

Reconsidering Humanities Programmes in Australian Universities – Embedding a New Approach to Strengthen the Employability of Humanities Graduates by Empowering Them as ‘Global Citizens’

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Following the global financial crisis, the relevance of humanities programmes in contemporary Australian universities has come into question. Furthermore, the role of humanities graduates and their contribution to the workforce, and to society more broadly, has also been scrutinised. This paper recommends the adoption of a new approach to better identify, define and embed key graduate attributes within humanities programmes and argues that the major benefits accrue when this task is undertaken nationally by a discipline. The goal of this paper is to draw attention to the critical role humanities graduates play in contemporary society as ‘global citizens’ and proposes an alternative approach to enhancing the employability of humanities graduates so that their role in tackling global challenges can be more widely recognised.

Introduction

The recent literature and public debates are comprehensive in outlining how higher education internationally and within Australia is undergoing significant change. This has been particularly evident in the aftermath of the global financial crisis (GFC) where governments have directed attention to universities and their potential to support recovery (O’Shea 2014; Barber et al. 2013; Dodgson and Staggs 2012). Australia is not immune to these pressures (Davis 2013; Hill, 2012). The first budget of the Liberal government saw the introduction of a proposed higher education deregulation agenda that may result in institutions having to significantly increase fees (Harding 2014). The suggested changes have received the support of the majority of Australian universities with one notable exception. In a recent speech Canberra University Vice-Chancellor Professor Stephen Parker argued that the changes are ‘unfair to students’ and will see universities ‘sleep walking towards privatisation’ (Parker 2014).

There is now an increasing demand from Australian governments, employer organisations and accrediting bodies for more clearly defined ‘programme outcomes’ or ‘exit standards’ for tertiary education programmes in both the higher education and vocational education and training (VET) sectors. This is the focus of this paper, which responds to the question: How will the humanities need to be reconsidered by academics, industry, the university and the public in general? Some of the key

initiatives that have the potential to lead this change to outcomes-driven curriculum design are discussed in the following sections.

Universities As Agents For Public Good and Fostering Global Citizens

Recent studies have focused on mapping this changing role of universities and their contribution to economic development and national innovation systems (Holmwood 2014). Internationally, funding streams are now starting to support this focus. In the European Union the launch of *Horizon 2020 a funding instrument (2014-2020)*, with an €80 billion budget, aims to deepen the relationship between science and society. In a keynote address at a launch of the funding stream, Commissioner Geoghegan-Quinn stressed how ‘more essential’ the contribution of humanities and social sciences will be to the overall success and impact of Horizon 2020 (Geoghegan-Quinn 2013). In the United States (US), Cornell University recently announced a \$150 million ten year strategy focused on supporting students to be active and to become:

Global citizens who practice respect and empathy; seek collaboration, cooperation and creativity; embrace differences and diversity in all aspects of their personal, professional and civic lives; and are

dedicated to working together to help solve some of the world's most intractable problems (*Cornell Chronicle* 2014).

Within this shift there is a recognition that universities must support their graduates to foster collaborative applied and generic skills. In Australia, the federal government's focus appears to be on forging stronger links between university researchers and industries to drive economic growth and innovation by establishing five growth centres. These centres will provide the infrastructure needed to drive growth and job creation in five key sectors of the Australian economy: food and agribusiness; mining equipment, technology and services; oil, gas and energy resources; medical technologies and pharmaceuticals; and advanced manufacturing sectors (Inside Publishers 2014).

What then is the role of humanities in responding to this, and the other 'grand' challenges, and how, in particular, can we support students in Australia to see the value of the role humanities will play in responding to the challenges, particularly when humanities graduate employment rates are so low in these fields? The aim of this paper is to draw on the primary author's learning over a fifteen year journey negotiating this ever increasingly complex maze, and to provide some tools for consulting stakeholders and developing 'authentic' graduate outcomes that are relevant to the graduate, academic and employer. As this is a collaborative paper between an engineer and humanities academics, a number of figures have been included to illustrate the text and to aid the readers' understanding.

What Are Employability Skills?

York (2006: 8) defined employability skills as being:

... those skills, understandings and personal attributes that make an individual more likely to secure employment and be successful in their chosen occupation to the benefit of themselves, the workforce, the community and the economy.

A review of the relevant literature shows that many other terms are also used to describe these non-discipline generic skills that employers expect graduates to have acquired. For example, core skills, essential skills, generic skills, generic professional skills, generic graduate attributes, non-technical skills, soft skills, and transferable skills (Gilbert et al. 2004; Johnston and McGregor 2004; Oliver 2010).

One of the key drivers for the focus on employability skills was the publication of The Employability Skills Framework, which was developed by the Australian

Chamber of Commerce and Industry and the Business Council of Australia, and published by the Department of Education, Science and Training (DEST) in *Employability Skills for the Future* (DEST 2002). The project identified the key generic employability skills that graduates should have, in addition to the job-specific or relevant technical skills. The Employability Skills Framework included both personal attributes and key skills that contribute to overall employability. The Framework was reviewed and re-endorsed in 2007 and then in 2013 it was replaced by the Core Skills Developmental Framework in 2013 (Commonwealth of Australia 2013).

