large class sizes
- Disciplinary specific issues (e.g. Accounting curriculum and shortage of qualified staff)
- International accreditation
- National RQF and pedagogical research.

Ten key issues identified

The main outcome of the project was the identification of ten key learning and teaching issues across the business higher education sector. These ten themes were clustered so that sub-themes were included in larger overall areas. For example issues around learning and teaching such as workload, prioritising and valuing teaching were incorporated in the wider theme of rewarding quality teaching.

The issues were then classified according to their potential for being achieved by the T&L Network. Using a set of criteria developed by the project team each of the issues was evaluated for potential inclusion into one of three projects. Three project summaries were developed including aims, objectives, a summary and intended project outcomes. These will form the basis of three further applications for funding to the Carrick Institute.

The Study identified ten key issues
<ol style="list-style-type: none"> 1. Developing generic graduate skills 2. Professionally-relevant learning – the expectations gap 3. Valuing quality teaching 4. Curriculum mapping for developing graduate attributes 5. Internationalisation of the curriculum and developing intercultural competence 6. Sustainable industry engagement 7. Funding and large class sizes 8. Sub-disciplinary specific issues (e.g. Accounting curriculum and shortage of qualified staff) 9. International accreditation 10. National RQF and pedagogical research
Criteria were applied
<ol style="list-style-type: none"> 1. Does the ABDC T&L Network have the capacity to develop an achievable project to address the issues identified (e.g. 1-2 year timeframe, political realities, especially ability of capacity of ABDC T&L Network for carriage, and available funding)? 2. Does each of the key stakeholder groups (academics and employers) regard the issue as a high priority? 3. Is the issue relevant to learning and teaching? 4. Would a new project duplicate an existing project (particularly those funded by the Carrick Institute)? 5. How can the many specific themes and issues be effectively clustered together?
Three Carrick Institute projects were identified
<p>Project 1 - Building professionally-relevant learning and industry engagement in the business curriculum</p> <p>Project 2 - Building and assessing the development of generic skills across the business curriculum</p> <p>Project 3 - Valuing quality teaching in business education</p>

New opportunities for the ABDC to engage

A second important outcome of the project relates to the opening of new opportunities to engage with internal and external stakeholders.

Engagement with key external stakeholders The project identified further ways the ABDC can productively engage with key external stakeholders, including industry and professional associations and funding bodies such as the Carrick Institute.

Deeper engagement with ABDC stakeholders Further clarity of direction was gained for future strategic development of the ABDC T&L Network as the basis for collaboration at the national level with internal stakeholders (e.g. ABDC and ABDC T&L Network). Collaboration with other disciplines funded in the DBI by the Carrick Institute also occurred including meeting with Physics, Science, etc to discuss common issues across disciplines.

An informal ABDC T&L Network executive (T&L Network Executive) was formed from the remaining project team members to assist the ABDC T&L Network's development. A discussion paper was written outlining these strategic directions and was presented by the Project Leader to the ABDC deans at their November meeting. The T&L Network Executive plan to form a national industry reference group to facilitate dialogue and participation.

Expansion of ABDC T&L Network Further and strategic development of the ABDC T&L Network, representing learning and teaching leaders from over 35 universities across Australia, affords industry groups (e.g. BCA, AIG) and funding bodies (Carrick Institute, BIHECC) with an excellent opportunity for national partnership and dissemination of project innovation and outcomes (Southwell et al, 2005 and McKenzie et al, 2005). In their recent discussion paper on employability skills (2007), the BIHECC make recommendations to the Federal Minister for Education for funding to address issues relating to the development of employability skills. Clearly, the themes identified above have a substantial bearing on the development of employability skills. Early steps are being taken at collaboration in order to address these issues with BIHECC.

Significant unintended outcomes

Avoiding potential overlap and duplication Early identification of the extent of potential overlap and duplication of projects. Expanded funding opportunities for business related projects arising particularly through the Carrick Institute funding programmes, also create the potential for wasted effort in various funded projects. The T&L Network Executive offered to take a leadership role to reduce potential overlap by coordinating business related projects through the ABDC T&L Network.

Engaging relevant stakeholders Enhanced awareness of the importance of engaging all relevant stakeholders from the beginning (e.g. industry and students) and getting to grips with their perspectives of what constitutes an important outcome.

Strategic potential of the ABDC T&L Network Enhanced awareness of the strategic potential of the ABDC T&L Network and further development at an accelerated pace.

Role of key people Enhanced awareness of the crucial role of key people in supporting change, and in light of our experience of A/Dean turnover, both Project Manager and T&L Network Executive enable continuity and sustainability of organisational knowledge.

Evolution of the project team The scoping project team has evolved first informally and following ABDC ratification formally, into an T&L Network Executive. The Project Leader Associate Professor Mark Freeman continues as Chair of the ABDC T&L Network and Executive, supported by Associate Professor Phil Hancock (University of Western Australia), Associate Professor Lyn Simpson (Queensland University of Technology) and Project Manager Dr Chris Sykes (University of Sydney). The T&L Network Executive has mapped out possible future directions in the discussion paper referred to earlier in this section for the ABDC T&L Network, including the development of an executive office to provide increased and more sustainable infrastructure for the ABDC T&L Network.

Expanded role of ABDC T&L Network The discussion paper was developed and presented to the ABDC by the Project Leader. It identifies two broad aims for the T&L Network and strategies developed to achieve them. The paper was well received by the ABDC deans in November and the recommendations supported.

- Aim 1: Provide opportunities for professional development and resource/idea sharing built around embedding good practice T&L in business higher education.
- Aim 2: Facilitate a national, collaborative approach to systemic change that will improve T&L in business higher education.

The Carrick Institute have indicated their willingness and enthusiasm to work with

such a structure that might be sustained beyond the scoping study project.

<i>Successful Institute DBI funding application accounting discipline specific DBI project</i>	<i>Carrick Accounting for the Future: More than Numbers</i>
	The aim of the project is to outline the dimension of institutional curriculum concerns in relation to accounting education and to identify possible means of addressing them. The collaborative, sector-wide investigation will involve examination of the growing breadth of generic skills including communication, interpersonal and critical thinking skills which will be required of students who will graduate from university professional accounting programs over the next decade.

Chapter 7 – Future funding submissions

Following their collaborative development with key stakeholders the three themes identified for action were written up as introductory project summaries that will be subsequently developed for submission to the Carrick Institute. Full applications will be developed after the selection of project leaders and team member nominees from within the 35 participant universities.

