



Project Plan

Establishing a framework for transforming student engagement, success and retention in higher education institutions (Office for Learning and Teaching Grant ID11-2056 2011-2013)

Prepared by Ian Stoodley
OLT Project Manager

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The views expressed in this project do not necessarily reflect the views of the Office for Learning and Teaching.

Version number: LT10
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CRICOS Institution Code 00213J

1 PROJECT PLAN DISTRIBUTION LIST

The recipients of the Project Plan

Name	Position	Interest in Project
Members of the Project Leadership Team	For a full list of members see Section 9.1	Daily operations, communications, evaluation and dissemination.
Members of the Project Team	For a full list of members see Section 9.2	Active participants in feedback to Leadership Team, promotion, evaluation and dissemination.
Members of the Project Advisory Group	For a full list of members see Section 9.3	Oversight of project, advocates in own institutions and sector, strategic advice.
Prof Marnie Hughes-Warrington	Project Evaluator	

2 VERSION CONTROL

Record changes to the Project Plan.

Version Number	Date	Reason/Comments/Approvals
1	3 rd November, 2011	Revisions from Leadership Team
2	9 th November 2011	Revisions from Leadership Team
3	1 st December 2011	Revisions in light of Expert Advisor and Evaluator meetings
4	14 th December 2011	Revisions to timeline
5	4 th April 2012	Revisions to sub-group membership, description of project activities and timeline
6	25 th April 2012	Revisions in light of new model development phase emphasis
7	25 th September 2012	Revisions in light of replacement of self-survey with third party inventory. All previous revisions approved by OLT 21-09-12.
8	23 rd January 2013	Revisions to Project Team and Advisory group membership
9	4 th March 2013	Revision to Leadership Team membership
10	30 th September 2013	Revised Phase descriptions to align with adjusted process
11	16 October 2013	Revised Plan to reflect actual goals, achievements.

3 MANAGEMENT SUMMARY

Background

The perennial issues of student engagement, success and retention in higher education have attracted recent attention as teaching and learning funding performance measures are discussed. The aim of this project is to

develop and provide a holistic framework consisting of a series of *sequential and increasingly sophisticated stages* that will allow higher education institutions (HEIs) to manage and improve their student engagement and retention strategies/programs. The framework and main project deliverable is a *Maturity Model (MM)* for Student Engagement, Success and Retention (SESR-MM) with case study exemplars at each stage or “maturity level.” The project involves three Australian HEIs with acknowledged experience and reputations in SESR activities working cooperatively to develop and trial the project deliverables. The SESR-MM has the potential to positively transform the holistic—academic, social and personal—engagement experiences of students in Australian universities by providing the sector with a mechanism for benchmarking and improving programs designed to enhance student experience.

Objectives

The aim of this project is to establish a framework (the SESR-MM) to transform (monitor, compare, evaluate and improve) institutional programs and practices designed to enhance SESR in Australian universities. This aim will be achieved by realising the following five objectives:

- Designing and developing a SESR Maturity Model (SESR-MM) by incorporating and extending the *first, second and third generation* conceptualisation, and collating through workshops practitioners’ perspectives on the key elements of SESR in higher education;
- Designing and developing a SESR Maturity Assessment Tool Kit which will enable the status of SESR programs and practices to be mapped and reported within the SESR-MM framework;
- Pilot the SESR-MM through a series of Case Studies in each team member institution that explains how sustainable good practice has been achieved;
- Publishing Institutional Maturity Reports (for institutions participating in the SESR Maturity Assessment);
- Publish a sector SESR Maturity Model Report (consisting of the model, assessment findings and case studies) that will enable team member universities to compare SESR programs and practices and other universities to consider the application of the SESR-MM within their context.

The project is based on the notion of continuous improvement and a suite of measurable teaching and learning performance outcomes. We believe that the SESR-MM framework and the activities associated with its use have the potential to positively transform the engagement, success and retention experiences of students in Australian universities.

Cost

Delivery of the above project will cost \$435,000 over a two year period (Year 1 – \$192,500, Year 2 – \$242,500). The Australian Learning and Teaching Council* (ALTC) will fund \$225,000 of the total amount. A total of \$210,000 (in-kind) is contributed by QUT and partner institutions over the two years.

*Please note: The Office for Learning and Teaching (OLT) was established in late 2011 and replaced the Australian Learning and Teaching Council (ALTC)

Timeline

The project commenced in October 2011 and will be completed in October 2013. Key Project milestones are listed below:

October 2011	First Project Team meeting
September 2012	SESR Maturity Model completed
January 2013	SESR MM Assessment Instrument completed
May 2013	Case studies completed
July 2013	SESR MM Assessments completed
August 2013	Sector report delivered
September and October 2013	Final meetings and reporting

Conclusion

Queensland University of Technology has approved the use of 20% of Associate Professor Nelson's time on this project. QUT has an explicit goal to strengthen the student experience and through Associate Professor Nelson's work is assisting a number of institutions across the sector to improve student success and retention.

3.1 Major Changes From Project Proposal/Application

Category	Reason for Variance from Project Application	Proposed Changes (From Project Application)
Scope	Initially case studies were envisaged in each of the participating institutions nationwide. This was considered too ambitious and would produce too much material.	Case studies will now be held in selected institutions to serve as models of good practice.
	Additionally, consultation with our expert advisors revealed the need for an extended model development phase.	Model development and survey design will require up to the first quarter of the second project year.
	Further, consultation with our expert advisors indicated that the institutional assessments were not achieved by survey but by an inventory and workshopping	The survey component replaced with inventories and workshops within a similar timeframe.
Time	No variance	
Cost	The project co-leader is now fully supported in kind by QUT, enabling the employment of a more experienced project manager who carries more responsibility than the original RA and is paid at a higher salary scale.	ARC component of co-leader buy-out now distributed to project leader and RA budget lines. QUT component of budget is higher, as a result.
	Admin support is included, to relieve the Project Manager of routine tasks.	Addition of admin support to budget.
	Additional personnel and workshop catering required in Year 2, given the changed nature of the assessments.	Costs moved from Year 1 to Year 2, overall expenditure remains the same.
Quality	No variance	
Risk Management	No variance	
Communications	No variance	

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4 PROJECT INFORMATION

Project Name: Establishing a framework for transforming student engagement, success and retention in higher education institutions (Australian Learning and Teaching Council Competitive Grant ID11-2056 2011-2013)

Date: 1st October, 2011

Project Ownership: Student Success and Retention, Learning and Teaching Unit, QUT

Business Owner: Prof Karen Nelson

Project Contacts:

	Name	Position	Phone	Email
Project Leader	Prof Karen Nelson	Director, Student Success and Retention, Learning and Teaching Unit	07 3138 7548	kj.nelson@qut.edu.au
Project Co-Leader	Adj Prof John Clarke	Adjunct Professor, Learning and Teaching Unit	07 3138 5369	ja.clarke@qut.edu.au
Project Manager	Dr Ian Stoodley	Project Officer, Learning and Teaching Unit	07 3138 9866	i.stoodley@qut.edu.au
Project Co-manager	Ms Tracy Creagh	Project Officer, Learning and Teaching Unit	07 3138 9875	t.creagh@qut.edu.au

5 INTRODUCTION AND BACKGROUND

5.1 Project Approach

The overall approach to the project is collaborative and involves the institutions of project team members.

The project management structure is presented in Figure 1. QUT leads the project and provides the project co-leader and manager. UQ and GU who with QUT form the project team committed to contributing members of the Project Team: Dr Glyn Thomas (UQ), Mr Andrew Lee (UQ), Dr Jason Lodge (Griffith Uni), Professor Keithia Wilson (Griffith Uni), Associate Professor Jillian Hamilton (QUT) and Dr Claire Gardiner (QUT). The project is guided by an Advisory group consisting of five senior academics from UQ (Associate Professor Gordon Joughin), Griffith (Professor Alf Lizzio), QUT (Professor Suzi Vaughan), Western Sydney (Professor Kerri-Lee Krause) and James Cook Uni (Professor Sally Kift); two expert advisers with experience in maturity modelling (Dr Stephen Marshall and Dr Geoff Mitchell); and a critical friend and project evaluator (Professor Marnie Hughes-Warrington). Members of the Advisory Group and the Project Team will meet at key points throughout the project to inform the project's direction and focus, and to assist with the evaluation process. The roles of the each of the four project groups are described in section 9.

