

The University of Queensland Teaching and Learning Enhancement Plan 2008 – 2010

GOAL 1: Build an understanding of and commitment to the distinctive features of the UQ student experience, and support initiatives to enrich this experience.

Strategy	Targets	Specific Action 2008	Accountable Officer/Mechanism
1. CONTINUE TO REVIEW THE SHAPE OF UQ'S OFFERINGS TO ENSURE THAT THE 'UQ ADVANTAGE' CAN BE DELIVERED.	Establish a working party, charged with identification of strategies to enhance, promote and shape the UQ student experience into the future, ensuring the fitness for purpose of the current range of offerings and the UQ graduate attributes.	Establish UQ Advantage WP.	DVC (T&L) reporting to the Planning Sub-Committee
	Further rationalise dual degree offerings and work to profile 'flagship' dual degree programs.	Review dual degree offerings and recommend offerings to be discontinued.	Associate Deans (T&L) & Executive Deans
	Reconsider the role of Honours in undergraduate programs, and explore a broadening of models for the award of Honours and the recognition of student achievements in pass degrees.	Finalise and implement Honours Working Party report.	DVC (Academic) & DVC (T&L)
	Review and expand postgraduate offerings, with an emphasis on programs that provide graduate-entry professional qualifications, align with research strengths and /or articulate with continuing professional development offerings.	Review current postgraduate offerings and identify opportunities for new programs.	Associate Deans (T&L) & Executive Deans
	Investigate the introduction of concurrent diplomas, for instance, in languages or communication for the sciences.	Prepare a discussion paper for consideration by CAPP and the Planning Sub-Committee.	UQ Advantage Project WP and CAPP
2. ENSURE THAT THE QUALITY OF THE UQ STUDENT EXPERIENCE IS ENHANCED BY AND ALIGNED WITH UQ'S RESEARCH REPUTATION AND CAPACITY.	Promote and support research-led teaching and understanding of the research-teaching nexus.	Review current strategies and practices.	DVC (T&L) & Associate Deans (T&L).
	Establish a jointly funded UQ Summer Research Internship program through the Office of the DVC(T&L) and Faculties/Institutes.	Establish UQ Summer Research Program.	DVC (T&L) and UQ Advantage Working Party
	Provide seed funding to enhance opportunities for laboratory and research-based learning.	Establish funding program.	DVC (T&L)
	Monitor and encourage the involvement of research-only staff in teaching through the uptake of ResTeach.	Review program & develop guidelines for 2009.	DVC (T&L)
	Enhance opportunities for higher degree research students to gain teaching experience and skills.	Review opportunities currently available and identify options for enhancement.	DVC (T&L), Dean (Graduate School) & TEDI

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3. STRENGTHEN ENGAGEMENT WITH INDUSTRY AND THE PROFESSIONS IN THE DELIVERY AND FOCUS OF UQ PROGRAMS.	Enhance the profile of the Career Hub through linkages with the Faculties and the Office of Marketing and Communications.	Review current activities and identify ways to enhance the Career Hub's profile.	Director (Student Services) in collaboration with Academic Registrar & DVC (T&L)
	Showcase examples of good practice in placement programs, and further develop UQ's capability in offering such programs.	Develop generic guidelines for placement programs; showcase in T&L Week 2008.	DVC (T&L) & Legal Office
	Develop a strategy on e-Portfolios and extend the use of this tool to programs beyond the health sciences.	Explore potential uses of ePortfolios and develop strategy for ePortfolio use at UQ.	e-Learning Sub-Committee reporting to Teaching and Learning Committee.
	Identify mechanisms to increase the involvement of industry and the professions in the delivery and strategic management of UQ programs.	Review undergraduate opportunities for industry placements.	Associate Deans (T&L) & DVC (T&L)
4. PROMOTE AND SUPPORT OPPORTUNITIES FOR STUDENTS TO GAIN INTERNATIONAL EXPERIENCES AND DEVELOP GLOBAL AND INCLUSIVE PERSPECTIVES.	Promulgate UQ's education principles on Indigenous Australian matters and encourage student enrolment in courses offered by the Aboriginal and Torres Strait Islander Studies Unit.	Develop a plan of action to embed Principles in UQ's teaching programs.	DVC (T&L) in collaboration with the Aboriginal & Torres Strait Islander Unit
	In conjunction with the UQ Abroad Office, increase student participation in international programs (including exchange and study abroad) and offshore fieldwork placements.	Student Mobility WP to review study abroad and exchange opportunities.	DVC (I&D) & DVC (T&L); Student Mobility WP & UQ Advantage WP.
	Streamline the approval processes for study abroad and exchange opportunities, and review the current range of scholarships and bursaries to support such experiences.	Student Mobility WP to consider current approval processes and funding opportunities.	DVC (I&D) & DVC (T&L); Student Mobility WP & UQ Advantage WP.
	Investigate participation in the U21 Global Issues program.	Explore feasibility of being involved in the program.	DVC (T&L) & CAPP
	Support programs and mechanisms to facilitate high quality academic and non-academic interactions between international and domestic students.	Review support programs for international students.	DVC (I&D) in collaboration with Director (Student Services) & DVC (T&L)
5. SEEK TO ATTRACT, SUPPORT AND PROVIDE OPPORTUNITIES FOR HIGH ACHIEVING STUDENTS.	Review and strengthen mechanisms for building links with secondary schools and developing targeted articulation arrangements with TAFE.	Develop UQ School Strategy; establish guidelines for UQ-TAFE articulation to be established.	DVC (T&L), Student Recruitment & Strategy Committee & UQ-TAFE Liaison Committee
	Review and expand scholarship programs designed to attract high achieving domestic and international students and increase participation of DEST designated equity groups.	Develop a merit-based scholarship scheme for domestic undergraduate students.	DVC (T&L) reporting to the Student Recruitment & Strategy Committee
	Investigate introducing a bonus rank scheme for incoming students with particular Year 12 subject profiles and in recognition of tertiary-level enhanced studies and enrichment activities.	Develop principles for the award of bonus ranks.	Entry Pathways WP & CAPP reporting to the Student Recruitment & Strategy Committee