In the higher education sector, employability skills are normally incorporated in a set of graduate attributes defined by a university. Barrie (2004: 262) suggests that:

... generic graduate attributes in Australia have come to be accepted as being the skills, knowledge and abilities of university graduates, beyond disciplinary content knowledge, which are applicable to a range of contexts.

Graduate Capabilities

To avoid problems with the multiple meanings of the commonly used words 'attribute', 'competency', and 'employability', some practitioners have adopted the term 'capability' (Oliver 2012; Stephenson and Yorke 1998). Stephenson and Yorke define a capability as:

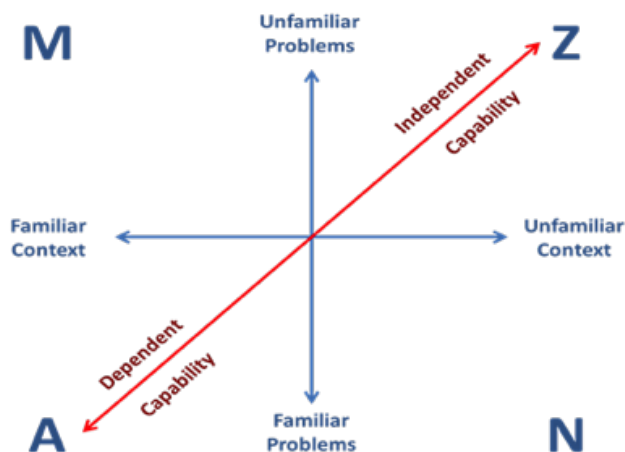
An integration of knowledge, skills, personal qualities and understanding used appropriately and effectively – not just in familiar and highly focused specialist contexts, but in response to new and changing circumstances (Stephenson and Yorke 1998: 2).

They suggest that one way of understanding capability is through a personal autonomy lens. This is achieved by describing a continuum between 'dependent capability' and 'independent capability'. The continuum is illustrated in Figure 1, where one axis represents the continuum between familiar problems and unfamiliar problems, while the other axis represents the continuum between familiar contexts and unfamiliar contexts. The capability continuum stretches from solving simple problems in well-known contexts (quadrant A in Figure 1) through to solving unknown and unbounded problems in unfamiliar contexts (quadrant Z).

Stephenson and Yorke (1998) describe the capabilities in quadrant A as dependent capabilities as they involve the solution of familiar problems in familiar contexts. In the Australian context, the capabilities in quadrant A

may be called 'competencies', particularly in the VET sector. They describe the capabilities in quadrant Z as independent capabilities, as they involve the solution of unfamiliar problems situated in unfamiliar contexts. Effective performance in quadrant Z is '... likely to draw on all components of capability – specialist knowledge and skills, values and personal qualities, such as intuition, judgement and courage' (Stephenson and Yorke 1998: 6).

Figure 1: Dependent and independent capabilities (adapted from Stephenson and Yorke 1998: 67).



Stephenson and Yorke's original diagram was adapted to show that in addition to the capabilities represented by quadrants A and Z, there are capabilities that fall into quadrants M and N (Dowling 2010).

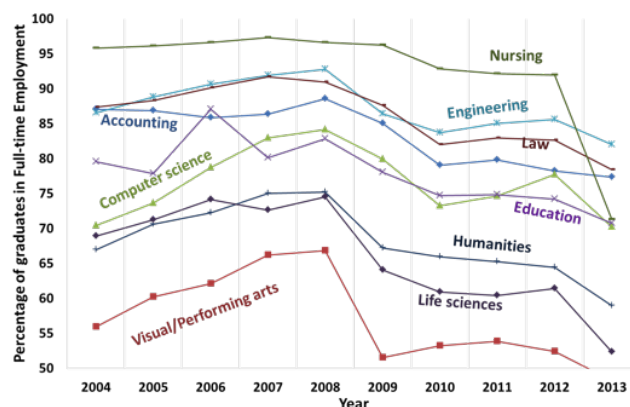
The level of dependency is important when defining capabilities. For example, the majority of the graduate capabilities for the Australian Qualifications Framework (AQF) (AQFC 2013) levels one to six qualifications would fall into quadrant A, with others falling into quadrants M and N. This contrasts with the graduate capabilities for AQF levels seven to ten qualifications, which would include the capabilities required to perform in quadrant Z as well as the capabilities to perform relevant tasks in the other three quadrants.

The Issue Facing Humanities Graduates

The Employability of Bachelor of Arts Graduates Report (Harvey and Shahjahan 2013) pointed to the current issues facing humanities graduates in the workforce. As Figure 2 indicates, since the GFC in 2009, the percentage of humanities graduates (and more significantly visual and performing arts graduates) in full time employment has steadily declined and is considerably lower than the rates achieved by graduates from other disciplines.