Project 1 - Building professionally-relevant learning and industry engagement in the business curriculum

Project Rationale

The lack of engagement with real-world problems by business graduates was identified clearly as a widespread concern among industry, academic and professional associations. Typically, the business curriculum in Australian universities focuses on the development of discipline competencies, and relatively few curricula incorporate the systematic development of professional competencies and an understanding of the realities of professional life. The challenge is to find sustainable ways to embed professionally-relevant learning opportunities in the business curriculum and to engage with external bodies to support this process. Discipline areas such as engineering, nursing and teaching require students to undertake practical experience as a key component of their degree or registration. This is seldom the case across the formal and informal curriculum in business. Therefore, the intention here will be to develop a project that takes a strategic approach to developing professionally-relevant learning as a key component of the business curriculum.

Project Aim

This project will aim to improve the quality and relevance of business education for professional preparation through increased emphasis on professionally-relevant learning and industry engagement.

Project Objectives

- Increase staff awareness to enable staff to integrate professionally-relevant learning experiences, e.g. problem-based or experiential learning, case studies, annual reports, and analyst briefings, 'real' projects and work integrated learning.
- Increase student awareness to enable students to build their professional identity and prepare them for professional practice (i.e. facilitate student self-awareness of their understanding of work and their future profession).
- Develop an integrated curriculum to facilitate student transition for professional practice by engaging with professionally-relevant learning.
- Implement policies and strategies to disseminate, seed and evaluate teaching, learning and assessment policies and strategies that bring a professionally-relevant perspective to the curriculum. This includes incorporating national benchmarking of good practice outcomes.
- Develop ongoing partnerships with alumni, industry, government and professional groups that facilitate:
 - greater engagement of staff and students with industry, government and the professions
 - professional development opportunities for staff
 - incorporation of professionally-relevant learning activities in the business curriculum, i.e. how can external groups contribute to student learning experiences and assessment.

Project Outcomes

This project will:

- Increase recognition at the institutional, faculty and staff levels of the need for a professionally-relevant perspective to the business curriculum

- Increase student awareness of the importance of professionally-relevant learning as a key component of their business education
- Design and integrate policies and procedures reflecting professionally-relevant perspectives in business curriculum (e.g. course approval processes, documentation, etc)
- Build capacity in 'real-world learning' strategies and communities of practice through peer partnering, curriculum mapping and analysis
- Increase and sustain engagement and participation with alumni, industry and the professions
- Identify and implement processes for national benchmarking of good practice in the business curriculum.

Project 2 - Building and assessing the development of generic skills across the business curriculum

Project Rationale

This project seeks to address the widespread concerns identified among internal and external stakeholders in the scoping study about the low level of generic skills demonstrated currently in business graduates. Employers expect graduates to be skilled in critical evaluation, teamwork, emotional intelligence and lifelong learning as well as be sophisticated communicators. The challenge is to find sustainable ways to embed relevant learning opportunities for developing these in the business curriculum without necessarily sacrificing technical competence. In addition, there appears to be a major expectations gap between many employers and universities in terms of what the latter can reasonably be expected to integrate into the curriculum. Therefore, the intention of this project will be to take a strategic approach to building and assessing the development of generic skills as a key component of the business curriculum and one that allows for variation between different business courses and institutional positioning.

Project Aim

This project aims to improve the development and embedding of generic skills across the business curriculum.

Project Objectives

- Identify key generic skills to be integrated into the business curriculum that will form the focus of this study by synthesising previous research and industry consultation
- Identify good practice exemplars where relevant generic skills are currently being embedded in the formal and informal curriculum in business degrees and which are sustainable
- Increase staff awareness to enable increased integration of learning and assessment experiences that develop generic skills in the curriculum
- Increase student awareness of the importance of developing and assessing generic skills as a key component of their business education
- Identify levels of generic skill development that can be used for curriculum planning of degrees and implementation into the teaching, learning and assessment process
- Identify sustainable means for assuring learning of generic skills which may include, for example, use of e-portfolios
- Create sustainable employer/university communication to reduce the expectations gap and to establish an ongoing mechanism to identify core generic skill sets. For example, establish regular meetings with a reference group representing various employers and using the Carrick Exchange.

Project Outcomes

The project will:

- Enable business faculties to identify the core generic skills business graduates should be able to develop and demonstrate over a business degree
- Identify and disseminate examples of good practice that can be efficiently integrated into the teaching, learning and assessment process of business degrees to enable the core generic skills to be developed and demonstrated
- Increase awareness at the institutional, faculty and staff levels of the need to develop generic skills throughout the business curriculum
- Increase student recognition of the importance of building and assessing the development of generic skills as a key component of their business education
- Identify and disseminate methods and processes that measure competency in generic skill development
- Identify and disseminate methods and processes for providing assurance of learning generic skills in business graduates
- Build ongoing relationships with employer groups and other industry and professional groups.

Project 3 - Valuing quality teaching in business education

Project Rationale

This project seeks to address the widespread concerns identified among business faculty academic managers about the low quality of teaching in many business faculties and the low level of value currently attributed to all aspects of teaching Australia's future business leaders. Indicators of university learning experiences reported by business graduates through national surveys used in national teaching performance funding schemes (i.e. Course Experience Questionnaire) reveal this problem with the general quality of teaching. Business faculties and their teaching staff are particularly impacted by the rapidly changing business education environment.

This new environment contains an increasingly diverse student cohort, large class sizes and high student-staff ratios and an expanding knowledge base. These changes have created particular challenges for an effective student learning experience and a satisfying teaching experience in business faculties. The potential for teaching as opposed to research to contribute to fulfilling career aspirations has deteriorated further with the impending national research quality assessment scheme.

Therefore the intention of this project is to take a strategic approach to enhancing the value of teaching in business education by implementing systems and processes, including benchmarking, that support and value quality teaching in business faculties. This will require working collaboratively with the Carrick-funded Indicators project that is seeking to identify suitable sector-wide indicators and metrics on teaching and teacher effectiveness.

Project Aim

The aim of this project is to promote the importance of quality business teaching in higher education.

Project Objectives

- Identify appropriate indicators of quality teaching. This requires selecting the indicators most appropriate to the business higher education context in the four levels identified by the Carrick Institute sector-wide indicators project (i.e. levels comprise teacher, subject, degree/course and institution/faculty).
- Identify related policies and procedures that will promote the awareness, pursuit and benchmarking of such quality indicators. This might include policies and procedures covering:

- course development, approval and evaluation (e.g. peer review)
- HR issues such as employment, promotion, performance management, professional development, teaching qualifications, study leave, etc
- awards/prizes, fellowships, scholarship research funding, etc
- support for learning and teaching innovation including project management resourcing or expertise, funding criteria (e.g. collaboration; evaluation; dissemination) and benchmarking.

Identify seeding measures that promote communities of practice beyond enthusiasts and those with responsibilities for teaching quality (e.g. payment of bonuses for developing evidence-based improvements that are sustained and shared via Carrick Exchange)

Project Outcomes

This project will:

- Identify and embed a set of quality teaching indicators for teachers, subjects, courses/degrees and institutions/faculties for recognising and valuing quality teaching
- Identify an appropriate set of related processes for supporting the pursuit of quality teaching indicators appropriate to business faculties and possible benchmarking segments
- Increase academic recognition of the need for and benefits of developing teaching capacity and leadership
- Contribute to the development of a national, evidence-based framework that allows cross-university comparison of teaching performance.