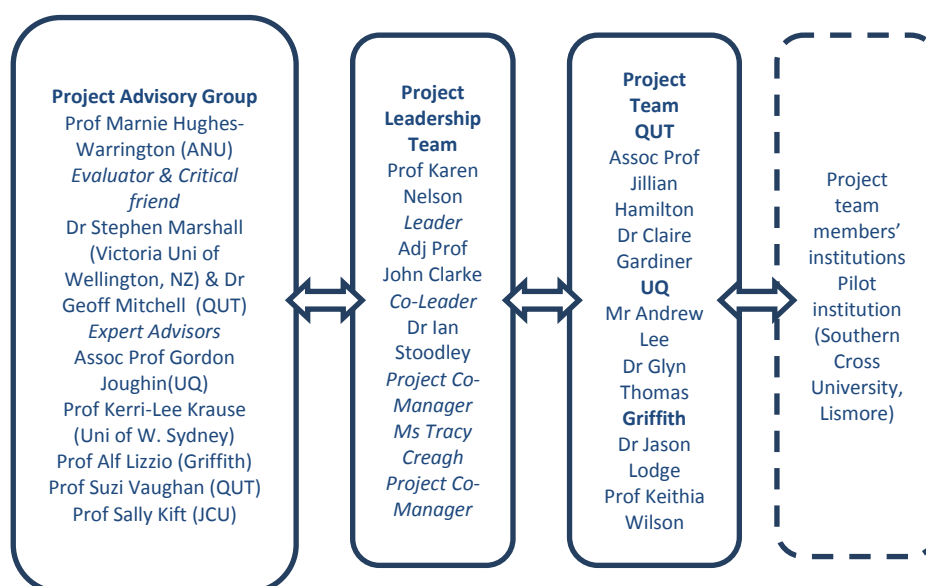


Figure 1 Project Management Structure

5.2 Project Phases

The design of the project will be a constructive case study, guided by a case protocol. Qualitative data will be collected, analysed and synthesised. The case study will be conducted in four phases progressively over two years. Each phase corresponds to one project objective and has at least one deliverable (section 6). Dissemination, communication and project evaluation will be continuous and embedded in the case study protocol (sections 13 and 15). Phase 1 focuses on developing the SESR-MM, phases 2 and 3 focus on data collection, analysis and the development of an assessment tool kit, and phase 4 focuses on synthesis and reporting. Each phase is described here and the detailed tasks appear in the section 12 timeline.

The four phases of the project are represented in Figure 2 and described in detail below. Figure 2 indicates that the sphere of influence and impact of the project moves from model and assessment development to project team institutions participating in the assessment and then outward to the sector during the project.

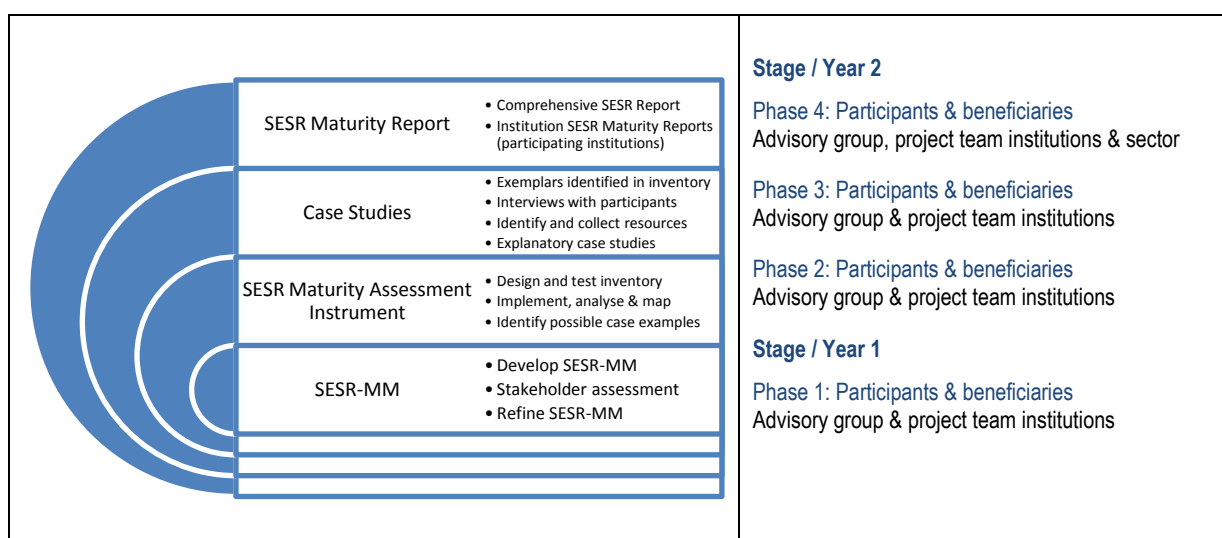


Figure 2 Project Approach

Phase 1: Development of the SESR-MM. This will provide the foundation for the rest of the project and will develop the *Student Engagement, Success and Retention Maturity Model*. The *SESR-MM* will be iteratively

developed through a combined bottom up – top down process. A series of workshops conducted in the three participating institutions will identify current SESR practices. Concurrent examination of the theoretical and empirical literature will develop a conceptual SESR-MM which was refined, through analysis and synthesis, with the data from the workshops.

The project team will ensure opportunities exist to involve and consult within their institutions about the development of the model (e.g. data collection through workshops with colleagues from the project team institutions). A fourth institution (Southern Cross University, Lismore) will be involved in a workshop pilot.

Phase 2: Development of the SESR Maturity Assessment Instrument. This phase will involve designing, testing, piloting, refining and administering the *SESR Maturity Assessment Tool Kit*. The tool kit will be designed to collect and evaluate evidence of SESR practices across five dimensions of institutional planning and implementation (delivery, planning, framing, monitoring and optimisation). The process designed for administering the tool kit will be iterative and consist of a series of activities to collect evidence about institutional SESR practices from: publically accessible documents, meetings with project teams, a workshop with institutional practitioners and follow-up interviews with key stakeholders to resolve outstanding evidence ‘gaps’. Institutional project team members will assist with local interpretations, evidence gathering, and introductions to practitioners and key stakeholders.

Qualitative information will be gathered to provide further detail of the programs and practices identified. QUT acted as a workshop pilot for this phase.

Phase 3: Institutional Case Studies. This phase will involve the project team piloting the SESR-MM by applying the Maturity Assessment Tool Kit to collect evidence of the SESR practices (as above). Then the tool kit will be used to assess the maturity of the practices - measured by *how well* the evidence of the actual practice represents the practice identified in the SESR framework. A case protocol will be used to manage this process and to ensure consistency in approach.

Each case study will collect qualitative information using research techniques such as guided questionnaires, semi-structured interviews, observation, and the examination of records and documents.

Phase 4: Preparation of Maturity Reports. This will be the consolidation phase and will involve the project team producing individual *Institution SESR-MM Reports* and obtaining feedback on the illustrative nature and usefulness of the SESR-MM from Project Team and Advisory Group members before revising the SESR-MM, as appropriate. The final institutional reports will be provided to each participating institution and a comprehensive report for the sector will be made publicly available describing the project and its deliverables and outcomes.

5.3 Theoretical/conceptual framework

The conceptual model for this project draws on four key sources of existing knowledge and practice and a theoretical model of student engagement. The first four of these are (1) the AUSSE engagement and outcomes scales (2) Transition Pedagogy¹ explicated in the set of six first year curriculum principles,² (3) the maturity model concept (MM), and (4) the series of undergraduate reports.³ The fifth element in Figure 4 is a theoretical model of student engagement.⁴ These five elements are related as shown in Figure 3 while Figure 4 provides a conceptual model of the aspects of any level of the MM.

¹ Kift & Nelson (2005). See footnote 30.

² See footnote 28.

³ See footnote 38.