The GFC has also impacted on universities nationally and,

Figure 2: Graduate employment rates by discipline and year. (This graph is based on Graduate Careers Council data (GCA 2014).



for some universities, has prompted a reconsideration and restructure of undergraduate liberal arts programmes (the University of Melbourne and University of Western Australia are cases in point). The findings and recommendations of the Employability of Bachelor of Arts Graduates Report (Harvey and Shahjahan 2013) are therefore timely. The Report states 'the liberal arts faculties (in some instances) are under significant pressure to justify their existence or to restructure, while in other instances are considered the backbone of undergraduate degrees for both philosophical and economic reasons' (Harvey and Shahjahan 2013: 17).

In addition to the discrepancy between how universities view and value liberal arts programmes, the Report (Harvey and Shahjahan 2013) also highlighted a misalignment between how humanities graduate attributes are viewed and valued by academics, graduates and employers. This misalignment is presented in Table 1.

Table 1: Ranked importance of humanities graduate attributes by stakeholder (adapted from Harvey and Shahjahan. 2013: 5)

Stakeholder Group	Rank 1	Rank 2
Academics	Critical thinking/ analytical skills and problem-solving skills	Communications skills
Graduates	Critical thinking/ analytical skills and problem-solving skills	Communications skills
Employers	Communications skills	Problem-solving skills

In defining what is meant by 'critical thinking', 'analytical skills' and 'problem-solving', the stakeholders expressed different understandings, further contributing to this

misalignment in perceptions. The Report (Harvey and Shahjahan 2013) also listed the challenges that the three stakeholder groups believed would face humanities graduates (also referred to as liberal arts or arts graduates), namely:

- Arts graduates are perceived poorly in the community. This then leads to a misperception of the value of their skills in and contribution to a competitive job market.
- The breadth and diversity of the Bachelor of Arts is seen as its weakness (but also its strength).
- Inability of humanities graduates to 'sell themselves' to potential employers (the lack of confidence by graduates to identify the skills they have developed and how to articulate these in the job-seeking process).
- Lack of specific career direction within the Bachelor of Arts program (and advice).
- Lack of 'practical' work experience within the Bachelor of Arts program.
- Misunderstanding or lack of understanding by employers of humanities graduate attributes compared to other degrees (e.g. engineering).
- Lack of practical focus within the Arts undergraduate program (Harvey and Shahjahan 2013: 5).

In many instances an underlying issue relating to defining and embedding graduate employability skills in Bachelor of Arts programmes results from the perception of academics. The report observed mixed responses from academics when asked whether they saw 'employability as a goal in their teaching' and, in particular, in terms of whether 'employability' should be seen as a 'goal of the university as a whole' (Harvey and Shahjahan 2013: 105). Of the 40 academics interviewed from the five case studies identified in the report, the following provides a breakdown of responses:

- 27.5% viewed employability as not a primary or main goal in their teaching;
- 22.5% viewed it as a goal;
- 17.5% understood employability to be an indirect goal;
- 12.5% did not see employability as a goal;
- 5% viewed it as an outcome;
- 5% selected 'Unknown'; and
- 10% selected 'Other' and added a comment, for example:

- Employability is a joint responsibility of students and the institution.
- Employability ought to be different for Bas.
- A goal depending on student demographics and teaching vs. coordinator role.
- Employability is a goal in some areas and it is not right looking at employability across all areas.

(Harvey and Shahjahan 2013: 106)

Respondents distinguished between the role of the university and its Bachelor of Arts programmes as means of developing generic, transferrable skills enabling graduates to be 'employable' in the workforce as opposed to developing specific, vocational skills; in other words, generalist foci versus technical foci (Harvey and Shahjahan 2013). The report noted:

The majority of academics want to see 'employability' as an outcome of their teaching rather than a goal within the BA curriculum. These academics tend to object to focusing on the development of students' job skills but believe their role is to educate students so they become good citizens, which will in turn make them employable (Harvey and Shahjahan 2013: 105).