Chapter 8– Lessons of value to other projects

Critical, constructive reflection

An interdisciplinary action research project such as this involving multiple stakeholders at a national level can teach us a great deal through critical, constructive reflection. Certainly, the lessons drawn serve as a guide to others undertaking similar project work, especially DBI scoping projects. Accordingly, the study documented areas of learning under several key headings, some of which relate specifically to the Business discipline and others more generally to project leadership and management.

Working collaboratively across the Business higher education sector

Planning and development of the project as a national ABDC T&L Network initiative gave the project high-level credibility. The inclusion of the entire ABDC T&L Network at the application stage sounded the right note from the beginning, sending the message that the project was a collegial initiative. Project communication material was branded using the ABDC T&L Network logo, rather than the logo of the lead university. The project team were volunteers from the ABDC T&L Network membership. Meetings were held, and presentations made, in the name of the ABDC T&L Network rather than as representative of a particular university or group of universities. This approach bore fruit with the result that the overwhelming majority of internal and external stakeholders engaged easily and enthusiastically. Strong, trustful relationships developed over the course of the 12 months within the project team and the ABDC T&L Network.

A national feedback network linking Business deans

The project team actively sought to inform and elicit feedback from internal and external stakeholders through regular and detailed emails, telephone contact and the bi-annual ABDC T&L Network meetings. Even where ideal circumstances prevail, feedback and engagement can be difficult; the challenge in our case was to link a geographically-dispersed network of busy project members and stakeholders in ways that were respectful of their other commitments. The strategy was relatively successful notwithstanding the difficulties of member turnover and busyness as well as geographic limitations.

Maintaining communication with key stakeholders

Project team

A total of four face-to-face project team meetings were held during the course of the project, two of them prior to T&L Network face-to-face meetings. The tone and dynamics of each meeting was enhanced by a combination of action-oriented agenda, which included a list of items identified at the previous meeting as well as strategic and operational issues. An atmosphere of fun and goodwill prevailed with the team meeting often preceded by a meal. This often-overlooked aspect of developing relationships within project teams was an area that was emphasised by the Project Leader and taken up by the project team members. In this way attending to the social and relationship-building needs was prioritised as essential and a key factor in underpinning project productivity.

Fortnightly teleconferences allowed team members to report on their activities, which were recorded as performance against the project final deliverables.

A project wiki was developed so that each site could collaboratively build the record of the project. Headings within the wiki were structured to the final report. The wiki acted as a useful repository for the project team, although it was not as effective in relation to being a common workspace for the project team.

Teleconferences were held every two weeks except during times of heightened activity such as prior to the working seminars, at which point they were held weekly. The Project Manager who held discussion and undertook many of the interviews used a process of ‘snowballing’ to build knowledge through on-site visits to stakeholders. In this way key industry association leaders were engaged in the project and were willing to contribute to the project as speakers and attendees for the working seminars.

Members of the project team had a wide range of skills and backgrounds including leadership, qualitative and quantitative research skills, extensive networks among professional and industry associations, team-leadership and management skills. As well as these skills the project team members' background as associate deans of learning and teaching provided a depth of knowledge and experience in learning and teaching issues. Such knowledge is invaluable when undertaking projects of this nature for the Carrick Institute.

Internal stakeholders

Internal stakeholders were invited to attend the three-day ABDC T&L Network meetings in Sydney and Melbourne in February and July 2007. Again a strong emphasis was placed upon the social and relationship building processes. This included as a welcome dinner the night before that engendered trust and sense of common purpose followed by a full-day meeting.

The transient nature of many associate dean learning and teaching positions meant that there was a constant turnover of membership of the T&L Network members. For the project team this required the constant revision of contact lists to acquaint new members with the project and its requirements. It is important to emphasise the difficulty of maintaining project momentum and continuity for those members of the Network who were new to the project and didn't have a history of involvement in the group. Additionally, attrition rates within the project team were high; one member changed jobs and resigned from the project, two others went on extended sabbaticals and another took a position in the UK.

External stakeholders

Projects with a budget of less than \$100,000 are not required to conduct an external evaluation according to rules laid down by the Carrick Institute. Notwithstanding, several months into the project the project team determined that the inclusion of an external evaluator would add significant value in terms of outcome credibility and professionalism. The external evaluator suggested that future projects engage the evaluator from the outset so that evaluation planning, timelines and implementation commence early and are integrated into, and congruent with, the project management timelines.

The Carrick Institute supported DBI projects by facilitating and funding training for project managers and leaders as well as providing fora for key learning and teaching issues. This provided an opportunity for dissemination and feedback from other projects and the creation of meeting presentations of the development, outcomes and challenges of the project. More recently the Project Leader was requested to write a newsletter article for the Carrick Institute that enabled further national dissemination of the project.

Managing the project

At regular intervals the project team reflected upon, and discussed, what was being learnt both in terms of the content and process of the project.

Managing busy people

The academic leaders on the project team and in the broader ABDC T&L Network are all extremely busy people with faculty-wide responsibilities for learning and teaching and accountabilities in a challenging context (e.g. RQF). This was factored into project planning. Areas such as developing timelines and milestones, making meeting appointments, organising teleconferences and face-to-face meetings and interviews are often very difficult to arrange at short notice. Learning effective ways of accessing busy people quickly – by email, phone or through personal assistants - is very important as not all people have the same work practices.

Managing opposing points of view

Tension between different groups of stakeholders is only to be expected. The project team successfully managed the expectations of those with viewpoints that were sometimes at odds with others. Many of the differences centred on diametrically-opposed notions of business education: is business education simply vocational or should it provide a broadly-based understanding of the commercial world through an academically rigorous program of study? Employer participants, many of them engaged with an aggressive and competitive marketplace, are looking for graduates who are work-ready. Educators understand these imperatives, but defend the historic role of universities as places of research, learning and development of

higher-order skills like critical thinking, rather than as institutions geared towards providing vocational training. Managing these tensions in various project fora was crucial to the success of this project and will remain so.

An adaptive, responsive approach

The highly fluid environment in which business education operates obliged the project team to be adaptive and responsive in order to capitalise on everyday opportunities. Changes to the project team, turnover of ABDC T&L Network membership and changes at the Carrick Institute were all factors.

The right skills

Skills necessary for effective project management were more clearly identified over time. High levels of self-efficacy were important in managing and interfacing with leaders (e.g. interviewing them in short-time frames). Other skills included highly-developed interpersonal and teamwork skills, experience as a researcher and leadership skills.