⁴ The Individual and Institutional Characteristics Influencing Student Retention and Engagement (IICISRE) Model see Nelson, K. J., Smith, J. E. & Clarke, J. A. (in press). Enhancing the transition of commencing students into university: An institution-wide approach. Higher Education Research and Development. p. 5

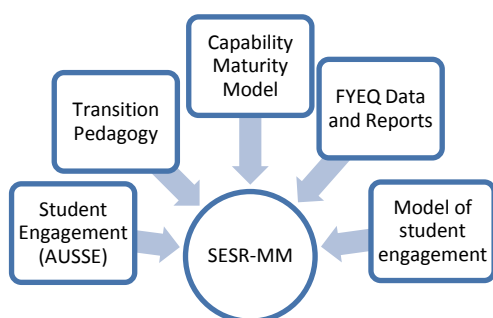


Figure 3 Theoretical & Conceptual Elements



Figure 4 Basic SESR-MM

6 PROJECT OUTCOMES AND DELIVERABLES

The objectives will deliver an integrated set of outcomes, summarised in reports which include: a model, an instrument to gather data about the model, and case study exemplars about each level of the model.

Deliverables	Outcomes
<p>Relating to Project Aim:</p> <ul style="list-style-type: none"> A dedicated communication and staff development Web site, including a public access Web repository and staff development tools. Resources (materials, protocols, frameworks) to support the implementation of the exemplar practices. Communication tools (related to good practice exemplars) for staff development activities 	<ul style="list-style-type: none"> The provision of an enabling platform on which the Australian university sector can act to transform SESR and create new paradigms for university practice. Enhanced SESR as a consequence of critical reflection, review and enhancement of existing university processes and practices.
<p>Relating to Project Objectives</p> <ul style="list-style-type: none"> A <i>SESR-MM</i> that consists of a series of best practice benchmarks at each of five levels of maturity. <i>SESR Maturity Assessment Tool Kit</i> which is comprised of the SESR-MM, a case protocol and a database to manage the data. An <i>Institution SESR Maturity Report</i> for each participating institution describing the people, processes and practices involved in each key SESR activity. A <i>Sector SESR Maturity Report</i> based on the evidence collected from the participating universities that describes the maturity model and assesses the usefulness and practicality of employing a MM to examine SESR practices across the sector. 	<ul style="list-style-type: none"> Improved understanding of the complexity of SESR and how best to systematically enhance student engagement. Increased awareness among all staff about the criticality of SESR and how it is impacted by university programs and practices. Increased awareness among staff of the significance of the learning and teaching agenda in enhancing student engagement and success and in preventing unnecessary attrition.

7 SCOPE, CONSTRAINTS, ASSUMPTIONS

PROJECT SCOPE
Within Scope
Collection of case studies and data from selected institutions.
Outside Scope
Full institutional audit.
Constraints
Future enhancements of the guidelines and resources will depend on the participating institution. The cessation of the ALTC at the end of 2011 may affect the dissemination activities at the conclusion of the project.
Assumptions
All project team institutions will partake in model development and case study development activities for the duration of the project.

8 BUSINESS CASE: COST/EFFECTIVENESS ANALYSIS

There is a large body of national and international work that reports on the characteristics and engagement, success and retention experiences of students in higher education.⁵ This project complements and extends that work by focussing on how individual HEIs can enhance their student experience programs through the provision of a sector-level framework to guide such programs. The proposed framework is fundamental to a discussion of the project, and it is briefly discussed first.

A Maturity Model (MM)⁶ is designed to assess the capability of an entity (e.g. a higher education institution [HEI]) to implement sustainable and quality processes in particular aspects of that entity (e.g. student engagement). MMs function within the constraints of five synergistic perspectives called *dimensions*. The dimensions are not hierarchical or linearly-dependent, but do increase in complexity from (1) Delivery (creation and delivery), (2) Planning (use of predefined objectives); (3) Definition (use of standards); (4) Management (how implementation is managed), to (5) Optimisation (formal approaches to improvement) and, being synergistic, are used to collectively describe the capability or *maturity* of a process. Assessment of the capabilities associated with the dimensions for a particular process provides a maturity profile which can be interpreted. For example, an entity that has that has developed capability on all dimensions for all processes will be more capable or *mature* than one that has not.

The focus of a given MM is defined by the content and disciplines associated with the aspect being assessed (e.g. student engagement in HEIs) and this content is summarised into broad *categories*. Within each category, a number of more specific *processes* are identified and each process is further broken down within each dimension into *practices* designed to achieve the outcomes of the particular process from the

⁵ For example two of the most recent Australian reports are available at

http://www.cshe.unimelb.edu.au/research/FYE_Report_1994_to_2009.pdf and <http://ausse.acer.edu.au/>

⁶ Service mark—a trademark that identifies a “service” rather than a “product”—owned by Carnegie Mellon University.

perspective of that dimension. These practices are intended to capture the essence of the process as a series of specific assessment items.

A SESR-MM based on the five *dimensions* and with a *categories* → *processes* → *practices* structure will be developed from a combination of an interrogation of the literature and extensive consultation with practitioners, synthesised by experienced educators on the project team. One of the products of this process will be the SESR-MM Maturity Assessment toolkit.

The SESR Maturity Assessment toolkit will be developed and executed with the project team institutions to gather preliminary maturity data. The findings of the instrument will become part of a series of case studies (located in each team member institution) and will be used to describe and discuss the maturity of various processes and practices in context. The case studies will also provide practical information to refine the model and will support the future take up of the SESR-MM across the sector. To demonstrate the framework in operation, the focus of the case studies will be on the engagement, success and retention experiences of students. This focus pragmatically provides realistic boundaries and focuses attention on SESR capability to retain students from under-represented social groups. The SESR-MM developed will be suitable for examining SESR efforts for all students but a detailed exploration of that is beyond the scope of this project.

8.1 Rationale

Educational Issue

Since the move from what was an elite to a mass higher education sector under the Dawkins' reforms (Dawkins, 1998),⁷ "interest in the quality of university education has grown considerably" (Coates, 2005, p. 25).⁸ In a mass higher education sector, student engagement "is increasingly understood to be important [as an indicator of] higher education quality" (Australian Council for Educational Research [ACER], 2008, p. 1)⁹ because it places "emphasis on what students are actually doing" (Coates, 2005, p. 26).¹⁰ As a broad phenomenon, student engagement includes both the academic and non-academic activities of the student within the university experience and is a key factor in student achievement and retention (Krause & Coates, 2008; Tinto, 2010).¹¹ Attention to student engagement, success and retention in higher education became even more prominent following Bradley's *Review of Higher Education*,¹² the Federal Government's response in *Transforming Australia's Higher Education System*.¹³ Of particular relevance is that seven indicators across the three categories of (i) participation and social inclusion, (ii) the student experience and (iii) the quality of learning outcomes, will be used as performance measures linked to funding in Mission-based Compacts.¹⁴ As a consequence, measures of student engagement are "a practical lens for assessing and responding to the significant dynamics, constraints and opportunities facing higher education institutions" (ACER, 2008, p. vi).¹⁵ While the Australasian Survey of Student Engagement (AUSSE)¹⁶ and other sector-wide surveys such as the existing CEQ, the FYEQ and the forthcoming University Engagement Survey (UES) and Collegiate Learning Assessment (CLA) provide a means to measure and benchmark student experiences and engagement, no

⁷ Dawkins, J. S. (1988). *Higher education – A policy statement*. Canberra, Australia: Australian Government Publishing Service.

⁸ Coates, H. (2005). The value of student engagement for higher education quality assurance. *Quality in Higher Education*, 11(1), 25-36.

⁹ Australian Council for Educational Research. (2008). *Attracting, engaging and retaining: New conversations about learning. Australasian Survey of Student Engagement report*. Melbourne, Australia: Author. Retrieved March 4, 2009, from http://www.acer.edu.au/documents/AUSSE_ASER-Report.pdf

¹⁰ See footnote 14.

¹¹ Krause, K-L. & Coates, H. (2008). Students' engagement in first-year university. *Assessment & Evaluation in Higher Education*, 33(5), 493-505. Tinto, V. (2010). From theory to action: Exploring the institutional conditions for student retention. In J. C. Smart (Ed.), *Higher Education: Handbook of theory and practice* (Vol. 25, pp. 51-89). New York: Springer.

