

Making Connections
DASSH Associate Deans' Learning and Teaching Network Meeting
30-31 March 2017

Faculty of Arts and Social Sciences
University of Technology Sydney
235 Jones St, Ultimo

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The DASSH ADLT Network meets twice a year: a two-day satellite event usually in March, and a pre-conference day before the DASSH Annual Conference usually in September. It is important to note that the network meetings are not academic conferences. The aims of the network are stated at http://www.dassh.edu.au/network_of_associate_deans:

- To support those who aspire to become Deans with professional skills development
- Knowledge sharing regarding current issues and good practice as well as an engaged collegial support network.

The program has been designed with these aims in mind, with the first day focusing on sharing experiences and supporting each other; and the second day sharing knowledge on a particular current issue.

DAY 1

Making Connections: Peer Support

9:00–9:10	Welcome and Housekeeping
9:10–10:30	INTRODUCTIONS <i>Whole group discussion</i> There is a significant annual turnover in the membership of the network. Members will introduce themselves and briefly discuss one issue with which they are currently dealing on which they would like advice from their peers.
10:30–11:00	Morning Tea
11:00–12:30	CURRENT ISSUES FACING ADLTs: SUPPORT AND (POTENTIAL) SOLUTIONS <i>Small group discussions followed by group presentations</i> Small groups will form, each to discuss one of the issues raised most frequently in the 'introductions' session. Each group will then give a short plenary presentation on what it has identified as a way forward or a potential solution.
12:30–1:30	Lunch
1:30–3:00	THE ROLE OF THE ADLT: PROFESSIONAL DEVELOPMENT AND SUCCESSION PLANNING <i>Small group discussions followed by group presentations</i> ADLTs are typically appointed on the basis of outstanding and innovative teaching, but the role requires a range of additional leadership and management skills, not all of which each of us may have at appointment; for example, at our meeting in Adelaide in 2015, our preparedness for having "difficult conversations" with

	<p>colleagues was raised. What is the skill set that a high-performing ADLT needs? Are there specific PD opportunities that we would like to be specifically addressed at future network meetings, possibly by bringing in HR consultants?</p> <p>Succession planning is also a key issue, as upon appointment a new ADLT needs to 'hit the ground running'. What are the things that new ADLTs need to know on Day 1, and what skills should they have already developed? A clear understanding of this will not only help our colleagues new to the role, but also will help us to know what we need to say when it is our turn to hand over to our successor.</p>
3:00–3:30	Afternoon Tea
3:30–4:30	<p>THE ADLT NETWORK AS A RESOURCE</p> <p><i>Whole group discussion</i></p> <p>The DASSH ADLT Network is one of our key peer support resources. How do we better support each other?</p>
4:30–5:00	<p>NEXT STEPS</p> <p><i>Plenary</i></p> <ol style="list-style-type: none"> 1. The ADLT Pre-Conference Day on 13 September: suggestions for sessions will be sought. 2. The Network Convenorship: the current Network Convenor will step down on 15 September following the DASSH Annual Conference, and so a call for expressions of interest in the role will be sent out in June. An overview of the role will be provided so that potential candidates can think about nominating.
Evening	Dinner (not included in registration), venue TBA

DAY 2

Making Connections: HASS Curricula

HASS programs are in a constant state of flux. By January 2017, 60% of Australia's Bachelor of Arts (BA) programs had either been substantially revised or were about to be. This change doesn't apply only to the BA. A number of specialist degrees (also known as tagged or named degrees) had been discontinued and a whole new swathe opened for enrolments. For the most part, these changes appear to be driven by the need to articulate HASS disciplines as building employability capacity and graduate employment outcomes. Day 2 of the DASSH ADT&L Network Forum focuses on the curriculum of HASS programs. Facilitated by Deanne Gannaway, the session aims to explore contemporary HASS curriculum in 3 parts:

9:00–9:45	<p>CONNECTING CHANGES</p> <p><i>Whole group discussion addressing the following questions</i></p> <p>What changes are evident in HASS programs? What changes are coming or are planned? Are there any trends? What's prompting these changes? What are we gaining as a result of these changes? What are we losing?</p>
9:45–11:00	<p>CONNECTING HASS DISCIPLINES WITH THE WORLD OF WORK</p> <p><i>Small group discussions</i></p> <p>A recent study conducted by the British Science Council identified that there are a "wide variety of jobs and careers that require the knowledge and application of science, from research to business and from regulation to teaching". To help graduates</p>

	<p>of generalist BSc programs articulate their graduate abilities and to help them identify work prospects, they developed a tool “10 types of scientist”.</p> <p>This session seeks to explore whether this type of tool could be useful to HASS graduates. Are there 10 types of HASS specialists? What kinds of work do HASS graduates gravitate towards? And how do they see and articulate their graduate outcomes?</p>
11:00– 11:30	Morning Tea
11:30–12:45	<p>CONNECTING THE DISCIPLINES: WHOLE-OF-PROGRAM CURRICULUM DESIGN IN A GENERALIST PROGRAM</p> <p><i>Presentations and discussion</i></p> <p>The BA in particular is made up of disparate disciplines. Attempting to promote discussions across disciplines on a whole-of program basis is a fraught process. This session aims to share experiences of how some institutions have approached this task. The session concludes with a presentation of design based thinking as an approach to facilitating whole of program curriculum design. Resources and tools will be shared.</p>
12:45–1:45	Lunch
1:45–2:30	<p>CONNECTING IT ALL TOGETHER</p> <p><i>Plenary</i></p> <p>A summation of what we’ve explored across the day and identification of future needs, future collaborations and future actions</p>
2:30	CLOSE