Working style of the Project Leader and Manager

- Structure: early F2F; regular teleconferences; snowballing round each site; chase agenda items; use wiki for each team member; milestones and outcomes-focussed; nest to Carrick Institute progress reporting; regular meeting with CI; emphasis on embedding and sustainability
- Tacit: high-level initiative; open and transparent relationship with project leader; follow-up actions in persistent but kind manner; acknowledge the context; value each contribution.

Support

- Budget needs to include an amount for local project management support at each participating institution.
- Ensure local sites have good administrative assistance (preferably an EA with control of diary and an understanding of this project as a priority).
- Embed project into existing T&L communities of practice and propose new ones if appropriate. Project success requires people on projects having carriage of the outcomes. For example, in this project the project team's insistence on the ABDC T&L Network involvement in future projects.

Chapter 9 – State of the discipline and future development

Currently available information

In recent times the Business discipline in Australia has been the subject of various studies by academe, government, professional and industry associations. The literature review in Chapter 4 attests to the extent of enquiry. This project contributed to a growing understanding. More importantly this project provides a way to address previously identified issues across the sector in practical and systemic ways.

What role for the ABDC T&L Network?

The ABDC T&L Network has an important role to play in addressing many of the issues facing business education in Australia which can be summarised thus:

Role/issue	Rationale
<i>Change agency</i>	The ABDC T&L Network has a successful track record as a change agent. It is future-oriented, facilitates peer-to-peer and sector-wide communication and engages in inter and cross-disciplinary channels with stakeholders.
<i>Leadership</i>	The ABDC T&L Network provides leadership in business higher education. It is a community of practice of leaders with learning and teaching responsibility plugged into organisational structures.
<i>Good teaching</i>	The ABDC T&L Network has already commenced capacity building for the promotion of good teaching practice. Further funding will enable it to continue building relationships and connections.
<i>Coordinating role</i>	The ABDC T&L Network is ideally placed to prevent the potential development of competing national systems such as those found in the UK where the 81 CETLs followed the 25 Subject Centres. The UK model has only more recently started to move to engage leaders in some systems whereas the ABDC T&L Network began this way and is poised to work with possible future discipline leadership systems or structures developed by the Carrick Institute.
<i>Broad engagement and collaboration</i>	The ABDC T&L Network already fosters collaborations, engages stakeholders and supports networks, and is well-positioned to continue this work. It is also well-placed to continuously scope the adequacy of the disciplinary offerings.
<i>The importance of the Carrick Institute</i>	<p>The ABDC T&L Network believes that the Carrick Institute can play a significant role in building capacity by developing and managing learning objects through the Carrick Exchange, as currently envisaged, by the promotion of peer review in the latter and by other ways of recognising and rewarding good teaching and learning. The Institute can also play a leading role in supporting research and development on learning and teaching, and by facilitating collaborations with other disciplinary networks through individual collaborations as well as national fora.</p> <p>Carrick Institute presented an opportunity for the network (e.g. The timeliness of Carrick Institute's establishment gave the ABDC T&L Network a degree of momentum that it might not otherwise have achieved) – focus, funding and significance of scoping project – credibility of ABDC T&L Network enhanced by undertaking the task effectively</p>
<i>Working with the Carrick Institute</i>	<p>The aims of the ABDC T&L Network and the Carrick Institute are congruent. The ABDC T&L Network will build support by continuing to:</p> <ul style="list-style-type: none"> ➤ encourage deeper systematic sector-wide engagement ➤ provide a conduit for sharing discipline-based pedagogy development ➤ lead and contribute to the national debate on learning and teaching within

the wide range of business disciplines

- strengthen the research/teaching nexus
- facilitate more authentic engagement with employing bodies and associations in education issues as evident from our scoping study (e.g. BIHECC)
- enhance the value and importance placed on learning and teaching within the wide range of Business discipline communities.

Issues to be addressed

The project identified three key issues for business education within Australian universities which will be taken up as follow-on projects as described in Chapter 7. The other three categories of issues on the radar include:

- Curriculum mapping for developing graduate attributes (which the project team considered as being highly important to address and therefore include as a central component of two of the three follow-on projects)
- Internationalisation of the curriculum and developing intercultural competence
- Sustainable industry engagement.

The above issues were included where possible by the project team in the three Stage 2 projects and in other Carrick Institute funded projects (such as Embedding the Development of Intercultural Competence) and through the ABDC T&L Network's proposed structural changes (e.g. the development of a national reference group).

Four areas for others:

- Funding and large class sizes (The issue of large classes resulting from funding problems is not the focus here, rather the flow on effect of the T&L issues associated with teaching large classes)
- Disciplinary-specific issues (e.g. Accounting curriculum and shortage of qualified staff)
- International accreditation
- National RQF and pedagogical research.

Those regarded as being beyond the scope of the ABDC T&L Network also need to be given serious consideration in more appropriate fora as part of strategic future directions.

Currently available resources

- ABDC T&L Network
- The Carrick Institute
- Other stakeholders such as BIHECC, and associations and internationally HEA
 - propose measures to improve the quality of the student learning experience and learning outcomes
 - establish the availability of existing resources

For example, in the area of curriculum reform there is a need for a national strategy supported by government, industry and professions. Support needs to be cross-sector with leadership at the internal and external level. At the time of writing this report the Carrick Institute are proposing to address this issue.

Need to move beyond silos – both internal disciplinary and external with industry and professional bodies - then can move beyond rhetoric about change.

Therefore, as recommended in the AUTC (2002) study, industry needs to be available to meet and engage with academe in action-oriented fora. Dialogue needs to occur that is ongoing and sustainable, with developed incentives.

The Carrick Institute's role in the Business discipline needs to be clear and distinctive, not duplicating ABDC T&L Network activities but supporting and facilitating the Network to work with its membership.

ABDC needs to develop its capacity to act as a leader in the area of national curriculum development and as a broker that facilitates engagement between business faculties, government, industry and professional associations.

Current global and local level strategies

The effective development of the ABDC T&L Network as a vehicle for sector-wide curriculum development and change.

New capabilities and strategies

The need for greater integration with professional and industry associations at the local and national levels. Again the T&L Network can play a major role in developing sustainable and effective feedback mechanisms for industry and associations.

The ABDC T&L Network also provides access to the ABDC members who are key leaders in the area.

Strategy and infrastructure to support change

Further reflection on these issues by the project team in the light of the project findings suggests that if business education is to improve its effectiveness then steps need to be taken to:

- Develop collaborative relationships at the senior leadership level encompassing major external stakeholders such as industry, professional and academic associations and the ABDC and the ABDC T&L Network.
- Further develop the capacity of the ABDC T&L Network in order to provide coordination of initiatives and avoid duplication of effort across Australia (e.g. the effectiveness of disseminating outcomes across the T&L Network helping to ensure widespread uptake of findings from projects and improvements in Australian business higher education).

Challenges of multi-institutional collaboration are significant yet the study highlighted a willingness of stakeholders to participate in such processes.

