

Teaching and Learning Enhancement Plan 2003 – 2007

IMPLEMENTATION PLAN FOR 2005

GOAL 1: Research-based teaching and learning

Strategies	Targets	Responsibility
1. Identify sets of graduate attributes that describe graduate outcomes for postgraduate coursework and research students	Graduate attributes for postgraduate coursework students identified in 2005	Deputy Vice-Chancellor (Academic)
	Graduate attributes for research students identified in 2004 - ACHIEVED	Deputy Vice-Chancellor (Research)
2. Embed graduate attributes in teaching and assessment processes of undergraduate, honours and postgraduate coursework and research programs	Graduate attribute mapping for undergraduate and honours courses completed by 2004 - ACHIEVED	Deputy Vice-Chancellor (Academic)
	Graduate attribute mapping for postgraduate coursework programs completed by 2007	Deputy Vice-Chancellor (Academic)
	Graduate attribute mapping for research programs completed by 2005	Deputy Vice-Chancellor (Research)
3. Explore and promote teaching and assessment processes that will encourage development of graduate attributes	Research project in 2005 and situated staff development program on development of graduate attributes in 2006	Deputy Vice-Chancellor (Academic); Director TEDI
4. Undertake and disseminate research into teaching and learning practices to ensure that the most effective teaching practice is encouraged	Research to be supported as part of teaching quality program – ongoing from 2003	Deputy Vice-Chancellor (Academic); Director TEDI
	Situated staff development in Schools from 2005 onwards to facilitate dissemination of research findings and discussion of effective teaching practices	
5. Build opportunities for students to engage with the University's research environment	Develop a first year experience program that supports student involvement with research from 2004	Deputy Vice-Chancellor (Academic)
6. Encourage and reward staff whose teaching practice is excellent and is informed by disciplinary research or by educational research and scholarship	Review guidelines for assessment of teaching in continuing appointments and promotions processes in 2005	Academic Board
	Review guidelines for teaching awards in 2003 – ACHIEVED Monitor application of revised guidelines	Teaching & Learning Committee
	Prepare to revise guidelines in response to new Australian Awards for University Teaching	

GOAL 2: Successful curriculum development and renewal

Strategies	Targets	Responsibility
1. Encourage a "whole of program" approach to curriculum design through the program development and approval process	Develop resources to support a program focus in curriculum design in 2004 - 2005	Director TEDI
	Develop guidelines for curriculum review of large, generalist degrees such as the BA and BSc (Ref HUPP 3.20.8, section 2.5)	Deputy Vice-Chancellor (Academic)
2. Promote cross-Faculty and cross-School linkages for the development of programs	Develop key objectives for academic planning that give priority in new developments to cross-Faculty and cross-School initiatives by 2004	Senior Deputy Vice-Chancellor
3. Provide professional development opportunities for further learning about effective curriculum design, including involvement of staff in professional learning communities to explore innovative curriculum approaches	Develop resources to support staff development programs – ACHIEVED	Director TEDI
	Emphasis in formal induction on curriculum design principles – ACHIEVED	Director TEDI
	Sponsor networks to discuss new curriculum approaches	Faculties; Director TEDI
4. Identify information resources and other services necessary to support curriculum as an integral part of the design process	Ensure data is available to facilitate curriculum review and redevelopment	Deputy Vice-Chancellor (Academic); Director TEDI; Directors, Planning & Management Information
	Ensure appropriate identification of information resources and other services in program approval	Academic Programs Policy Committee
5. Provide support for an internationalised curriculum through learning experiences which integrate cross-cultural dimensions into the teaching, research and service functions of the University	Define the University's targets for internationalisation of the curriculum	Deputy Vice-Chancellor (Academic); Deputy Vice-Chancellor (International & Development)
	Continue staff development program on internationalising the curriculum	Deputy Vice-Chancellor (International & Development) Director TEDI
	Develop and support effective exchange programs	Deputy Vice-Chancellor (International & Development)

GOAL 2: Successful curriculum development and renewal (contd)

Strategies	Targets	Responsibility
6. Through the curriculum review process, undertake annual, triennial and septennial assessments of programs that address the extent to which programs develop appropriate graduate attributes, ensure an international perspective, incorporate developments in research and lead professional practice	Review outcomes of curriculum review process to gauge extent of attention to key objectives in 2005	Teaching & Learning Committee
	Provide support to Faculties and Schools in implementation of effective curriculum review from 2003	Deputy Vice-Chancellor (Academic); Director TEDI
7. Involve industry and professional associations in development and review of curriculum	Review composition and input of industry and professional associations in curriculum development and review	Executive Deans
8. Provide support for innovative program design and re-design and for curriculum review	Develop resources to support program focus and examples of innovation in curriculum design	Deputy Vice-Chancellor (Academic); Director TEDI
9. Support the use of "curriculum design" as a category of evidence of high quality and/or innovative teaching practice in continuing appointment and promotion processes	Review guidelines for assessment of teaching in continuing appointment and promotion processes in 2005	Academic Board