¹² <http://www.deewr.gov.au/HigherEducation/Review/Pages/ReviewofAustralianHigherEducationFinalReport.aspx>

¹³ <http://www.deewr.gov.au/HigherEducation/Pages/TransformingAustraliasHESystem.aspx>

¹⁴ <http://deewr.gov.au/HigherEducation/Policy/Pages/Compacts.aspx>

¹⁵ See footnote 15

¹⁶ <http://ausse.acer.edu.au/>

comparable instrument exists that enables institutions to compare and benchmark programs and practices designed to enhance the student experience and engagement. In response, this project proposes to create a high impact framework to evaluate, compare and improve student engagement, success and retention strategies within and between institutions.

Importance of addressing the Issue

While student success in higher education is largely determined by student experiences during their first year,¹⁷ there is increasing evidence that factors beyond the control of individual students influence retention and success.¹⁸ It follows then, that responsibility for providing an environment where all students have the opportunity to make the most of their higher education experience rests firmly with HEIs. Institutions will need to strengthen or implement strategies to foster and promote engagement which will lead to academic success and retention from recruitment to graduation, and those activities must start in first year¹⁹ and continue throughout the entire student experience. As the sector strives to meet the Federal Government's targets, institutions will need to monitor the effectiveness of programs and practices aimed at increasing student engagement and success. This requires a comprehensive framework which is specific enough to capture institution-specific initiatives and generic enough to enable benchmarking of practices between institutions. Such a framework is not available. Hence, this project proposes to develop and make available to the sector an enabling framework, the SESR-MM, that will allow HEIs to evaluate, monitor and improve the "educational conditions in which [they] place students,"²⁰ specifically, to enhance their SESR programs and to strengthen initiatives for quality HE in the sector.

Benefits to the sector

First, the SESR-MM and the associated SESR Assessment Instrument leading to Institutional and Sector Maturity Reports will provide detailed information about institutional programs and practices on engagement, success and retention to complement the comprehensive student-based information derivable from the FYEQ and AUSSE databases. Institutions have access to comprehensive information about student experiences but can only hypothesize about the programs or changes that underpin that data. Clarification of the institutional programs and practices-student experiences nexus will provide the opportunity for the reduction of any dissonance. Second, the SESR-MM will facilitate the formation of sustainable institutional partnerships because "bridging the gaps between academic, administrative and support programs"²¹ requires fundamental institution-wide change. **The existing literature** shows that a successful SESR program requires: inclusive curriculum that engages students in the learning²² and has relevance to career expectations; well structured assessment accompanied by timely constructive feedback on learning; opportunities to participate in learning

¹⁷ For example Upcraft, M. L., Gardner, J. N., & Barefoot, B. O. (Eds.). (2005). *Challenging and supporting the first-year student*. San Francisco: Jossey-Bass; and Harvey, L., Drew, S., & Smith, M. (2006). *The first year experience: A literature review for the Higher Education Academy*. Retrieved September 3, 2007, from http://www.heacademy.ac.uk/assets/York/documents/ourwork/research/literature_reviews/first_year_experience_full_report.pdf.

¹⁸ Gale, T. (2009, June). *Towards a southern theory of higher education*. Keynote address presented at the 12th Pacific Rim First Year in Higher Education Conference 2009 – Preparing for tomorrow today: the first year experience as foundation. Townsville, Australia. Retrieved July 31, 2009, from http://www.fyhe.qut.edu.au/past_papers/papers09/ppts/Trevor_Gale_paper.pdf

¹⁹ Nelson, K. J., Kift, S., & Clarke, J. A. (2008, June-July). *Expectations and realities for first year students at an Australian university*. Paper presented at the 11th Pacific Rim First Year in Higher Education Conference, "An Apple for the Learner: Celebrating the First Year Experience." Hobart, Tasmania. Retrieved April 7, 2009, from http://www.fyhe.qut.edu.au/past_papers/papers08/FYHE2008/content/pdfs/6a.pdf

²⁰ Tinto, V. (2009). *Taking student retention seriously: Rethinking the first year of university*. Keynote address at the First Year Experience Curriculum Design Symposium, Queensland University of Technology, Brisbane, Australia. Retrieved March 4, 2009, from http://www.fyecd2009.qut.edu.au/resources/SPE_VincentTinto_5Feb09.pdf, p. 2.

²¹ McInnes, C. (2003, August). *New realities of the student experience: how should universities respond?* Paper presented at the 25th Annual Conference European Association for Institutional Research, Limerick, Ireland, p. 13.

²² Kift, S. (2009). *Articulating a transition pedagogy to scaffold and to enhance the first year student learning experience in Australian higher education*. Final report for an ALTC senior Fellowship Program. Queensland university of Technology, Brisbane, Australia. Available at www.fye.qut.edu.au/transitionpedagogy

through social communities; and timely, adequate and equitable access to life and learning support services.²³ The reports above and our previous work²⁴ show, curriculum and the classroom experience alone, because of their dependence on discrete and often isolated pockets of excellence, are not by themselves sufficient to ensure a successful SESR experience for all students. This proposal contends that what is required is an institution-wide holistic and comprehensive assessment of SESR approaches that organises programs, practices and resources *around* the experience of students and orients planning and decision-making *towards* SESR in a sustainable systemic way. The notion of developing a SESR-MM to inform institutional SESR transformation has been adapted from Wilson's²⁵ notion of "generations" of approaches to the first year experience. There is general agreement across the sector that *first generation* approaches focuses on co-curricular initiatives, strategies such as support services, learning support, orientation and peer programs, academic advising, social activities, enrichment programs (p. 10). These constitute the *key practices* associated with the first level of maturity in the SESR-MM (but have not as yet been fully described in terms of the associated management processes or key features required in the more comprehensive maturity modelling approach). There is also agreement that the focus of the *second generation* approach is on curriculum, and even though that has been variously interpreted,²⁶ it forms the foundation of the practices associated with the second level of maturity. The *third generation* approach is characterized by Lizzio as "a coordinated whole of institution partnership and consistent message about the first year experience across the university" (p. 14)²⁷ and by Kift as "1st and 2nd generation [approaches] delivered seamlessly across the institution, its disciplines, programs and services via academic and professional partnerships."²⁸ Effective third generation/third level of maturity requires appropriate institutional-level policies and support for the practices that implement the policies.²⁹ The SESR-MM enables extension of the "generation" concept to include a *fourth generation*/level of maturity, (seamless and consistent delivery of SESR pedagogies throughout one tertiary sector e.g. universities); and a *fifth generation*/level of maturity where the SESR pedagogy is applied across tertiary sectors e.g. curriculum alignment between secondary school, VET and university in support of new pathways and further opportunities for under-represented social groups.³⁰

8.2 Innovation

This project is innovative in that:

- the SESR-MM and other deliverables provide the *first opportunity in Australia to capture and compare* a comprehensive range of programs and practices in place to engage and retain students;
- it responds to the widening participation imperative which includes performance funding based on the participation and retention of LSES groups and measures of the student experience.

²³ For example Kift, S. (2009). See footnote 28.

²⁴ For details of these citations, see http://eprints.qut.edu.au/view/person/Nelson_Karen.html (Kift & Nelson, 2005; Nelson, Kift & Harper, 2005a, 2005b; Nelson, Duncan & Clarke, 2009; Nelson, Quinn, Marrington & Clarke, in press; Nelson, Smith & Clarke, in press).

²⁵ Wilson, K. (2009, June). *The impact of institutional, programmatic and personal interventions on an effective and sustainable first-year student experience*. Keynote address presented at the 12th Pacific Rim First Year in Higher Education Conference 2009 – Preparing for tomorrow today: the first year experience as foundation. Townsville, Australia. Retrieved July 31, 2009, from http://www.fyhe.qut.edu.au/past_papers/papers09/ppts/Keithia_Wilson_paper.pdf

²⁶ For examples of different interpretations see Wilson (2009) and Kift (2009).

²⁷ Australian Learning and Teaching Council. (2009). Ensuring a successful transition to first year. *Communique, Edition 2*, p. 14.

²⁸ Kift (2009). See footnote 28, p. 1.