Chapter 10 – Conclusions, Recommendations and Limitations

Conclusions

Based on the findings of the investigation the project has identified ten key challenges for business education in Australia. The ABDC T&L Network has developed three of these challenges as funding proposals for submission to the Carrick Institute.

These funding proposals comprise:

- Building professionally-relevant learning and industry engagement in the business curriculum
- Building and assessing the development of generic skills across the business curriculum
- Valuing quality teaching in business education.

Recommendations

Four clear recommendations emerged from the Study. It is recommended that the:

1. ABDC T&L Network select project teams to develop funding applications for the future Carrick Institute funding round based around these three follow-on proposals.
2. ABDC and T&L Network develop the appropriate structure and processes to appropriately manage and assure the quality outcomes of the three follow-on proposals.
3. ABDC and T&L Network develop a national reference group to support sustainable industry engagement and that a primary role be to assist in maintaining the relevance and excellence of contemporary business education (e.g. with curriculum reform).
4. ABDC be referred for consideration and action where possible and appropriate the various issues identified in this study as beyond the scope of the T&L Network (e.g. funding of business faculties).

Limitations

For a 12-month project with a budget of \$100,000 it was not possible to investigate specific business sectors and industries such as small business, mining, manufacturing, etc. Inclusion of the aforementioned would certainly produce significant variance to the general findings. This would apply equally to the public sector, which despite its inclusion was not widely represented in the interviews or the working seminars. Thus, the report's findings confine themselves to an overall and generic perspective.

For the sake of economy and budget constraints the design of the study limited the involvement of students, choosing to focus on other internal and external stakeholders. This was not intended to diminish the importance of student involvement that subsequently played an extremely valuable role by attending the working seminars and providing important feedback on the three project summaries.

Time and resource limitations, as well as the requirement to deliver specific outcomes for the Carrick Institute, ensured that a pragmatic approach was taken to project management. Decisions needed to be made within tight time constraints to ensure completion by deadlines and time constraints had to be balanced with gaining data of sufficient quality and quantity to provide evidence to warrant specific findings.

Finally, the evolution of the Carrick Institute as a new organisation meant that gathering information on the range of funded projects was constantly expanding, which made it difficult to integrate project information and prevent duplication.

Chapter 11 – Evaluation

An external evaluator

The project team engaged an evaluation consultant, Mr Patrick Boyle of Q Associates, to carry out an external, summative evaluation of the Scoping Business Education Project on the following terms:

- Advise an evaluation strategy for the Project Leader and Project Manager
- Develop an evaluation methodology and plan
- Develop instrumentation and facilitation of data collection in collaboration with the Project Manager
- Data analysis and synthesis
- Derive findings and judgments regarding the overall merit and worth of the Project
- Write a summary statement on the evaluation.

Summary Statement by Patrick Boyle

The Scoping Business Education Project (the Project) was a timely and ambitious one. It set and achieved a number of important objectives concerning the future of university-level business education (BE) in Australia.

Four of the Project's broad outcomes stand out to me in terms of their merit and worth.

- 1) Three substantial follow-up curriculum development projects in BE have been proposed and commitment obtained from key stakeholders for their implementation.
- 2) A valuable Australia-wide BE stakeholder network has been established.
- 3) Significant learning about BE curriculum issues, needs and possibilities has occurred in and across key stakeholder groups.
- 4) The Australian Business Deans' Council (ABDC) has committed to enhanced support for curriculum development in BE through its Teaching and Learning Network (e.g. by developing more effective support structures and processes).

In addition to these important outcomes, two other findings deserve commendation. First, based on clear evidence, the Project was very well-led and managed. The people who held the roles of project director and Project Manager were major success factors for the Project. The positive engagement of the ABDC was also important to its success.

Second, the feedback from participants/stakeholders concerning the Project's achievements and significance was remarkably positive and indicated virtually universal agreement that it had been an extremely valuable initiative.

Based on my experience and understanding of international norms and standards in educational change initiatives, for a project of this nature, duration and resource base, the Scoping Business Education Project is an outstanding example of what can be achieved. The basis for this overall judgment is clear evidence that the Project: achieved a number of very valuable outcomes; has catalysed significant curriculum development in BE for the medium-term future; was managed extremely well; and demonstrated very good value for funds and effort invested.

I commend this Project to the Carrick Institute and the Australian Business Deans Council. I believe that the outcomes of the Project have very high potential for informing significant enhancement of BE in Australia over the next three to five years. In addition, I urge the Carrick Institute to commission a write-up of a case study of the Project to serve as an exemplar for curriculum review projects which are principally of a scoping or exploratory nature.

This Summary Statement is an extract from the more comprehensive Evaluation Statement produced by the External Evaluator for the Carrick Institute.

References

- AACSB International Alliance for Management Education Task Force. (2006). *Business and Business Schools: A Partnership for the Future*. Florida: AACSB International.
- AAGE. (2007). *The AAGE Graduate Recruitment Survey*. London: High Fliers Research Ltd.
- ACER. (2002). *Employability Skills for Australian Industry: literature review and framework development*. Canberra: Business Council of Australia and the Australian Chamber of Commerce and Industry, Department of Education, Science and Training.
- Access Economics. (2005). Economic value of university business education. Paper accessed on ABDC website <http://www.abdc.edu.au/>
- Ahlawat, S. S., & Ahlawat, S. (2006). Competing in the Global Knowledge Economy: Implications for Business Education. *Journal of American Academy of Business*, 8(1).
- Allen Consulting Group. (2006). *Assessment and reporting of employability skills in training packages*. Melbourne: Department of Education, Science and Training.
- Alon, I., & McAllaster, C. (2006). The Global Footprint. *BizEd* (May/June).
- Andreson, L. (1999, July). *For Earth's sake! Just what are we teaching?* Paper presented at the Higher Education Research and Development Society of Australasia Annual Conference, Melbourne.
- Ashwin, P. (2005). *Changing Higher Education*. Routledge.
- Australian Industry Group. (2006). *World class skills for world class industries: employers' perspectives on skilling in Australia*. Sydney: Australian Industry Group.
- B-HERT. (2006). *Emerging Skills: 2020 and Beyond*.
- B-HERT. (2006). Increasing Private Support for Australian Universities, "Ask and ye shall receive. Ye have not, because ye ask not".
- B-HERT. (2006). Tomorrow's Universities: The Need for Change in Australia.
- Ball, S. (1998). International perspectives in educational policy. *Comparative Education*, 34(2), 119 - 130.
- Ballantyne, C., Lowe, K., & Marshall, L. (2004). *What employers want: an initiative in testing graduate attributes and informing curriculum*. Paper presented at HERDSA from URL <http://www.herdsa.org.au/conference2004/Contributions/NRPapers/P052-jt.pdf>
- Barrie, S. (2004). A research-based approach to generic graduate attributes policy. *Higher Education Research and Development*, 23(3), 261 - 275.
- Barrie, S., Ginns, P., & Symons, R. (2007). *Rewarding and recognising quality teaching and learning in higher education* (Interim Report): Institute for Teaching and Learning, University of Sydney.
- Bath, D., Smith, C., Stein, S., & Swann, R. (2004). Beyond mapping and embedding graduate attributes: bringing together quality assurance and action learning to create a validated and living curriculum. *Higher Education Research & Development*, 23(3), 313 - 328.
- Becher, T. (1989). *Academic tribes and territories: intellectual enquiry and the cultures of disciplines*, London: Mcgraw-Hill.
- Biggs, J. (2003). *Teaching for quality learning at university*. Berkshire: Open University Press.
- Biggs, J. (2003). Teaching International Students. In *Teaching for quality learning at university* (pp. 120 - 139). Berkshire: Open University Press.
- Boud, D., Cressy, P., & Doucherty, P. (Eds.). (2006). *Productive reflection at work: learning in changing organisations*. London: Routledge.
- Boud, D., & Falchikov, N. (2005, 3 - 6 July). *Redesigning assessment for learning beyond higher education*. Paper presented at the HERDSA Annual Conference 2005, Sydney.
- Boud, D., & Solomon, N. (Eds.). (2001). *Work-based learning: a new higher education?* Buckingham: SRHE and Open University Press.