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	Review and expand opportunities for accelerated progress through programs and Faculty-based initiatives to support and recognise excellent academic achievement (e.g., Deans' scholars programs, Advanced Studies Program in Science).	Review current range of accelerated programs and prepare discussion paper on options for Deans' scholars programs.	Entry Pathways WP in collaboration with Faculties

GOAL 2: Support and reward teaching excellence, and raise the professionalism, visibility, and status of teaching and learning at UQ

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1. MAINTAIN AS KEY PRIORITIES THE NEED TO RECOGNISE AND REWARD TEACHING EXCELLENCE, AND TO RECRUIT AND PROMOTE STAFF WITH A COMMITMENT TO HIGH QUALITY TEACHING PRACTICE.	Ensure that the processes for appointment, confirmation and promotion of academic staff appropriately incorporate the need to demonstrate evidence of teaching excellence.	Provide input into the implementation of the revised guidelines.	DVC (T&L) & Central Confirmation & Promotions Committee
	Ensure alignment between Faculty-based and University teaching excellence award schemes and national schemes.	Review UQ policy and processes to streamline and ensure fit with national schemes.	DVC (T&L) & Teaching and Learning Committee
	Continue to encourage and support applications for UQ, national and international teaching awards.	Ensure that the current staff development offerings meet the needs of internal and national teaching award programs	Director, TEDI, DVC (T&L) & Associate Deans (T&L)
	Support and promote the annual Teaching and Learning Week as a mechanism for showcasing teaching and learning achievements.	Strengthen faculty-based events in T&L week and extend activities across 5 days.	Office of DVC (T&L) in collaboration with TEDI & Faculties
	Establish a lunchtime seminar series to disseminate innovative teaching and learning practice.	Introduce seminar series.	DVC (T&L) & Director, TEDI
2. ENSURE THAT UNIVERSITY AND FACULTY-LEVEL ARRANGEMENTS FOR THE MANAGEMENT OF TEACHING AND LEARNING ISSUES ARE OPTIMAL.	Implement the recommendations of the review of the role of Directors of Studies.	Implement recommendations on title and delegated responsibilities.	DVC (T&L) to report to the USMC.
	Review the relationships among the major organisational units involved in teaching and learning and strengthen their links with the Faculties.	Develop mechanisms to ensure clear relationships among relevant organisational units.	Director, TEDI in consultation with DVC (T&L)
	Strengthen the role of TEDI in building institutional capacity and support for high quality teaching and learning by implementing the recommendations of the TEDI review.	Review implementation plan from the TEDI review and provide update on progress.	Director, TEDI