²⁹ See Kift and Nelson (2005) footnote 30.

³⁰ Nelson, K. J., Kift, S. & Clarke, J. A. (in process). *Applying the Capability Maturity Model to transition pedagogy*. Manuscript in preparation, Centre for First Year in Higher Education, Queensland University of Technology, Brisbane, Australia

Furthermore, the benchmarking³¹ made possible by the SESR-MM

- enables institutions to evaluate the effectiveness of their own practice on an informed and credible evidence basis;
- allows for the identification of institutional strengths and weaknesses, while also providing guidance for the development of institutional plans for SESR policies and programs;
- informs the national dialogue around SESR practice with a focus on determining *institutional* policies and practice (rather than *student* demographics and responses)³² which has not been attempted holistically to date;
- raises sectoral awareness of good practice around these issues, while promoting and articulating a shared vision and language around what that best practice might entail; and
- provides a manageable framework for prioritising the allocation of institutional resources and direction of future actions in a coordinated holistic manner.

9 ROLES OF PROJECT MEMBERS

Three institutions are involved in the project: QUT (lead), the University of Queensland (UQ) and Griffith University (GU). This project aligns well with several of the goals articulated in QUT's Blueprint.³³ The DVC (Learning and Teaching) has agreed to be a member of the project's advisory group and has provided institutional support for this project. Professor Nelson contributes 20% of her time and Adjunct Professor John Clarke contributes 0.4 FTE, as project leader and co-leader respectively. Prof Nelson is also the leader of one other Office for Learning and Teaching (formally ALTC) competitive project CG-10 1730, and has a very sound track record as a project leader within QUT where she has simultaneously and successfully managed a portfolio of large, complex learning and teaching projects since 2005. She is well placed to lead a project of this nature and, as the two OLT projects will be at different stages, will be able to dedicate time to both projects. QUT will provide workspace space and resources for the project manager and research assistant. Professor Marnie Hughes-Warrington (DVC Academic) of the Australian National University has agreed to act as the project evaluator and as a critical friend to the project. For UQ, Professor Debbie Terry (DVC-Academic) has endorsed the participation of the UQ academic staff and Associate Professor Gordon Joughin (Director, Teaching and Educational Development Unit) is a member of the project advisory group. For GU, Professor Sue Spence has endorsed the participation of academic staff and Professor Alf Lizzio (Director, Griffith Institute for Higher Education) is a member of the project advisory group. Professor Kerri-Lee Krause (PVC Education, University of Western Sydney) is also a member of the advisory group. Dr Stephen Marshall (Victoria University of Wellington, NZ) and Dr Geoff Mitchell (Virgin Australia, Former staff member of QUT), who have previously explicated the e-learning maturity model, have agreed to act as expert advisors to the project.

³¹ The focus here is "process oriented benchmarking" which seeks answers to the following questions: How well is the university doing compared to others? How can universities introduce into their own practice what is done well in others? How does an institution adapt its performance while retaining its unique features? How does an institution become better than the best in the context of its own mission? Stralser, S. (1995). Benchmarking: A new tool. *Planning for Higher Education*, 23, 15-19.

³² First Year Experience reports: James, R., Krause K-L. & Jennings, C. (2010). *The first year experience in Australian universities: Findings from 1994 to 2009*. Melbourne, Australia: Centre for Studies in Higher Education, The University of Melbourne. Krause, K-L., Hartley, R., James, R. & McInnes, C. (2005). *The First Year Experience in Australian universities: Findings from a decade of national studies*. Melbourne, Australia: Centre for Studies in Higher Education, University of Melbourne. McInnes, C. (2001). *Signs of disengagement? The changing undergraduate experience in Australian universities*. Melbourne: Centre for Studies in Higher Education, University of Melbourne. Retrieved March 4, 2009, from <http://repository.unimelb.edu.au/10187/1331>

³³ <http://www.qut.edu.au/about/university/pdf/qut-blueprint-2011.pdf>

9.1 Project Leadership Team

The Leadership Team will:

1. Activate the daily operations, in accordance with the proposal funded by the Office for Learning and Teaching (OLT), including:
 - i. Ensure progress towards project objectives on time and within budget
 - ii. Review project direction, in the light of the project evaluation
2. Activate effective communication with institutional partners, project team, advisory group and expert advisers including:
 - i. Implement and evaluate the communication strategy
 - ii. Monitor engagement of institutional partners
3. Enable comprehensive evaluation of the project, including:
 - i. Enable on-going engagement with the project evaluator
 - ii. Implement and monitor the evaluation strategy
 - iii. Ensure evaluation tools are available and accessible
4. Coordinate project dissemination including the co-authoring of publications, ensuring appropriate recognition of all parties

Leadership Team member	Institution
Prof Karen Nelson	QUT
Adj Prof John Clarke	QUT
Dr Ian Stoodley	QUT
Ms Tracy Creagh	QUT

9.2 Project Team

The Project Team will:

1. Actively contribute to the project, in accordance with the proposal funded by the OLT, including:
 - i. Actively participating in team meetings (6-8 over the duration of the project anticipated)
 - ii. Providing feedback and context specific advice on project deliverables, outcomes, communication and evaluation.
 - iii. Promoting and facilitating project activities in their own institutions and other institutions
2. Contribute to project evaluation
3. Participate in dissemination of project findings through co-authorship of publications and presentations

Project Team member	Institution
Dr Glyn Thomas	UQ
Mr Andrew Lee	UQ
Dr Jason Lodge	Griffith Uni
Prof Keithia Wilson	Griffith Uni
Assoc Prof Jillian Hamilton	QUT
Dr Claire Gardiner	QUT

9.3 Project Advisory Group

The Advisory Group will:

1. Oversee the realisation of the project, in accordance with the proposal funded by the OLT, including:
 - i. Guide project leadership team to ensure alignment with national and sector priorities and responsiveness to educational issue.
 - ii. Ensure inclusive approach to project activities. Advise project leadership team on strategic approach, project direction and focus.
 - iii. Endorse project evaluation strategy and activities and advise project evaluator to inform direction and focus of project.
 - iv. Take account of the views expressed by the Project Team and other relevant groups and individuals.
 - v. Advise project leader on the activities of the Project Leadership Team.
2. Advocate support, promote and champion the Project in own institution and the sector to ensure buy in of key stakeholders.
3. Identify & communicate intersections with other sector activities to the Project Leadership Team and provide them with high-level guidance and support to help them meet obligations – in terms of strategic direction and the provision of resources and practical assistance.

Advisory Group member	Institution
Assoc Prof Gordon Joughin	UQ
Prof Kerri-Lee Krause	Uni of Western Sydney
Prof Alf Lizzio	Griffith Uni
Prof Suzi Vaughan	QUT
Prof Sally Kift	JCU

9.4 Expert advisors

The expert advisors will focus on the development of a maturity model.

Advisory Group member	Institution
Dr Stephen Marshall	Victoria University of Wellington (NZ)
Dr Geoff Mitchell	Virgin Australia (former staff member of QUT)

9.5 Evaluator

Professor Marnie Hughes-Warrington from the Australian National University is the project evaluator.

10 RISK MANAGEMENT

The risk management strategies that will be deployed for this project include:

- A shared repository of project records and deploying the QUT convention for file naming.
- Drawing on and coherence with QUT project management and institution processes and systems.
- Actively involving and seeking timely advice from the Advisory group and Project Evaluator.

11 COSTS AND RESOURCES

11.1 Personnel

Project Leader: 20% of Professor Nelson's time is dedicated as an in-kind contribution to this project. Please refer to the letter of agreement from Professor Vaughan.

Project Co-Leader: Adj Prof John Clarke dedicates 0.4FTE of his time (in kind) to work alongside the Project Leader, taking responsibility for selected aspects of the project, providing direction to the Project Manager, and communicating knowingly with the project team and advisory group members.

Project Manager: Dr Ian Stoodley contributes 0.6FTE of his time as project manager in both years. He brings project experience in data collection and organisation, research enquiry and written communication. He is independently responsible for analysis and writing, in collaboration with the project leaders, as well as supporting the project leaders and co-manager in their roles, managing the project repository, organising project meetings and associated materials, and liaising between the project leaders, project team and the advisory groups.