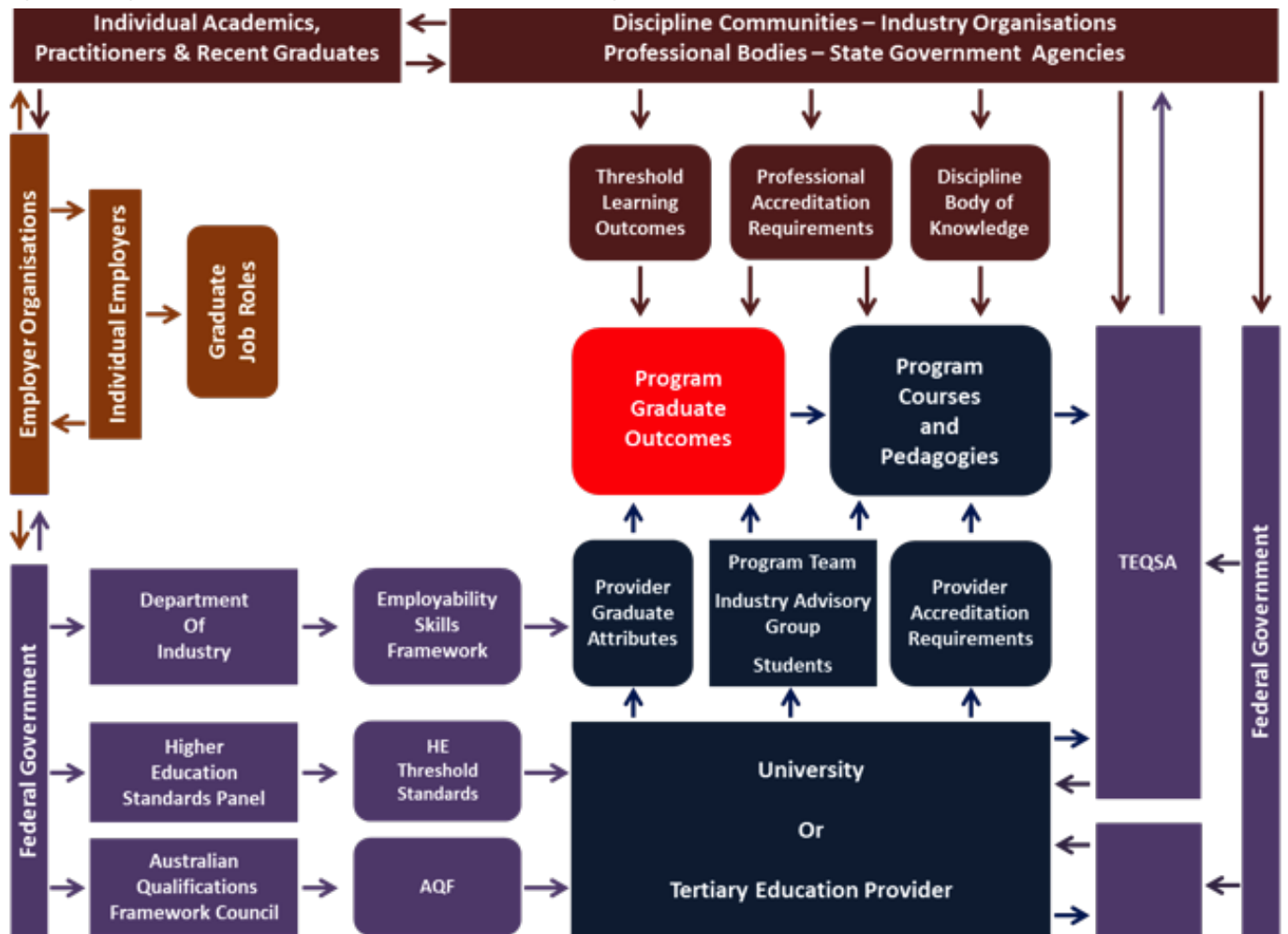
Finally, the report calls for better articulation of clearly defined graduate attributes and a clearer demonstration of how these can be embedded within Bachelor of Arts programmes. While there are a number of ways this may be achieved, this paper proposes that the Defining Your Discipline (DYD) approach would be beneficial if applied in the humanities disciplines.

Higher Education Stakeholders

The examples described in the previous sections demonstrate the increasing pressure higher education providers are facing from external organisations to more clearly define what the graduates from their programmes should know and be able to do, in both the generic (employability) and discipline-specific domains. This is not an easy task for individual institutions, schools or departments because of tight timelines, competing priorities and limited resources.

When the requirements of universities, schools and academics (teachers and researchers) are added to this list, developing a set of programme outcomes becomes a complex task. The complexity of this task is illustrated in Figure 3, which shows the key stakeholders in the higher education process. The straight line arrows from each stakeholder illustrate how each stakeholder influences the development of the programme graduate outcomes and, consequently, the curriculum and pedagogy.

Figure 3: Higher education stakeholders (Source: Dowling 2013: 8).



Two examples from Figure 3 are used to illustrate the complexity of this process. Firstly, since January 2012, higher education providers have been required to demonstrate to the Tertiary Education Quality and Standards Agency (TEQSA 2012) that they meet the legislated Higher Education Threshold Standards, including graduate outcomes, and provide the evidence that graduates can achieve them.

Secondly, some government agencies and industry organisations, particularly accrediting bodies, have defined a set of graduate attributes for their discipline. These then become the benchmark for programmes in these disciplines, as universities seeking accreditation for a programme would be expected to demonstrate how their students acquire and are able to validate achievement of those attributes. The aim of each programme design group is to negotiate an efficient and effective way through this programme outcomes maze and develop a set of programme outcomes that satisfies all of the stakeholders.