- Bowden, J., Hart, G., King, B., Trigwell, K., & Watts, O. (2002). Generic Capabilities of ATN University Graduates. Retrieved 17th April, 2007, from <http://www.clt.uts.edu.au/ATN.grad.cap.project.index.html>
- Bryson, J. (2001). Services and internationalisation. *Services Industries Journal*, 21(1), 227 - 240.
- Business Council of Australia. (2006a). *Changing Paradigms - Rethinking Innovation Policies, Practices and Programs*. Melbourne: The Business Council of Australia.
- Business Council of Australia. (2006b). *New Concepts in Innovation: The Keys to a Growing Australia*. Melbourne: Business Council of Australia.
- Business Industry and Higher Education Collaboration Council. (2007). Graduate Employability Skills. Retrieved October 17, 2007, from http://www.dest.gov.au/sectors/higher_education/programmes_funding/programme_categories/key_priorities/documents/graduate_employability_skills_pdf.htm
- Cecez-Kecmanovic, D., Juchau, M., Kay, R., & Wright, S. (2002). *Australian Business Education Study: enhancing the quality of Australian business education*: AUTC.
- Central Missouri State University. The CMSU Integrative Business Experience (IBE): An Intensive, Hands-on Foundation for Undergraduate Business Education.
- Clark, C., Papadopoulos, T., & Rogers, A. (2006). *Report on the Survey Component of the Bachelor of Business*: VU Faculty of Business and Law.
- Coburn, C. E. (2003). Rethinking Scale: Moving Beyond Numbers to Deep and Lasting Change. *Educational Researcher*, 32(6).
- CPA Australia. (2005). *Looking into the future. A position paper prepared by the Member of the Future Project Team for the Board of CPA Australia*.
- Cummings, R. (1998, February 1998). *How should we assess and report student generic attributes?* Paper presented at the 7th Annual Teaching and Learning Forum, University of Western Australia, Nedlands.
- Davies, P. (1999). What is evidence-based education? *British Journal of Educational Studies*, 47(2), 108 - 121.
- DEST. (2002). *Employability skills for the future*. Canberra.
- DEST. (2005). *Review of higher education performance indicators*. Canberra.
- DEST. (2006). *Employability skills from framework to practice, an introductory guide for trainers and assessors* Canberra.
- EFMD & Trendence. (2006). *The Bologna Process: Student Plans and perceptions* (No. 1).
- Fallows, S., & Steven, C. (2000). Building employability skills into higher education curriculum: a university wide initiative. *Education and Training*, 42(2), pp. 75-82.
- Fallshaw, E. (2003, July). *Overseas partnerships – a case study in quality*. Paper presented at the Higher Education Research and Development Society of Australasia Annual Conference, Canterbury, New Zealand.
- Fry, H., Ketteridge, S., & Marshall, S. (2008). *A Handbook for Teaching and Learning in Higher Education*: Routledge.
- Gallagher, M. (2000). *Corporate universities, higher education and the future: emerging policy issues*. Canberra: Department of Education Science and Training.
- Goldsworthy, A. (2003, April 2003). Developing Generic Skills: Examples of Best Practice. *Business/Higher Education Round table News*, 1.
- Grant, S., Jones, P. R., & Ward, R. (2004). E-portfolio and its relationship to personal development planning: a view from the UK for Europe and beyond. From http://www.estandard.no/eportfolio/2004-11-03/terminologiavklaring_UK.pdf

- Greenwood, D., and Levin, M. (2007). *Introduction to Action Research: social research for Social Change*, Thousand Oaks. Sage
- Hake, R. (1998) Interactive-engagement vs. traditional methods: A six-thousand student survey of mechanics test data for introductory physics courses. *American Journal of Physics* Vol. 66, No. 1.
- Hager, P., Holland, S., & Beckett, D. (2002). *Enhancing the Learning and Employability of Graduate Skills: The role of generic skills* (Position Paper). Melbourne: Business/Higher Education Round Table.
- Hawkridge, D. (2005). *Enhancing student's employability: the national scene in business, management and accountancy*: Higher Education Academy.
- Institute, C. (2007). DBI development Stage 2 Plan: proposal for discussion: Carrick Institute.
- Irons, A. (2007). *Formative Assessment and Feedback*: Routledge.
- Jackson, M., Watty, K., Yu, L., & Lowe, L. (2006). *A Manual for Improving Assessment in Accounting Education*: Carrick Institute for Learning and Teaching in Higher Education.
- James, B., Lefoe, G., & Hadi, M. (2004). *Working 'through' graduate attributes: a bottom up approach*. Paper presented at the HERDSA Conference 2004, Miri, Sarawak.
- Jones, P. (1998). Globalisation and internationalism: democratic prospects for world education. *Comparative Education*, 34(2), 143 - 155.
- Kemmis, S., & McTaggart, R. (2001). Participatory action research. In N. Denzin & Y. Lincoln (Eds.), *Handbook of Qualitative Research* (Second ed., pp. 567-605). Thousand Oaks: Sage.
- King, H. (2003). Disseminating educational developments. In P. Kahn & D. Baume (Eds.), *A Guide to Staff and Educational Development* (pp. 96-115). London: Kogan Page.
- Laurillard, D. (2002). *Rethinking University Teaching: A conversational framework for the effective use of learning technologies (2nd Edition)*. London: Routledge Falmer.
- Lave, J., & Wenger, E. (1991). *Situated Learning: Legitimate Peripheral Participation*. New Jersey: Cambridge University Press.
- Little, B. (2003). *International Perspectives on Employability, a Briefing paper for the Higher Education Academy*: Higher Education Academy.
- Marginson, S., & Considine, M. (2000). *The enterprise university: Power, governance and reinvention in Australia*. Oakleigh, VIC: Cambridge University Press.
- Mason, G., Williams, G., Cranmer, S., & Guile, D. (2003). *How much does higher education enhance the employability of graduates? : Higher Education Funding Council for England*.
- Mathews, R. a. e. a. (1990). *Accounting in higher education: Report of the review of the accounting discipline in higher education*. Canberra: Department of Employment, Education and Training.
- McKenzie, J., Alexander, S., Harper, C., & Anderson, S. (2005). *Dissemination, Adoption & Adaptation of Project Innovations in Higher Education*: The Carrick Institute for Learning and Teaching in Higher Education.
- Moore, M. R., & Diamond, M. A. (2000). *Academic leadership: Turning vision into reality*: Ernst & Young LLP.
- Ninnes, P., & Hellstén, M. (2005). *Internationalizing Higher Education: Critical Explorations of Pedagogy and Policy*. Springer: Comparative Education Research Centre, University of Hong Kong.
- Pascarella, E.T. and Terenzini, P.T. (2005). *How College Affects Students, Volume 2: A Third Decade of Research*. San Francisco: Jossey-Bass .
- Prospect Marketing. (2006). *The attitudes and perceptions of Australian employers towards an overseas study experience*: QETI IEAA.
- Prosser, M., & Trigwell, K. (1999). *Understanding Learning and Teaching: The Experience in Higher Education*: Open Uni Press.