Project Co-Manager: Ms Tracy Creagh contributes 0.5FTE of her time in Year 2 of the project. She brings extensive project experience in student engagement. She will enable the advancement of the project at intensive data collection, analysis and reporting phases.

The Project Leaders and Project Managers work closely with the project Advisory Group and Project Team, for (i) primary responsibility for data collection and analysis (phase 1), and development of case studies (phase 2); (ii) project management and administration; (iii) assisting with preparation of project reports; (iv) maintenance of stakeholder relationships; (v) organising the Discussion Forum in the final year; (vi) liaising concerning web design; and (vii) basic maintenance of the project web site.

11.2 Project Support

Consumables: No expense will be incurred for the hire of office space, as this is being provided by the lead university (QUT). Communication costs – printing, telephone charges, postage, basic stationery – have been allocated to ensure effective and efficient liaison between the project team, reference and working group, and the institutional members and other stakeholders, as well as effective dissemination of results. These will be provided in-kind by the participating institutions in Year 2.

Project Team Meetings: The project partner institutions will provide appropriate venues for the meetings and discussion forums held in Queensland. Catering will be required for project team meetings.

Workshop and case study costs: The process of model development, institutional assessment and case studies requires extensive meetings and workshops in each participating institution, for which catering will be required.

Travel costs: Travel costs will enable the north Queensland Advisory Group member, interstate Evaluator and international Expert Advisor to attend key meetings.

11.3 Project Activities

Website design, development, maintenance and hosting: The creation of a website is an ideal way to disseminate the research findings of the project in a way which facilitates access to the project findings by stakeholders, and the broader Australian and international research community. Such dissemination will readily support interaction and engagement with the project outcomes. The budget line will be sufficient given synergies with other projects.

Documentation: Extensive workshopping requires data entry to convert handwritten input into electronic form. Audio-recorded expert advisor meetings require transcription. Project deliverables include a series of institutional reports and a final maturity report.

12 TIMELINE

The timeline is updated regularly and reflects the current status of the project.

Phase 1													
		Oct-11	Nov-11	Dec-11	Jan-12	Feb-12	Mar-12	Apr-12	May-12	Jun-12	Jul-12	Aug-12	Sep-12
#	Milestones												
1	Ethics	x				x	x		x				
2	MIA signed	x	x			x	x						
3	Staff employment	x											
4	Literature review	x	x	x		x	x	x	x	x	x	x	x
	Develop Model:												
5	Identify Process Areas, Practices and Dimensions				x	x	x	x	x	x			
6	Pilot workshop								8 th				
7	Workshops								x		18 th	3 rd 17 th	
8	Institutional feedback (workshop afternoon)								x		19 th	x	
9	Synthesise workshop data											x	x
10	Integrate data into model												x
11	Second round feedback (combined data)									x			x
	Develop Assessment Instrument:												
12	Conceptualisation of instrument									x	x	x	x
	Meetings:												
13	Leadership Team	x	x	x		x	x	x	x	x	x	x	x
14	Project Team	x		x			x			4 th	x		x
15	Advisory Group			x								x	
16	Expert Advisors		x					x			x		
17	Evaluator		x				x			x		x	
	Deliverables												
18	Website		x		x	x			x				
19	SESR MM Framework (Objective 1)									x			
18	SESR MM Detail (Objective 1)												x
19	Model article									x			
	Reports:												
20	Interim Report to OLT							3 rd					
21	Project Updates - Project Team				x	x	x	x	x	x	x	x	x
22	Project Reports - Advisory Group						x						x
Notes: Grey #7, 8, 9, 12, 14 Report or meeting not appropriate at originally scheduled time. Red #21 Missed													
On track x Caution x Missed x Re-assigned x													

Phases 2, 3 & 4													
		Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	Jun-13	Jul-13	Aug-13	Sep-13
#	Milestones												
1	Literature review	x	x	x		x	x	x	x	x	x		
	Institutional case studies:												
2	Develop case study plan/protocol	x	x										
3	Case ethics	x	x										
4	Contact institutions re case studies		x	x									
	Develop Assessment Instrument												
5	Articulate practices	x	x										
6	Interpret practices for dimensions		x	x									
7	Develop inventory of types of evidence			x	x								
8	Review Instrument				x	x							
	Apply Assessment Instrument												
9	Step 1 - Desktop audit					x	x	x	x				
10	Step 2 - Project Team consultation					x	x	x	x				
11	Step 3 - Institutional workshop						x	x	x				
12	Step 4 - Individual interviews						x	x	x	x	x		
	Analyse Assessment Data												
13	Synthesise evidence and draw conclusions						x	x	x	x	x	x	
14	Deliver institutional feedback									x	x	x	
	Institutional reports												
15	Develop reports, including context							x	x	x	x	x	
16	Discuss with participating institutions								x	x	x	x	
17	Sector report								x	x	x	x	
18	Findings forum												11/10
	Meetings:												
19	Leadership Team	x	x	x		x	x	x	x	x	x	x	x
20	Project Team		x					18th			x	x	
21	Advisory Group			x			27th					x	11th
22	Expert Advisors		x					x				x	
23	Evaluator					x	18th		x			28th	
	Deliverables												
24	Ethics approval					x							
25	Assessment instrument (Objective 2)				x								
26	Institutional maturity reports (Objective 3)									x	x	x	Oct
27	Sector SESR Maturity Report (Objective 4)											x	Oct
	Reports:												
28	OLT Yr 1 report	3rd											
29	Institutional extended reports/journal articles									x		x	
30	Project Updates - Project Team		x		x		x		x		31st		x
31	Project Reports - Advisory Group						x				31st		x
On track		x	Caution	x	Missed	x	Re-assigned	x					

13 QUALITY/PROJECT EVALUATION

The project evaluation strategy is fully integrated into the project approach and phases and is to be continuous throughout the project. A hierarchy of key activities will be evaluated and both quantitative and qualitative data will be collected and analysed. The project team will be responsible for ensuring that the opportunities, tools, resources and information required for a thorough evaluation are provided to the Project Evaluator.

Professor Marnie Hughes-Warrington (DVC-A of ANU) has agreed to act as the project evaluator and as a critical friend to the project.

Focus of Evaluation - Key Evaluation Topics	Evaluation Processes
Whole of Project <ul style="list-style-type: none"> Has the project aim been achieved? Were project outcomes and deliverables delivered on time and within budget? Has dissemination been effective? 	<ul style="list-style-type: none"> Participation in Project team meetings and inclusion in all communications between project leader and manager with Advisory Group. Focus group sessions with Advisory Group and Project team at mid- and end of project. Dissemination is broad and appropriate to audience.
Project Outcomes (previously detailed in section 6) <ul style="list-style-type: none"> Does the SESR-MM provide an enabling platform to transform SESR and create new paradigms for university practice? What was the degree of critical reflection, review and enhancement of existing university processes and practices (in participating universities) related to project activities? What examples now exist of increased awareness of the criticality of SESR and the importance of teaching and learning in enhancing success and retention? 	<ul style="list-style-type: none"> Analysis of workshop and seminar evaluation forms. Number of institution and individual participants. Invitations arising from project activities. Examination of case reports. Focus groups with project team and advisory group at mid- and end of project.
Project Deliverables (previously detailed in section 6) <ul style="list-style-type: none"> What was the level of engagement with web site? Did users find the resources (materials, tools, protocols, frameworks) useful? What was the frequency and effectiveness of dissemination activities? 	<ul style="list-style-type: none"> Web traffic statistics using Google Analytics or similar tool. Record of frequency of dissemination activities. Project awareness /engagement awareness survey (using web monkey or similar tool). Interviews with working group and institution team members.
Objective / Phase 1 Develop the SESR-MM. <ul style="list-style-type: none"> ➤ <i>Was the SESR-MM achieved and perceived as appropriate and useful as process improvement tool for participating universities and to the sector?</i> 	<ul style="list-style-type: none"> Participant observation of seminars/workshops/ forums. Analysis of feedback/ suggestion forms. Monitoring of discussion forums on website.
Objective / Phase 2 Develop & apply SESR Maturity Assessment Instrument. <ul style="list-style-type: none"> ➤ <i>How well did the participating institutions participate in the SESR Maturity Assessment?</i> ➤ <i>Was the instrument developed in a way to be informative and useful to participating</i> 	<ul style="list-style-type: none"> Application process and number of participants. Analysis of evaluative question at end of assessment.