Some practitioners and employers may contribute to the curriculum design process through their involvement as sessional staff or as members of industry advisory committees (see Figure 2). They are also able to provide

recommendations about both the knowledge and skills graduates require as well as requirements relating to professional practice. Of this group, the practitioners who employ or supervise graduates are able to provide an important perspective on graduate outcomes. However, as can be seen in Figure 3, the vast majority of employers and practitioners are unlikely to be consulted about the development of graduate outcomes or curriculum.

In the next section a case study is used to illustrate how one humanities discipline has consulted with its stakeholders to support the development of a national set of graduate outcomes.

The Archaeology Case Study: Skills Sets and Gaps

A recent study of the archaeology profession in Australia flags the need for a strengthening of graduate attributes within curriculum development. The study is based on findings from two surveys, the first conducted in 2005 and the second in 2010. The surveys focused on 'access and participation, archaeological workplaces, qualifications and skills gaps' (Ulm et al. 2013: 34) in the profession. Table 2 lists the Archaeological and non-Archaeological Skills identified from the survey data. It also shows the ten most valuable skills, ranked by the participants.

Table 2: Archaeology and non-archaeology skills (Ulm et al. 2013: 40).

Non-Archaeology Specific Skills	Archaeology Specific Skills
General business	Field survey techniques*
Interpersonal communication*	Excavation techniques
Leadership*	Stone artefact identification and analysis
Human resource management	Faunal analysis
Occupational health/safety	Residue and use-wear analysis
Sales/marketing	Archaeological theory
Advocacy/public relations	Rock art recording and analysis
Report writing*	Ceramic analysis
Library/archival research*	Human skeletal identification and analysis
Computer literacy*	Knowledge of legislation*
Geographical Information Systems (GIS)	Significance assessment
Statistical analysis	Heritage management planning
Cross-cultural communication	Conservation of artefacts
Knowledge of intellectual property issues	Policy development
Photography	Understanding of research ethics
Critical thinking*	Drawing/illustration
Time management*	Sediment analysis
Project management*	Floral analysis
Negotiation/mediation	Cataloguing of artefacts
Diving	
Four-wheel driving	
Teaching/training	
Indigenous Consultation	

*** The ten most valuable skills**

It is important to note that not all of the skills would be included in university curricula as some skills would normally be acquired through training rather than education programmes. For example, four-wheel driving is one of the non-Archaeology specific skills in Table 2. This is the application of a quadrant A (see Figure 1) capability (Driving) in new contexts, quadrant N (four-wheel drive vehicles, and driving in difficult terrain and remote areas).

The study highlighted some important findings: ‘Over the last decade, government and private sector employers in Australia have been increasingly vocal about a perceived lack or diminution of graduates’ practical archaeological knowledge and skills’ (Ulm et al. 2013: 39). A survey of 399 participants in 2010 found:

- 86% agreed that more emphasis should be placed on developing practical consulting skills;
- 91.5% agreed that more emphasis should be placed on developing broad critical thinking skills; and
- 99.5% agreed, or strongly agreed that practical field-based archaeological experience should be an important part of undergraduate degrees.

The survey revealed that ‘interpersonal communication ranked as the most valuable skill, followed closely by report writing and computer literacy’ (Ulm 2013: 39). Similar to the 2013 Report (Harvey and Shahjahan 2013), the survey also found that ‘only two of the ten most valued skills are considered to be archaeology specific skills’ (Ulm 2013: 39). Furthermore, a significant finding was the lack of correlation between the identified most valuable skills against the identified skills gaps. For example, while interpersonal communication was considered the top most valuable skill, out of the 42 identified skills gaps, it was listed as last. The authors concluded that this meant there was ‘no perceived skill gap in the area’ (Ulm 2013: 40).

Findings like these can inform further curriculum development to strengthen graduate attributes. Pertinent to the thesis of this paper, the authors observed:

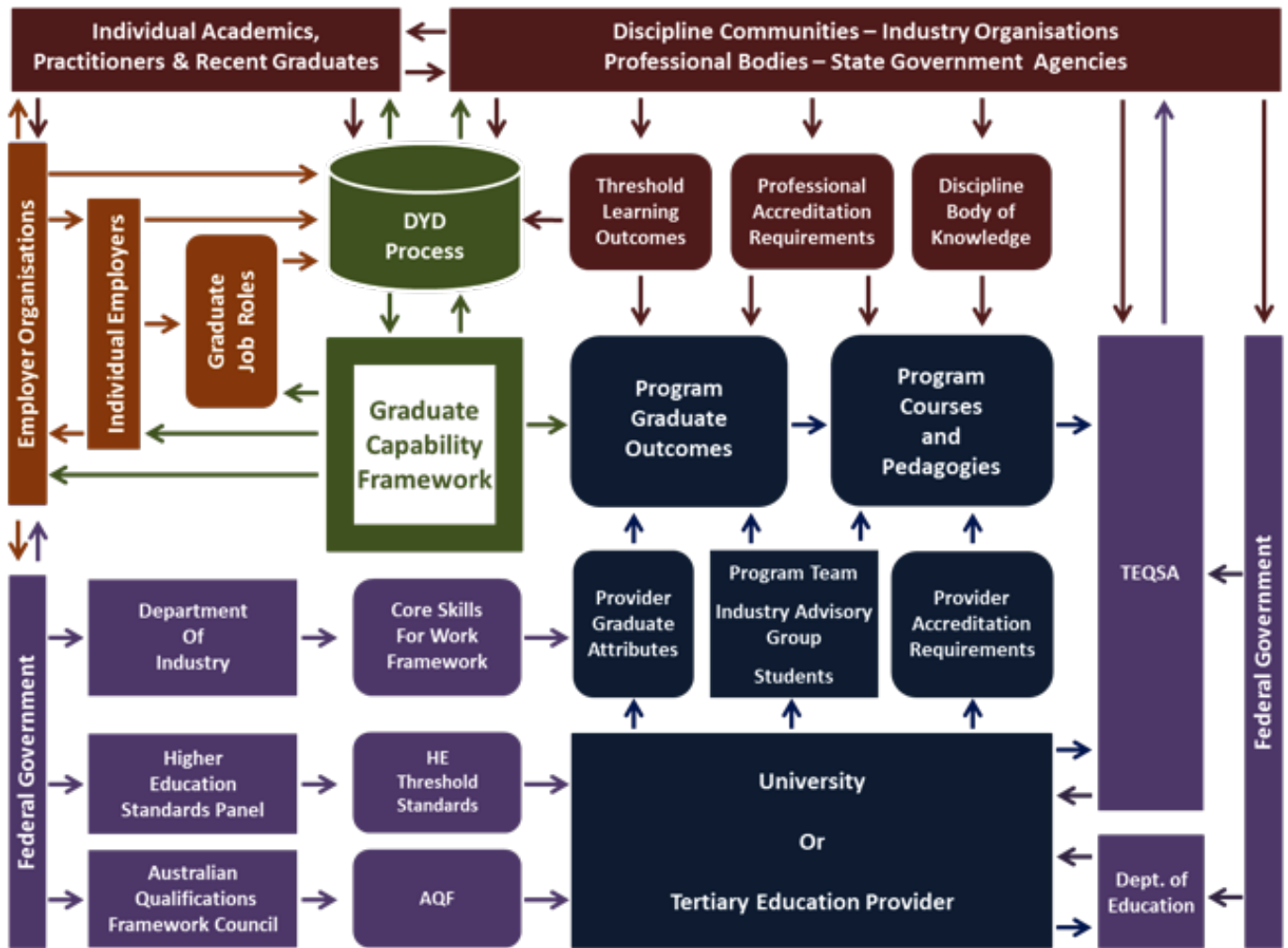
The contrast between the broad generic nature of most valued skills ... and the mainly archaeology specific practical skill gaps support findings that both technical and broad conceptual skills are vital to meeting current demands of the workplace as part of broader curriculum (Ulm 2013: 41).

Applying the DYD model more broadly to humanities programmes will assist in identifying these skills gaps.

A National Approach

A nationally agreed set of Graduate Capabilities for a programme would be a valuable resource for discipline leaders tasked with developing programme curricular. The DYD Stakeholder Consultation Process (Dowling and Hadgraft 2013a) was designed to be used by a discipline to engage with its stakeholders (academics, employers, graduates and practitioners), preferably nationally, to define a Graduate Capability Framework for a programme in their field (and at the relevant AQF level). As shown in Figure 4, the DYD process enables a discipline to intentionally engage with stakeholders, particularly those not normally included in curriculum review processes.

Figure 4: The role of the DYD process in the curriculum design process (Source: Dowling 2013: 9).



When the DYD process is used, the resulting Graduate Capability Framework defines the Graduate Capabilities for an educational programme by clusters of tasks that together define what a graduate from the programme should be able to do in their first two or three years after graduation, including supervised tasks. For example, the Graduate Capability Framework for Environmental Engineering degree programmes (Dowling and Hadgraft 2013b) includes capabilities in three categories (see Table 3):

- *Technical Capabilities*: the knowledge and skills of a typical environmental engineering graduate;
- *Process Capabilities*: The processes that environmental engineering practitioners use to apply their knowledge and skills; and
- *Generic Capabilities*: the capabilities that graduates from most engineering disciplines would be expected to have. Many of these would also be classed by universities as graduate attributes.

Table 3: Environmental Engineering: Technical, Generic and Process capabilities (Dowling & Hadgraft, 2013b: 7).

Technical Capabilities	Process Capabilities	Generic Capabilities
Water resources & supply	Investigation	Project management
Stormwater management & reuse	Modelling & analysis	Ethics
Water & wastewater treatment	Integrated design & implementation	Communication
Resources & waste management	Assessment of impact, risk & sustainability	Innovation
Soils and geology	Environmental planning & management	Information
Air & noise	Audit, compliance and review	Self-management
Energy systems & management		Teamwork

To illustrate the fine-grained outcomes that result from the application of the DYD approach an extract showing some of the indicative tasks undertaken by a graduate conducting an investigation (a Process Capability) is shown in Table 4.