GOAL 3: Flexible and engaging teaching practice

Strategies	Targets	Responsibility
1. Develop strategies derived from the AUTC-sponsored Teaching Large Classes project that facilitate more effective learning experiences for students	Implement a program drawing on the large classes project from 2004; and integrate this program with first year experience programs	Director TEDI; Faculty Teaching & Learning Committees
2. Enhance small group peer interactions through traditional and innovative communication methods	Review implementation of PASS program in 2005	Teaching & Learning Committee
	Develop strategies to support independent and group study by students	Faculty Teaching & Learning Committees
	Review support for online/web-enhanced asynchronous communication in 2005	Information Technology Services Policy and Planning Committee (ITSPP) through eLearning Working Party
3. Provide a strong program of support for flexible learning approaches in programs and sequences of study through infrastructure, information service provision and curriculum development	Regular funding program targeted to flexible learning and web-enhanced development from 2003 - ACHIEVED	Deputy Vice-Chancellor (Academic)
	Develop new standards for teaching and learning space	Deputy Vice-Chancellor (Academic) through Teaching & Learning Space Committee
4. Develop a University approach to support of web-based teaching and learning materials and interactions	Outline a clear eLearning strategy for the University by 2005	Deputy Vice-Chancellor (Academic) through eLearning Working Party
5. Disseminate research findings on teaching and learning practice to assist academic staff in evaluating and implementing new teaching and learning approaches and flexible learning strategies	Develop and disseminate a program of regular papers on teaching and learning practice, supplemented by workshops and the staff development program	Deputy Vice-Chancellor (Academic); Director TEDI
6. Recognise teaching innovation through University teaching and learning awards	Review guidelines for teaching and learning awards (AESL) in 2005, taking into account guidelines for the new Australian Awards for University Teaching	Teaching & Learning Committee

GOAL 3: Flexible and engaging teaching practice (contd)

Strategies	Targets	Responsibility
7. Support the use of peer-reviewed teaching and learning materials as evidence of innovative, high-quality teaching practice	Implement peer review of teaching materials project	Deputy Vice-Chancellor (Academic)
	Support inclusion of findings and outcomes of peer review in appointments and promotions criteria	Academic Board through Appointments and Promotions Committee
8. Identify and circulate examples of high-quality assessment tasks and approaches	Institute a mechanism for developing examples of good practice - ACHIEVED	Teaching & Learning Committee via Assessment Sub-Committee

GOAL 4: The supportive learning environment

Strategies	Targets	Responsibility
1. Provide students with skills and knowledge for independent learning	Assess graduate attributes through UQ Student Experience Survey (SES) - ACHIEVED	Deputy Vice-Chancellor (Academic); Faculties and Schools
2. Enhance learning support services to students, including peer mentoring programs	Review peer mentoring programs and assess areas for change or improvement	Teaching & Learning Committee; Faculties and Schools
	Explore options for peer mentoring, including academic and non-academic orientations	Teaching & Learning Committee; Faculties and Schools
	Explore options for learning community experiences, particularly for first-year students	Teaching & Learning Committee; Faculties and Schools
3. Provide collaborative learning spaces intended for multiple uses that incorporate formal and informal requirements and can be accessed by students outside scheduled classes for group and independent study	Develop new standards for teaching and learning space by 2004	Deputy Vice-Chancellor (Academic) through Teaching & Learning Space Committee
	Refurbish or extend spaces to provide more formal and informal space for collaborative learning	Deputy Vice-Chancellor (Academic) through Teaching & Learning Space Committee; University Librarian
4. Encourage student and staff input into the design of learning spaces to maximise effective student and teacher use of such facilities	Evaluate use of new spaces	Teaching & Learning Space Committee
5. Provide access to and training in use of information resources and information and communication technologies and networks which encourage formal and informal interactions	Review support provided to students through AskIT	Director, Information Technology Services; University Librarian
6. Ensure services are configured to deal with diverse student needs, including those of indigenous or non-English speaking background and those with disabilities	Review services and support mechanisms	Director Equity Office; Academic Registrar; Director Aboriginal and Torres Strait Islander Studies Unit
7. Ensure that international students enjoy high-quality academic and non-academic experiences and enhanced interactions with domestic students	Review the range of academic and pastoral support services provided to international students	Deputy Vice-Chancellor (International & Development); Academic Registrar; Faculties and Schools

