

“Transition Governance”: Overseeing Academic and Regulatory Requirements of Going Block

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“Going Block” – sustainably making the switch to Block Model – requires a university to overhaul and reimagine its learning and teaching radically. That extends to its academic governance, which has great responsibilities to enable the Block’s opportunities without compromising academic quality or reputation. Those responsibilities are comparable to the *transition pedagogy* challenges that motivate universities to go Block in the first place.

Much as the scholarship around block and intensive learning and teaching approaches suggests their beneficial influence on *student engagement* is critical to their success as transition pedagogies (e.g. Kift, 2015), maximising *academic engagement* in governance is critical to the success of a transition in institutional practices (Dearlove, 2002). That means the active involvement of the academic community – holistically defined – in overseeing the University’s offerings (Lapworth, 2004).

This presentation takes a case study of the experiences at Victoria University. It demonstrates the importance of academic engagement, holistically conceived. In particular, it compares the University’s accounts of its governance practice with external views, including Australia’s Tertiary Education Quality Standards Agency. This discussion is anchored in the tripartite model of governance – distinguishing operational management, corporate governance, and academic governance – that underpins universities in comparable jurisdictions internationally (Rowlands et al., 2017).

References

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