Table 4: Indicative tasks undertaken by environmental engineering graduates (Source: Dowling and Hadgraft 2013b: 11).

Process Phases	Indicative Tasks
1. Defines the scope of the investigation and identifies systems	a. Reaches agreement with client on the goals, objectives, constraints, deliverables and acceptance criteria for the investigation
	b. Identifies, defines and reaches agreement with the client on the system boundaries particularly space, time and cost
	c. Identifies the likely stakeholders and their areas of interest
	d. Documents the preliminary scope of the investigation
2. Plans the investigation	a. Selects appropriate investigation methods after considering current, new and emerging methods
	b. Identifies data and information needs, and any knowledge gaps
	c. Identifies sources of appropriate knowledge and information
	d. Identifies relevant regulatory frameworks, codes and standards
	e. Identifies data to be gathered
	f. Develops sampling strategies, methods, locations and sizes and any specialist input required
	g. Etc.

The Graduate Capabilities are interconnected: for example, as a graduate undertakes each step in a process, such as a step in an investigation process, they use specific generic capabilities to apply the relevant knowledge and skills sets to complete that step. The challenge is to apply the DYD process and map the graduate capabilities for a programme in a discipline in the humanities space.

To illustrate the likely outcome of applying the DYD process in a humanities discipline, the Archaeology Skill Sets previously discussed (see Table 2) have been re-arranged into sets of Technical and Generic Capabilities, as well as a suggested set of Process Capabilities. (see Table 5).

Using a Graduate Capability Framework To Inform Curriculum Development

A cyclical process may be used for the review, design, delivery and evaluation of the curriculum for a programme

Table 5: Archaeology: Technical, Generic and Process capabilities (Adapted from Ulm et al. 2013: 40)

Technical Capabilities	Process Capabilities	Generic Capabilities
1. Archaeology	1. Excavation	1. Communication (Advocacy / public relations; Indigenous consultation; Cross-cultural; Interpersonal; Negotiation / mediation; Report writing)
2. Legislation and regulations: (Environmental; Land rights; Leases; Native title)	2. Recording site data and finds	2. Critical thinking and research (Understanding of research ethics)
3. Excavation techniques (Surface; Marine; Underground)	3. Identification, analysis, and assessment of significance	3. Information literacy (Library / archival research; Knowledge of intellectual property issues)
4. Recording techniques (Drawing/illustration; Photography; Rock art)	4. Reporting and cataloguing artefacts	4. Computer literacy
5. Artefact identification and analysis (Ceramic; Fauna; Floral; Human skeletal; Rock-art; Residue and use –wear; Sediment; Stone)	5. Conservation of artefacts	5. Self-management (Leadership; Time management)
6. Significance assessment (Statistics)	6. Heritage planning and management	6. Project management (Occupational health/safety)
7. Surveying and mapping (Field survey techniques; Geographical Information Systems (GIS))	7. Policy development	7. Management (General business; Human resource management; Sales/marketing; Teaching/training)

(see Figure 5). The implementation of the process may be aligned with a programme accreditation cycle, for example, a five year cycle.

The four phases of the cycle are:

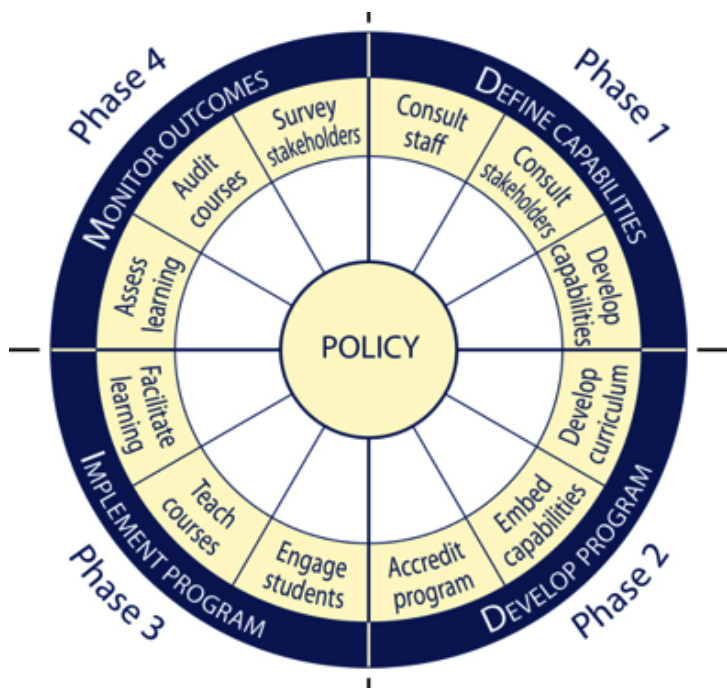
- Phase 1: a set of Graduate Capabilities is defined for a program, or an existing set is reviewed.
- Phase 2: the Graduate Capabilities are used to inform the development of the curriculum for a new program or to review the existing curriculum program.
- Phase 3: students acquire the Graduate Capabilities

through their engagement with learning and teaching activities.