GOAL 5: The teaching and learning feedback loop

Strategies	Targets	Responsibility
1. Develop indicators and benchmarks for use in curriculum review and other quality assurance processes that articulate the qualities of effective teaching	Ensure <i>Reportal</i> indicators operational by 2003 - ACHIEVED	Director, Management Information; Deputy Vice-Chancellor (Academic)
	Support development of improved reports on teaching indicators	Deputy Vice-Chancellor (Academic); Director TEDI; Directors, Planning & Management Information
2. Revise the teaching quality assurance process to incorporate reflection on a small standard set of teaching and learning indicators	Develop new policy and templates to support revised TQA - ACHIEVED	Deputy Vice-Chancellor (Academic); Directors, Planning & Management Information
3. Investigate guidelines for teaching which <ul style="list-style-type: none"> • articulate standards of good practice for appraisal and related purposes • provide evidence of excellence of practice for continuing appointment and promotion processes and awards • can be used to inform continuing professional development programs 	Review mandatory induction program on teaching and learning - ACHIEVED	School of Education; Director TEDI
	Investigate guidelines for teaching	Deputy Vice-Chancellor (Academic) via Director TEDI; Teaching & Learning Committee
4. Undertake a process of peer review of teaching, including peer review of teaching and learning materials, to inform understandings about quality teaching and learning	Implement peer review of teaching materials project	Deputy Vice-Chancellor (Academic)
	Support inclusion of findings and outcomes of peer review in appointments and promotions criteria	Academic Board through Appointments and Promotions Committee
5. Encourage staff to be actively engaged in researching and monitoring their educational practice and its impact on student learning		Director TEDI; All Staff through Heads of School

GOAL 5: The teaching and learning feedback loop (contd)

Strategies	Targets	Responsibility
6. Monitor students' perceptions of the quality of their assessment; develop remedial action for inadequate assessment practices	Administer UQSES on a biennial basis and administer iCEVAL regularly - ACHIEVED	Deputy Vice-Chancellor (Academic); Director TEDI; Faculties and Schools
	Implement quality assurance in and quality control of assessment process	Teaching & Learning Committee via Assessment Sub-committee; Faculties and Schools
7. Provide high quality feedback to students on all assessment and clear communication about program and course expectations and requirements	Implement quality assurance in assessment process - ACHIEVED	Teaching & Learning Committee via Assessment Sub-Committee; Faculties and Schools
	Ensure course profiles that meet the requirements of HUPP 3.20.9 are provided in all courses	Teaching & Learning Committee; Heads of Schools
8. Implement a quality assurance process for assessment	Implement a quality assurance process by 2003 – ACHIEVED Monitor and report on the effectiveness of the process during 2005	Assessment Sub-Committee; Schools and Faculties
9. Seek student feedback on teaching and learning and related service provision through various instruments, including the UQ Student Experience Survey, and ensure that responses and outcomes are reported back to students and staff	Administer UQSES on a biennial basis and iCEVAL regularly and provide reports to students and staff about outcomes	Deputy Vice-Chancellor (Academic); Director TEDI; Faculties and Schools;

GOAL 6: Staff development

Strategies	Targets	Responsibility
1. Provide mandatory induction programs for all new teaching and learning staff	Develop implementation plan that takes into account prior experience and training - ACHIEVED	Director TEDI
2. Implement staff development that supports integration of research in teaching and learning strategies	Review staff development program in 2005	Director TEDI
3. Provide professional development opportunities for staff in innovative curriculum design and the development of assessment tasks linked to course and program goals	Review staff development program in 2005	Director TEDI
4. Provide staff development that is tailored to recognise the stage at which staff enter University employment and is flexible in its capacity to support the ongoing learning needs of staff throughout their teaching career	Expand situated staff development program	Director TEDI
5. Implement a system of teaching and learning mentoring	Devise strategy for mentoring - ACHIEVED	Deputy Vice-Chancellor (Academic)
6. Require attendance at a professional development or refresher course on teaching and learning at least once every two years to ensure teaching and learning practice is current and informed by UQ policies	Outline requirements for refresher or professional development courses, to be implemented from 2005	Director TEDI; Teaching & Learning Committee
	Incorporate into annual performance appraisal discussion from 2006	Director Personnel Services; Faculties; Heads of School
7. Enhance awareness of and access to services to support teaching and learning innovation, with greater emphasis on staff development being undertaken within the School or program context	Review communications of staff development	University Staff Development Committee; Director TEDI
8. Develop a network of peers across Schools and Faculties to support enhanced teaching and learning and related service provision		Director TEDI; Faculties and Schools
9. Make greater use of staff in discussing best practice among the University community, enhancing awareness of possibilities for innovation	Review 'showcase' days, their design and purpose	Deputy Vice-Chancellor (Academic); Director TEDI