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	Clarify and strengthen the roles of School Teaching and Learning Committees, program directors and convenors of major sequences of study.	Review current guidelines.	Teaching and Learning Committee & Associate Deans (T&L)
	Review the focus and membership of the sub-committees reporting to the University Teaching and Learning Committee.	Undertake review.	DVC (T&L) in consultation with Teaching and Learning Committee
3. ENHANCE THE PROFESSIONALISM AND QUALITY OF STAFF DEVELOPMENT OPPORTUNITIES FOR ACADEMIC STAFF AND ENSURE THEIR FIT WITH UQ'S TEACHING AND LEARNING PRIORITIES.	Review and improve the induction program for new academic staff.	Review changes that were introduced in 2008.	Director, TEDI
	Increase participation in Graduate Certificate in Higher Education, particularly for new staff with limited teaching experience, and seek to articulate TEDI courses with the Graduate Certificate.	Identify ways to increase participation in GradCert and articulate TEDI courses into the program.	DVC (T&L) in collaboration with the School of Education & Director, TEDI.
	Ensure alignment between the focus and timing of staff development programs and the University's strategic imperatives in teaching and learning.	Review current staff development activities conducted by TEDI.	Director, TEDI in collaboration with Associate Deans (T&L) & DVC (T&L)
	Enhance web-based tutor training resources, and monitor the effectiveness of tutor training programs.	Support project to develop a University-wide tutor & sessional staff development program.	Tutor & Sessional staff development project team reporting to the DVC (T&L)
4. BUILD AN INSTITUTIONAL UNDERSTANDING OF AND COMMITMENT TO TEACHING SCHOLARSHIP AND EVIDENCE-BASED TEACHING PRACTICE.	Support the introduction of the new teaching-focussed academic appointments and establish a network of academics involved in teaching scholarship.	Develop staff development programs to support teaching-focussed appointments.	Director, TEDI and DVC (T&L)
	Encourage applications for externally-funded teaching fellowships and internal promotion on the basis of teaching and teaching scholarship.	Identify suitable applicants and encourage and support appropriate submissions.	Associate Deans (T&L) working with Director, TEDI and DVC (T&L)
	Continue to support the Strategic Teaching and Learning Grants scheme, monitor the outcomes of the projects funded in 2007, and establish a process for showcasing the outcomes.	Administer second round of T&L Strategic Grants and showcase outcomes of first round in T&L week.	Office of Deputy Vice-Chancellor (Teaching & Learning)
	Increase the number of successful applications for external funds to enhance teaching and learning outcomes (e.g., Carrick grants).	Implement Promoting Excellence Project strategies.	Office of Deputy Vice-Chancellor (T&L) in collaboration with Director, TEDI
5. IMPROVE AND STREAMLINE QUALITY ASSURANCE AND ENHANCEMENT PROCESSES FOR TEACHING AND	Improve understanding and dissemination of key teaching and learning performance indicators.	Implement recommendations of the WP to Review the Curriculum Review and TQA.	DVC (T&L) & Teaching and Learning Committee
	Ensure that targets for improvement on teaching and learning performance indicators are incorporated into Faculty operational plans.	Develop a Reportal site to provide Faculties with teaching & learning performance indicators.	MIS in consultation with the DVC (T&L)

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LEARNING.	Streamline the teaching quality appraisal and curriculum review processes and consider the introduction of more focussed budget incentives linked to teaching and learning outcomes.	Implement recommendations of the WP to Review the Curriculum Review and TQA.	DVC (T&L)
	Review and refine the instruments currently used to assess teaching and learning outcomes, and improve the accessibility and usefulness of the results.	Establish a WP to review student survey instruments.	DVC (T&L)
	Renew existing teaching and learning benchmarking MOUs and seek to develop such agreements with key international and U21 universities.	Identify key benchmarking partners and ensure benchmarking agreements are valid and useful.	DVC (T&L)

GOAL 3: Enrich all aspects of the teaching and learning environment

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1. CONTINUE TO PLACE A HIGH PRIORITY ON TEACHING SPACE UPGRADES AND THE DEVELOPMENT OF STATE-OF-THE-ART TEACHING AND LEARNING SPACES.	Develop a three-year plan for the upgrading of teaching laboratories as part of an ongoing plan to systematically refurbish the University's teaching spaces.	Implement 2007 refurbishment using LTPF funds.	Teaching & Learning Space Committee in consultation with the Space Planning and Management Committee
	Prioritise plans to develop student learning centres (like the First-year Engineering Centre) and areas that encourage formal and informal student interaction and collaboration.	Prioritise the development of student learning centres in 2008/2009 T&L space projects.	Teaching & Learning Space Committee in consultation with the Space Planning and Management Committee
	Promote and support the use of the Collaborative Teaching and Learning Centres and the Advanced Concept Teaching Space.	Evaluate the effectiveness of the newly developed teaching spaces to inform ongoing teaching space developments.	Director, TEDI
	Ensure that all campuses have the highest level of wireless connectivity possible for the location.	Review current connectivity and report to TLC.	Information Technology & Services Policy & Planning Committee
2. DEVELOP AN E-LEARNING STRATEGY THAT FACILITATES AN INTEGRATED 'BLENDED' LEARNING ENVIRONMENT USING NEW GENERATION TECHNOLOGIES.	Establish a University-wide process to facilitate the development and review of e-learning policy, and ensure alignment of University efforts in this area.	Review current e-learning environment at UQ and develop a strategic plan to guide future developments.	DVC (T&L) as Chair of the e-Learning Sub-Committee
	Enhance access to online teaching resources including e-Portfolios, and promote and support effective use of Blackboard and other on-line resources.	Review current staff development activities in e-learning to ensure they are meeting staff needs.	e-Learning Sub-Committee reporting to Teaching and Learning Committee.