- Phase 4: student capabilities are assessed and the stakeholders evaluate the program.

(Dowling and Hadgraft 2014)

Figure 5: A graduate capability driven curriculum design and delivery process (Source: Adapted from Dowling 2013: 8).



The DYD Stakeholder Consultation process may be used to inform Phase 1 of the cycle, i.e. the definition or review of the Graduate Capabilities for a programme.

Curriculum Development

As stated previously, the main purpose of developing a Graduate Capability Framework is to inform curriculum design, the selection of pedagogies, the planning of learning experiences and the development of assessment schemes. The inclusion of Process Capabilities in the framework reinforces the importance of practice-based perspectives in the curriculum design process and in the selection of pedagogies. For example, practice-based pedagogies such as problem-based learning (PBL) and project-based learning are commonly used in some disciplines to support student learning (for example in medicine and engineering). The lack of practice-based perspectives in many of the current Bachelor of Arts programmes is highlighted in the Employability of Bachelor of Arts Graduates Report (Harvey and Shahjahan 2013) as an aspect that needs to be addressed. The DYD approach, when applied to the humanities discipline should mean that student learning is constructed on a practice framework rather than the traditional knowledge framework, thereby enabling humanities graduates to be better equipped to gain employment and to face the 'grand challenges'

of the twenty-first century. Specifically, if students learn about, and are able to apply, the processes commonly used by practitioners in their discipline then they will be better placed to make a successful transition into the world of work.

Conclusion

Higher education is at a crossroads in Australia. The first Liberal budget message to higher education was clear: universities must fend for themselves. From 2015 to 2018, over \$1.1 billion will be withdrawn from higher education as the federal government decreases its contribution to undergraduate places (Bexley 2014). Universities have been preparing for this new deregulated market with some, such as the University of Western Australia, deciding that the cost of a generic three year degree will be approximately \$48,000 (Walker 2014). It is within this context that this paper has addressed the need to define industry authenticated graduate outcomes for each discipline to ensure that future programmes meet the challenges of achieving and sustaining higher employability rates for humanities students.

It is worth repeating here, that developing or reviewing programme curriculum is a complex task in the contemporary programme outcomes-based educational environment. The work reported in this paper highlights the need to carefully plan the curriculum design and review process to ensure that an efficient and effective path is followed through the programme outcomes maze.

The DYD Stakeholder Consultation Process is a simple but elegant tool that can be used to translate a discipline's Threshold Learning Outcomes into a set of detailed graduate capabilities. It enables a discipline to engage nationally with all of the relevant stakeholders to develop an authentic Graduate Capability Framework for each of the programmes within the discipline (Freeman 2013). For the process to be meaningful and sustainable, the complexities involved in embedding graduate capabilities within the humanities disciplines needs to be reflected and captured, not only in policy, but in practice, and within university funding processes. Such changes have the potential to generate positive socio-economic benefits for the nation, while enabling Australia's higher education institutions to remain relevant to the public. By applying the DYD approach to better understand and embed graduate attributes into humanities programmes, it is envisioned that humanities graduates will be more empowered to play their role as global citizens in tackling the challenges that face society in Australia, and across the world.

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My Flat

(For Jennifer Allen)

i don't go crazy
these days yet a dog barks a lot
sometimes at night & it's new
but birds can often be heard also

the big doors close
quite easily though the window's a little stiff
all flooring is now almost free of waterlogging
& the walls nearly gone of upmarket pet-marks

natural southern light abounds
in winter while transport & shopping is close
the neighbours keep their distance
& the garbage goes where it should

if you want to
you can nearly touch my ceilings
on odd occasions fallen crumbs may be left
the ants express interest also the rats

MATT HETHERINGTON,
BRISBANE, QLD

To Tend

to tend the gods as given, as found
new habits of homage are required

in word untamed, in sight unframed
paths to follow are so chosen,
by you, for you, willing, blind

go to the makers
not to the mockers
take the trouble to tell them apart

dust of the world you're sleeping off
lonely under feats of self
but work outlasts if you stay with the tune
survives you and the all-that-wearied

mockers, thieves and smug ignorers
in the end they scale away

so

get the toxins out of your system
protect yourself
protect your spark

light in the eyes may be derided
spring in the step, its menace is met

but you, brave maker
face the dark without, within

for you the tale untold doffs cap
the wheels take on their fated spin

if you'll remember one injunction

go to the makers
never the mockers

tend to the habits of homage
you've found

(This is a rework of a poem which originally
appeared in *Social Alternatives* 20 years ago)

KIT KELEN,
MARKWELL, NSW AND MACO

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