- Ramsden, P. (2003). *Learning to Teach in higher Education*. London. Routledge-Falmer.
- Reason, P., & Bradbury, H. (Eds.). (2001). *Handbook of Action Research: Participative inquiry and practice*. London: Sage Publications.
- Reid, A., & Petocz, P. (2007). Internationalisation as an orientation for learning and teaching in mathematics. In B. Atweh, A. Calabrese Barton, M. Borba, N. Gough, C. Keitel, C. Vistro-Yu & R. Vithal (Eds.), *Internationalisation and Globalisation in Mathematics and Science Education* (pp. 247 - 267). Dordrecht, The Netherlands: Springer.
- Rogers, E. (1995). *Diffusion of Innovations* (4 ed.). New York: Free Press.
- Rychen, & Salganik. (2001). *Defining and Selecting Key Competencies*: Hogrefe & Huber Publishers.
- Smith, C., & Bath, D. (2006). The role of the learning community in the development of discipline knowledge and generic graduate attributes. *Higher Education* (51), 259 - 286.
- Southwell, D., Gannaway, D., Orrell, J., Chalmers, D., & Abraham, C. (2005). *Strategies for effective dissemination of project outcomes*: Carrick Institute for Learning and Teaching in Higher Education.
- Sumsion, J., & Goodfellow, J. (2004). Identifying generic skills through curriculum mapping: a critical evaluation. *Higher Education Research & Development*, 23(3), 329 - 346.
- The Carrick Institute for Learning and Teaching in Higher Education. (2006). *Report on the Resource Identification Network (RIN)*: The Carrick Institute for Learning and Teaching in Higher Education.
- Thompson, D. (2006). *E-Assessment: The Demise of Exams and the Rise of Generic Attribute Assessment for Improved Student Learning in Self, Peer and Group Assessment in E-Learning*: Idea Group USA.
- Trigwell, K. (1997). Towards an understanding of individual acts of teaching and learning. *Higher Education Research and Development*, 16(2), 241-252.
- Trigwell, K. (2000). Scholarship of Teaching: a model. *Higher Education Research and Development*, 19(2), 155-168.
- Universities Australia. (2007). A National Internship Scheme October 2007 Discussion Paper [Electronic Version]. Retrieved November 2007 from http://www.universitiesaustralia.edu.au/content.asp?page=/news/media_releases/2007/avcc_media_24_07.htm
- Wadsworth, Y. (1991). *Everyday Evaluation on the Run*. Melbourne: Action Research Issues Association.
- Wenger, E. (2004). Communities of practice and social learning systems. In K. P. Starkey, S. Tempest & A. McKinlay (Eds.), *How Organizations Learn: Managing the search for knowledge* (pp. 238-258). London: Thomson.
- Wright, P. (1995). *What Are Graduates? Clarifying The Attributes of 'Graduateness'*: The Higher Education Quality Council (HEQC): Quality Enhancement Group.
- Yanow, D. (2004). Translating local knowledge at organizational peripheries. *British Journal of Management*, 15, 9-25.

Appendix 1: Questionnaire – Business Education: Future Directions

Questionnaire questions for ABDC T&L Network members

Thank you for your participation in this questionnaire. The information gained from the questionnaire is to be used as a basis for further discussions during two of the sessions at the March 13th ABDC T&L Network meeting. At this preliminary stage we are therefore asking you as fellow researchers named on the application to complete the questionnaire in collaboration with senior faculty leaders (e.g. the dean and other associate deans) in order to prompt your thinking and views in this area rather than seeking to formally collect data for the research project.

1. What information guides curriculum decisions?

- a) Subject level information**
- b) Degree level information**
- c) Faculty portfolio level information**

2. What are the opportunities and barriers to improving quality of coursework learning and teaching?

- a) Opportunities**
- b) Barriers**

3. What resources are available for improving quality of coursework learning and teaching?

- a) Internal resources**
- b) External resources**

4. What strategies are in place to improve the quality of coursework learning and teaching?

- a) Current internal strategies**
- b) Current sector-wide strategies**

5. What capabilities are required to improve the quality of coursework learning and teaching?

- a) Teaching staff**
- b) Department heads**
- c) Faculty leaders**
- d) Faculty/Uni support systems**
- e) Faculty/Uni procedures**

6. What strategies should be put in place to improve the quality of coursework learning and teaching across the business education sector?

7. How does your context impact positively or negatively on future strategies?

Focus Group Questions for ABDC T&L Network

Focus Group Questions for Working Seminars

1. Anything missing from the follow-on project?
2. How might you be engaged in this/these projects?
3. How might industry be engaged in an ongoing way?
4. Anything else?

Questions for Industry Representatives

1. Briefly describe your experience in employing business graduates from universities
2. How well do Australian universities prepare business graduates for work?
3. What are business faculties doing well?
4. What could business faculties do better?
5. What is your experience in working with business faculties?
6. What are the top three challenges business faculties face in educating students?
7. How could you and other industry/professional associations work with business faculties to better educate business students?