institutions?	
<p>Objective / Phase 3 Develop case study exemplars for the SESR-MM levels.</p> <ul style="list-style-type: none"> ➤ Were examples of SESR practice at each maturity level and sharable SESR resources associated with good practice (e.g. assessment repositories) made available to the project? ➤ Was a comprehensive SESR Maturity Report, based on the assessment and case data, produced for each participating institution? 	<ul style="list-style-type: none"> • Each institution received an evidence based report in a timely manner. • Examples and resources available in a timely manner and usable format. • Inclusion of evaluative questions in reports, examples and resources distributed with the materials.
<p>Objective / Phase 4 Publish report on The Maturity of SESR Programs and Practice in Australian Universities.</p> <ul style="list-style-type: none"> ➤ Was the report based on the evidence collected from the Australasian university sector? ➤ Was the SESR-MM used to describe the status of SESR activities for the whole sector? 	<ul style="list-style-type: none"> • A sector level report based on the evidence generated and collected by the project is produced. • The SESR-MM is assessed by participants as being used as the foundation for describing SESR activities for the sector.

14 PROJECT MANAGEMENT/ROLE STRUCTURE

Project management

QUT has well established processes for project management³⁴ that includes key project process documents and performance reporting. These documents include project and communication plans as well as tools to assist with tracking project progress and have been previously used by Prof Nelson³⁵ or are currently being effectively used by her to manage the OLT CG-10 -1730 project on monitoring student engagement. Terms of reference will be used to explicate the expectations and roles of all project stakeholders.

Role of project personnel

The project team is very aware that, for the SESR-MM to be taken up and used in a profound way across the sector, the project and its outputs must be capacity building. The project leader (PL) will commit 20% of her time to the project, the project co-leader will commit 0.4 FTE, the project manager will commit 0.6 FTE in both years and the project co-manager 0.5 of her time in Year 2. To facilitate adoption of the model during and following project completion and to allow for second generation innovation up-scaling³⁶ the project has embedded a robust dissemination and communication strategy (section 15). The project team and advisory group consist of academic staff all of whom have responsibility for enhancing SESR within their own institutions. The roles of the four groups—Advisory Group, Project Leadership Team (including Project Leader, Co-leader, Manager and Co-manager), Project Team and Participating Institutions—in terms of dissemination (engagement and information provision) and evaluation are summarised in the table below.

³⁴ QUT Project Management Framework <http://www.tils.qut.edu.au/ppo/framework/>

³⁵ Boyle, B. & Lee, A. (2010). *The Teaching and Learning Commissioned Projects 2007-2009. A strategic initiative of Queensland University of Technology. Final report of the external evaluation 2009.* A report prepared for the Real World Learning Project Steering Committee, Queensland University of Technology, Brisbane, Australia, p. 3.

³⁶ 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. URL: <http://www.altc.edu.au/resource-strategies-dissemination-uq-2005> [last accessed May 2010]

Roles of Advisory Group, Project Leadership Team, Project Team and Participating Institutions		
Project Management	Dissemination	Evaluation
Advisory Group Guide project to ensure alignment with national and sector priorities and responsiveness to educational issue. Provide advice on development of the SESR-MM based on previous experience and expertise. Realise the project objectives as described in the approved proposal including advising PL and PM on strategic approach, project direction and focus. Endorse project and budget change requests.	Promote/champion the project in own institution and the sector to ensure buy in of key stakeholders and engagement of participating institutions. Identify & communicate intersections with other OLT / DEEWR and sector activities to project leader and manager.	Endorse project evaluation strategy and activities. Advise project evaluator to inform direction and focus of project.
Project Leadership (PL, PCL, PM) Lead and manage project progress and coordinate project activities with project team to ensure (1) objectives are met on-time and budget and (2) project direction is informed by the ongoing evaluation process.	Implement and monitor the effectiveness of the communication strategy to ensure engagement of institutional SESR leaders and institutional teams.	Ensure ongoing communication & engagement with project evaluator. Implement & monitor project evaluation strategy. Ensure evaluation tools are available & accessible.
Project Team Actively contribute to project deliverables, outcomes, communication and evaluation. Actively participate in project team meetings and manage and promote and facilitate project activities within own and other institutions in conjunction with the project leadership team.	Participate in project workshops and forums and coordinate project activities within own institution to ensure activities are completed on time.	Contribute to project evaluation activities through the communication and promotion & use of project resources & deliverables within own institution.
Participating Institutions Identify & promote completion of the SESR Maturity Assessment within own institutions. Identify participants for case studies & participate in interviews & focus groups related to the development of the Maturity Reports. Provide feedback on deliverables to project teams.	Participate in institutional activities (e.g. case studies, forums & workshops).	Provide feedback on project resources and deliverables and contribute to project evaluation.

15 COMMUNICATION³⁷

Crucial to the OLT expectations are dissemination activities. The table below summarises the dissemination strategy of the project according to each project stage.

Phases	Engagement	Information Provision
All	Four national symposia and workshops held in conjunction with the FYHE and HERDSA annual conferences in 2012 and 2013. Iterative development of the project team	Website to share project information, resources and deliverables. Publications and resources associated with

³⁷ Project deliverables are italicised and underlined.

Phases	Engagement	Information Provision
	working with institutional stakeholders to develop the key deliverables	symposia and workshops.
Stage 1: SESR-MM	Institutional workshops to identify current SESR practices and concurrent team examination of the literature to develop a conceptual SESR-MM. Project team and advisory group to discuss, refine and evaluate the combined workshop/literature design of the draft <u>SESR-MM</u> .	Evaluation of the SESR-MM. Project report and conference or journal publication on the <u>SESR-MM</u> .
Stage 2: SESR Maturity Assessment toolkit	Institutional forums to collaboratively develop the assessment instrument synthesising literature and data of institutional practices. Evaluation of the <u>SESR Maturity Assessment</u> .	Project report and conference or journal publication reporting on the assessment outcomes. Interim project report.
Stage 3: Institutional Case Studies	Institutional round tables (with academic and professional staff) to gather evidence of institutional SESR practices.	Project report and conference or journal publication on the case studies. Evaluation of the usefulness of the SESR-MM in identifying and supporting SESR Program innovations.
Stage 4: Maturity Reports	Institutional team meetings to present, discuss, evaluate and refine <u>Institution and Sector SESR Maturity Reports</u> . Workshops using the SESR-MM to identify innovations.	<u>Maturity reports</u> and conference or journal publications in conjunction with working group members. Project evaluation & Final project report.

Potential journals

International Journal of Higher Education (IJHE) <http://www.sciedu.ca/ijhe>

16 QUALIFICATIONS & EXPERIENCE OF THE PROJECT TEAM MEMBERS

Professor Karen Nelson (PhD, BInfTech (Hons1st Class)) is the Director, Student Success and Retention in the Learning and Teaching Unit at Queensland University of Technology. Her portfolio focuses on: institutional policy, strategy and practice; curriculum design and enactment; proactive student support; a sense of belonging; and staff development. Since commencing at QUT in 2000 as the coordinator of a large first year information technology core unit, Karen has led several large teaching and learning projects, and between 2007 and 2009 was the co-leader of the institution-wide capacity building “*Transitions-In*” Project (\$712,372 over three years). She was recently awarded OLT competitive grant CG-1730 “*Good practice for safeguarding student learning engagement in higher education institutions*” (\$220,000 over two years). Karen’s higher education research focuses on student engagement, the first year in higher education, the student experience and institutional responses to strengthening these. Her teaching and learning leadership has been recognised by six QUT awards and an ALTC Citation for curriculum design. Karen serves the sector through her work as Chair of the influential Pacific Rim First Year in Higher Education Conference. She has recently established and is the Editor of the *International Journal of the First Year in Higher Education* and she is the leader of the FYHE virtual centre at www.fyhe.qut.edu.au. Karen will dedicate 0.2 FTE of her time to this project.

