



“It takes a village”: University readiness for today’s students

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Presentation overview

- Background
- A learning organisation?
- Specific approach – some interventions
- Summation



DUT’s Strategic Direction: 2015-2019



DUT’s project goals

- Improve student success through effective use of data
- Create space and/or systems for an integrated approach to use of data in student success improvement work
- Capacity development for effective use of data [owners and users]



Components of a university education



Acknowledgement: L.Czerniewicz Unbundling/Rebundling in HE contested 2017



Collaborative organisational learning

Collaboration – intentional focus – range of interrelated, sometimes competing goals

Teamwork – working together to identify and pursue improvements and more effective practice



DUT Strategic Focus Area 3

Developing the University as a learning organisation

Peter Senge's disciplines of a learning organisation

- 1 Systems thinking
- 2 Mental models
- 3 Shared vision
- 4 Personal mastery
- 5 Team learning



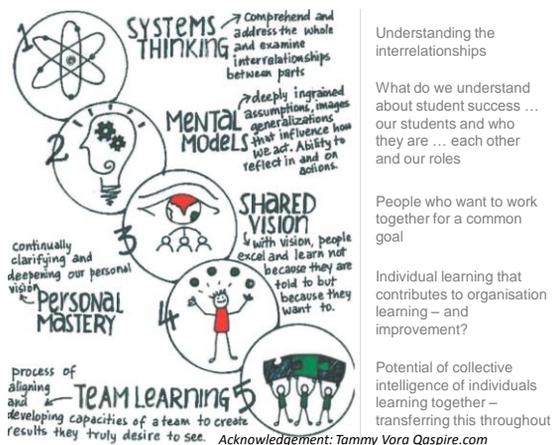
What space has been created?

Student Success Task Team

Core Project Team

Working groups

- Engagement and other surveys
- Data integration
- Data jedi
- Student Success interventions (Graduate attributes; Language; Co-curriculum; Tutors; Academic Advising)
- Who are our students?




What does it feel like in a learning organisation?

1. Deeply purposeful
2. Accomplishing chosen path easily and confidently
3. People do what they care about, with a shared intent
4. People eager to know and understand, and to learn together
5. Genuine desire to make informed decisions
6. Agile, new ways of behaving
7. Systematically aware with widespread strategic thinking
8. Alignment of processes and structures to mission and purpose



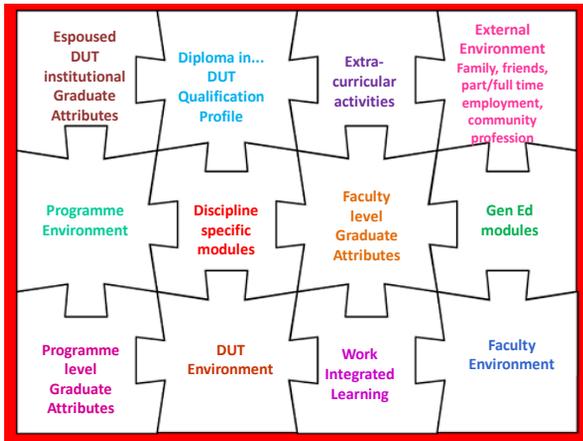
Student success

- ❖ Qualifying/completing in minimum time and attaining the DUT graduate attributes.
- ❖ A shared responsibility – students, lecturers, support and administrative staff all have a role to play.

The Big 5@DUT

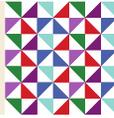
Our students will be:

- 1 Critical and creative thinkers who work independently and collaboratively;
- 2 Knowledgeable practitioners;
- 3 Effective communicators;
- 4 Culturally, environmentally and socially aware within a local and global context;
- 5 Active and reflective learners



  How will we know?
Knowledge acquisition

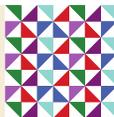
- MI - success rates, etc.
- Graduate attributes?
- Gen Ed in the curriculum – Cornerstone module – strategic teaching and assessment
- GA across the programmes?

  Data gathering - GA

- Pilot project
 - 2 HEQSF aligned programmes – X and Y
 - Different phases of implementation – 3rd yr and 2nd year respectively
- Identify HIPs that promote the attainment of GA.

  Preliminary analysis of data: Cornerstone 101

- Student buy-in
- Personal development
- Challenges – diverse groups; ... ***made to feel inferior to students from programmes with an ‘-ology’***
- Reflective practice

  Preliminary analysis of Data continued

- Students reflect on assessment –
- Maths
- Assignments
- Problem solving



What have we learnt?

- Assumptions
- Consistent and coherent messages about Gen Ed, Cornerstone and the approved GAs from the outset. Must be reinforced in orientation, handbooks, study guides
- Reflective practice
- Group work
- Personal development



“Most transformation programs satisfy themselves with shifting the same old furniture about in the same old room.

Some seek to throw some of the furniture away.

But real transformation requires that we redesign the room itself. Perhaps even blow up the old room.

It requires that we change the thinking behind our thinking — literally, that we learn to rewire our corporate brains.”

Danah Zohar (1997)



Conclusion

- Universities are pluralistic organisations – characterised by divergent, yet NOT NECESSARILY diametrically opposed goals and objectives.
- We need to break the silos and work together toward the attainment of that which we purport to value at DUT – “a student-centred and engaged university”.