Appendix 2: Australian Business Education Study: enhancing the quality of Australian business education (Cecez-Kecmanovic et al, 2002)

Recommendations

- *Reinvest in business education.*
- *Enhance responsiveness of business education to changing needs*
- *Expand and strengthen industry involvement in all aspects of business education by investment in organisational development, staff development, and support systems.*
- *Promote processes that attract and retain high quality staff, and recognise and reward excellence in teaching.*
- *Advance and expand fundamental and applied research in business fields, and scholarship in business teaching.*
- *Establish an Australian Business Deans' Council.*
- *Develop quality standards and a system of Australian accreditation of business courses comparable to international business accreditation.*
- *Establish a business education advisory council (BEAC) comprising high profile representatives from industry, the professional associations and academia*
- *Develop course structures and content to be more responsive to stakeholder needs through ABDC*
- *Develop course content and support materials to be more relevant to the Australian context but also global in perspective.*
- *Develop and provide a four-year bachelor honours degree option, with enhanced industry skills and knowledge.*
- *Establish a Business Education Innovation Network (BEIN) to promote and disseminate examples of good and innovative practices in business education.*
- *Disseminate outcomes from the Study to business education academics, industry and other stakeholders.*

Appendix 3: Stakeholders

Australian universities

New South Wales	<p>Australian Catholic University Charles Sturt University University of NSW Macquarie University Newcastle University University of Sydney University of Western Sydney University of Wollongong University of Technology, Sydney</p>
Australian Capital Territory	<p>Australian National University University of Canberra</p>
Victoria	<p>La Trobe University Monash University RMIT Business Swinbourne University University of Ballarat University of Melbourne Victoria University Deakin University</p>
South Australia	<p>Flinders University University of Adelaide University of South Australia</p>
Queensland	<p>Bond University Central Queensland University Griffith University James Cook University Queensland University of Technology University of Queensland University of Southern Queensland University of Sunshine Coast</p>
Tasmania	<p>University of Tasmania</p>
Western Australia	<p>Curtin University Edith Cowan University University of Western Australia</p>

Professional bodies and industry associations

Sector	Stakeholder
Generic	<p>Australian Business Deans Council</p> <p>BCA Business Council of Australia</p> <p>BHERT: Business and Higher Education Round Table</p> <p>UK BMAF: Business Management Accounting and Finance Subject Centre in UK</p>
Accounting, finance and corporate secretarial	<p>AFAANZ: Accounting and Finance Association of Australia & New Zealand</p> <p>CPAA: CPA Australia</p> <p>CSA: Chartered Secretaries Australia</p> <p>FSIA: Financial Services Institute of Australasia</p> <p>ICAA: Institute of Chartered Accountants in Australia</p> <p>NIA: National Institute of Accountants</p>
Advertising/marketing/public relations	<p>ANZMAC: Australian and New Zealand Marketing Academy</p> <p>AIA: Advertising Institute of Australasia</p> <p>AMI: Australian Marketing Institute</p> <p>IRSA: Industrial Relations Society of Australia</p> <p>PRIA: Public Relations Institute of Australia</p> <p>International Advertising Association (Australian Chapter)</p>
Business information	<p>AAIS: Australian Association for Information Systems</p> <p>ACS: Australian Computer Society</p>
Economics	<p>ESA: Economics Society of Australia</p>
Government	<p>WA Department of Premier and Cabinet</p> <p>Tourism Australia</p>
Human Resources	<p>AHRI: Australian Human Resources Institute</p>
Management/industry groups	<p>AICD: Australian Institute of Company Directors</p> <p>AIG Australian Industry Group</p> <p>AIM: Australian Institute of Management</p> <p>AIMC Australian Institute of Management Consultants</p> <p>ANZAM Australia and New Zealand Academy of Management</p>

Appendix 4: ABDC T&L Meeting World Café Session Introduction

Overview of project

This 10-month project funded by the Carrick Institute aims to scope key issues in teaching and learning for the Business discipline in Australian universities. Building upon the earlier Australian Universities Teaching Committee (2002) study, it will investigate the contemporary and future challenges facing the higher education business sector at the international, national, institutional, faculty and department levels. The project seeks to establish the availability of existing resources, identify disciplinary strengths, gaps and challenges to be addressed and propose measures to improve the quality of the student learning experience and learning outcomes in the Business discipline in Australia.

Methodology

Phase 1

- Review literature
- Review of past funded programs
- Develop interview questions and questionnaire
- Ethics approval
- Develop briefing document for reference groups
- Administer questionnaire and focus group
- Carrick Institute survey status report
- BHERT conference data collection
- Undertake interviews
- Transcribe interviews
- Analyse data from interviews and focus groups
- Discuss preliminary findings with reference group
- Interim project report to the Carrick Institute

Phase 2: Implementation of program Stage 2

- Conduct State and National fora
- Draft findings report for ABDC T&L
- Revise report including feedback

Phase 3: Review and reporting

- Final draft report to ABDC
- Final report on findings
- Development of 3 funding proposals

Process for Facilitator

- Facilitator and recorder at each table (they remain at the table for each discussion session)

Opportunity to discuss faculty view and their own position on each question

- Note superficial responses
- Make purpose very explicit – their **faculty view** on the questionnaire responses
- Each table will talk about one question from the questionnaire

- Detailed discussion about their burning issues related to that question arising from the questionnaire – need to represent their faculty viewpoint
- Placemat for each person and at the end of each discussion time they write down their most significant issue (**personal view**)
- One person remains at the table (project team person remains- facilitator at table)
- Recorder remains
- Each participant moves to another table of their choosing

Brief discussion about the World Café process

Before Lunch

- Facilitator and recorder at each table (they remain at the table for each discussion session)
- Opportunity to discuss faculty view and their own position on each question
- Not superficial responses
- Make purpose very explicit – their **faculty view** on the questionnaire responses
- Each table will talk about one question from the questionnaire
- Detailed discussion about their burning issues related to that question arising from the questionnaire – need to represent their faculty viewpoint
- Placemat for each person and at the end of each discussion time they write down their most significant issue (**personal view**)
- One person remains at the table (project team person remains- facilitator at table)
- Recorder remains
- Each participant moves to another table of their choosing

During lunch

- Dots for indication of priority issues over lunch?

After Lunch

- Allocate people to tables with a mix of Go8, ATN, state, region
- Open up beyond the more specific questions in the earlier session – attempting to synthesise and also to look for difference across the university types
- Deliverable of the project is to come up with three new projects – what are the issues that we could bring forward that are burning enough to provide the core of a future Carrick Institute project? What do we think is the most significant issue that would make a difference in business education?
- Discussion about similarities across sector - 30 mins
- Tease out the differences by university type
- Feedback from each table max. 2 mins per table - 15 mins (key in project ideas as they are fed back)
- Collect people's responses in tabular form via themes and comments
- Ask people for their personal responses to the key issues, any other thoughts to record those during the feedback session – use post its and hand to recorders (big post-its)
- Dots for indication of three key issues for future Carrick Institute project over afternoon tea