Recent refereed publications (2010+)

Nelson, K. J., Smith, J. E. & Clarke, J. A. (in press). Enhancing the transition of commencing students into university: An institution-wide approach. *Higher Education Research and Development*.

Nelson, K. J., Quinn, C., Marrington, A. D. & Clarke, J. A. (in press). Good practice for enhancing the engagement and success of commencing students. *Higher Education*.

Kift, S. M., Nelson, K. J. & Clarke, J. A. (2010). Transition pedagogy: A third generation approach to FYE - A case study of policy and practice for the higher education sector. *The International Journal of the First Year in Higher Education*, 1(1), 1-18.

Current funded projects

2010-2012: *Good practice for safeguarding student learning engagement in higher education institutions*. Project Leader - Australian Learning and Teaching Council (ALTC) Competitive Grant CG10-1730

(2011-2012): *Effective teaching and support of students from low socioeconomic backgrounds: Resources for Australian higher education* ALTC Priority Project SP10-1838 (2011-2012) Project team member with M. Devlin, S. Kift, J. Nagy and E. Smith.

Associate Professor Gordon Joughin (BA, BSW, DipTertEd, MEd, PhD) is Head, Higher Education Research and Scholarship in the Teaching and Educational Development Institute at The University of Queensland. Gordon has particular expertise in teaching, learning, assessment and curriculum design in higher education and has published extensively on the influence of assessment on student learning. He was Principal Supervisor of the Hong Kong 'Learning-oriented assessment project', a 3-year, \$HK2m project which involved collaboration among seven higher education institutions in Hong Kong. He was recently a member of the national team and participant-evaluator of Professor David Boud's ALTC Senior Fellowship on 'Student assessment for learning in and after courses', as well as being a lead author of the Fellowship's visionary statement on assessment, *Assessment 2020: Seven propositions for assessment reform in higher education*.

Recent publications

Joughin, G. (2010). The hidden curriculum revisited: A critical review of research into the influence of assessment on learning. *Assessment and Evaluation in Higher Education*, 35, 3, 335-345.

Memon, M. A., Joughin, G., & Memon, B. (2010). Oral assessment and postgraduate medical examinations: establishing conditions for validity, reliability and fairness. *Advances in Health Sciences Education: Theory and Practice*, 15, 2, 277-89.

Joughin, G. (Ed.) (2009). *Assessment, learning and judgement in higher education*. Dordrecht: Springer.

Joughin, G. (2008). *Oral assessment from the learner's perspective*. Saarbrücken: VDM Verlag.

Joughin, G. (2007). Student conceptions of oral assessment in oral presentations. *Studies in Higher Education*, 32, 3, pp. 323-336.

Boud, D. and Associates (2010). *Assessment 2020: Seven propositions for assessment reform in higher education*. Sydney: Australian Learning and Teaching Council.)

Dr Jason Lodge (B Psych (Hons), GCertEd (Tertiary Teaching), PhD (under examination)) is a lecturer in higher education at the Griffith Institute for Higher Education and the Student Experience Coordinator at Griffith University. Jason works in close collaboration with Professors Kerri-Lee Krause, Keithia Wilson and Alf Lizzio to refine and improve the whole of institution student experience strategy at Griffith. He is responsible for working with academic staff overseeing the student experience in all four of Griffith's academic groups and provides strategic and practical support to academic leaders from Deans Learning and Teaching through to First Year Advisors and Course Coordinators. Jason has been researching learning and teaching for the past five years. Although Jason is only in the early stages of his academic career, he has worked on numerous learning and teaching projects at James Cook University, Queensland University of Technology, The University of Queensland and Griffith University. These projects include a number of ALTC funded projects. He was awarded the James Cook University Citation for Sessional Staff in 2009 and is the only sessional staff member to be awarded this institutional level citation at JCU to date. Jason brings to this project a wealth of experience in project management in higher education and a sound understanding of learning and teaching theory and practice, particularly in relation to student engagement and retention. In addition, Jason has worked in professional and academic roles in various institutions and has a holistic understanding of all facets of the student experience.

Recent refereed publications

- Lodge, J. (2010). Communicating with first year students; so many channels but is anyone listening? A practice report. *International Journal of the First Year in Higher Education*, 1(1), 100-105.
doi:10.5204/intjfyhe.v1i1.23
- Lodge, J. (2010). The benefits of using social networks to increase student engagement – not so obvious? *Higher Education Research & Development Conference 2010, Melbourne, Australia*.
- Lodge, J. (2009). The implementation of a principal tutor for first year psychology subjects at James Cook University Cairns Campus to increase student engagement. *Proceedings of the 12th Pacific Rim First Year in Higher Education Conference*.

Dr Glyn Thomas (EdD, MA, BHMSed) is a Senior Lecturer with the Teaching and Educational Development Institute at the University of Qld. He has worked in a range of education contexts over the last 25 years, including 12 years within the Faculty of Education at La Trobe University, Bendigo, Victoria. He has fulfilled a wide range of teaching and administrative roles including: lecturing, tutoring, course and program co-ordination at UG and PG levels, Director of Learning and Teaching, and joint Head of School. His research interests include: facilitative teaching styles, facilitator education, and the pedagogical challenges and opportunities presented by the widening participation agenda in Australian higher education. He has lived and taught in regional/rural areas most of his working life and understands well the challenges that non-traditional students experience when trying to access and complete higher education study.

Recent refereed publications (2010+)

- Thomas, G. J., Martin, D., & Pleasants, K. (in press). Using self- and peer-assessment to enhance students' future learning in higher education. *Journal of University Learning and Teaching Practice*.
- Thomas, G. J. (2010). Facilitator, teacher, or leader? Managing conflicting roles in outdoor education. *Journal of Experiential Education*, 32(3), 239-254.
- Thomas, G. J. (2010). Difficult groups or difficult facilitators? Three steps facilitators can take to make sure they are not the problem. In S. Schuman (Ed.), *Working with difficult groups: How they are difficult, why they are difficult, and what you can do about it* (pp. 339-352). San Francisco: Jossey-Bass.

Recent funded projects

- 2010: *Innovation in teaching and learning for higher education students from under-represented groups in Australian universities with a regional focus*. La Trobe University, Faculty of Education Research Grant, \$12,000.

17 APPENDIX 1: COSTS AND RESOURCES DURING THE LIFE OF THE PROJECT

	Year 1			Year 2		
	OLT \$	Other In-kind \$	Total \$	OLT \$	Other In-kind \$	Total \$
PERSONNEL						
Project leader (0.2 FTE + on costs)	0	40,000	40,000	0	40,000	40,000
Project co-leader (0.4 FTE + on costs)	0	50,000	50,000	0	50,000	50,000
Project manager (Yr1 0.6 FTE/Yr2 1.0 FTE HEWA 8.1 + on costs)	60,000	0	60,000	105,194	0	105,194
QUT Project team members honorariums	5,000	5,000	10,000	5,000	5,000	10,000
UQ Project team members honorariums	5,000	5,000	10,000	5,000	5,000	10,000
GU Project team members honorariums	5,000	5,000	10,000	5,000	5,000	10,000
Subtotal	75,000	105,000	180,000	120,194	105,000	225,194
PROJECT SUPPORT						
Consumables (telephone, postage, office consumables)	250	0	250	0	0	0
Project team meetings	1,250	0	1,250	1,500	0	1,500
Workshop costs	1,750	0	1,750	2,500	0	2,500
Travel costs	0	0	0	3,000	0	3,000
Sub total	3,250	0	3,250	7,000	0	7,000
PROJECT ACTIVITIES						
Web site design, development & maintenance	500	0	500	750	0	750
Documentation	1,750	0	1,750	2,500	0	2,500
Dissemination	2,000	0	2,000	5,500	0	5,500
Sub total	4,250	0	4,250	8,750	0	8,750
ATTENDANCE AT ALTC EVENTS	3,000	0	3,000	0	0	0
Sub total	3,000	0	3,000	0	0	0
INSTITUTIONAL OVERHEAD LEVY	0	0	0	0	0	0
Sub total	0	0	0	0	0	0
Year totals	85,500	105,000	190,500	135,944	105,000	240,944