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	Implement the Enterprise Lecture Recording System and extend the use of videoconferencing capabilities.	Finalise the implementation of the Enterprise Lecture Recording System.	DVC (T&L) as Chair of the e-Learning and Teaching & Learning Space Committees
	Further develop standards for the appropriate provision and support of AV and ICT facilities in teaching spaces.	Working Party on AV standards to report to e-learning Subcommittee and ITSP.	DVC (T&L) as Chair of the e-Learning and Teaching & Learning Space Committees
3. ENHANCE THE QUALITY AND RIGOUR OF ASSESSMENT PRACTICES AND STANDARDS AND ENSURE THE PROVISION OF HIGH QUALITY AND TIMELY FEEDBACK.	Finalise and implement the review of policies and procedures related to assessment.	Implement changes to assessment policy & run a university-wide workshop on assessment.	Deputy President, Academic Board as Chair of the Assessment Sub-committee
	Provide seed funding to implement alternative assessment practices both formative and summative.	Develop a funding scheme to support innovation in assessment practice.	Office of the DVC (T&L) & Assessment Sub-committee.
	Develop a mechanism to disseminate and showcase best practice in discipline-appropriate mechanisms for feedback and assessment.	Redevelop assessment section of the TEDI website linked to the T&L Website; and establish an assessment network in conjunction with the USDC programme.	Director, TEDI in collaboration with the Office of Deputy Vice-Chancellor (Teaching & Learning)
	Ensure that training programs for tutors and sessional staff include modules on assessment and feedback.	Support project to develop a university-wide tutor & sessional staff development program.	Tutor & Sessional staff development project team reporting to the DVC (T&L)
4. IMPROVE RETENTION RATES AND PROMOTE A FOCUS ON IMPROVING ENGAGEMENT BETWEEN STAFF AND STUDENTS AND DEVELOPING LEARNING COMMUNITIES.	Review orientation and 'gateway' programs offered by Faculties, enhance communication with new students and support structured transition programs.	Establish an Orientation & Transition WP to review and enhance orientation programs.	DVC (T&L) as Chair of Orientation & Transition WP reporting to Teaching and Learning Committee
	Evaluate the implementation of First Year Experience initiatives, develop a FirstYear@UQ website and review mechanisms for identifying and supporting at-risk students.	Orientation Transition WP to develop enhanced on-line resources for first year and 'at-risk' students.	Orientation & Transition WP reporting to Teaching and Learning Committee; Student Services
	Encourage and support the introduction of capstone experiences in undergraduate programs.	Incorporate consideration of capstone experiences into revised curriculum review guidelines.	DVC (T&L); Associate Deans (T&L)
	Support discipline-based student organisations and initiatives that broaden students' experiences and foster the development of leadership skills (such as The Bridge, UQ's volunteer organisation).	Determine strategy for future support of discipline-based student organisations.	Office of the DVC (Teaching & Learning)
	Monitor the impact of VSU on the provision of services to students.	Prepare a report on the impact of VSU on services to students.	Secretary & Registrar

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5. PROMOTE AND SUPPORT INNOVATIVE TEACHING PRACTICES THAT ACTIVELY ENGAGE STUDENTS AND PROVIDE THE BENEFITS OF SMALL GROUP INTERACTIONS.	Review faculty-based strategies designed to reduce staff-student ratios using ESC funds.	Review current staff-student ratios to determine impact of ESC funding.	DVC (T&L) in collaboration with Faculties
	Seek to extend the use of Peer Assisted Study Sessions (PASS) across a broader range of programs, initiate a network of PASS coordinators and enhance PASS leader training.	Develop PASS manual; strengthen links between PASS co-ordinators; and establish ways to enhance the training of PASS leaders.	BACS PASS project team & Director, TEDI
	Provide seed funding and support to enhance the use of active and student-centred learning opportunities in large undergraduate courses.	Develop a funding scheme to support innovation in student-centred learning opportunities.	Office of the DVC (T&L)
	Support and promote the development of virtual environments to enhance small group and peer interaction.	Review current e-learning environment at UQ and develop a strategic plan to guide future developments.	DVC (T&L) as Chair of the e-Learning Sub-Committee