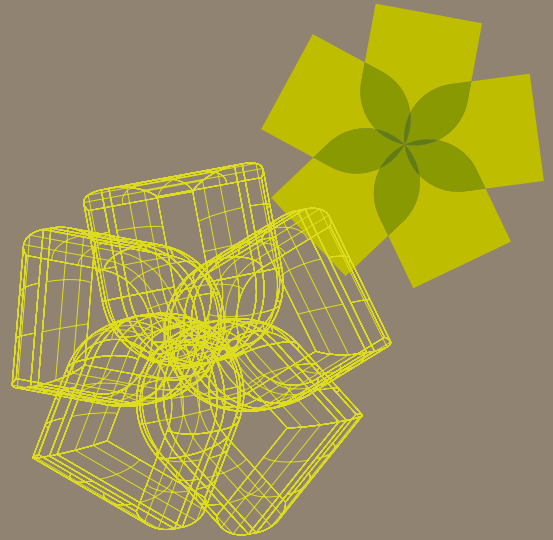
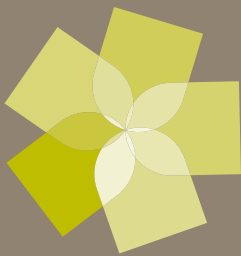


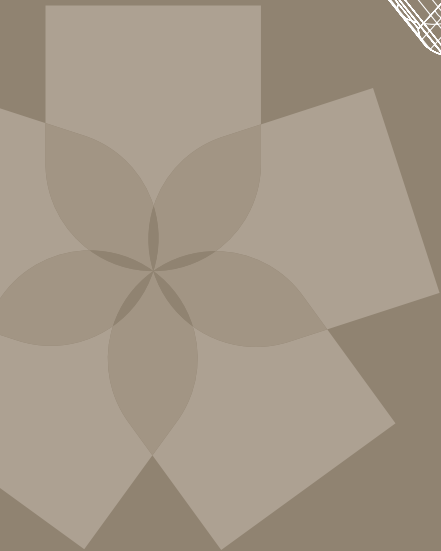
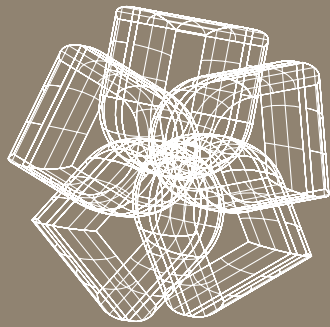


DEAKIN UNIVERSITY FUNCTIONAL AREA PLAN

**TEACHING  
AND LEARNING**  
2009



2008-2012





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# SECTION 1 INTRODUCTION

Deakin University's mission states that:

**Deakin University aims to be a catalyst for positive change for individuals and the communities it serves.**

**This will be achieved by ensuring that Deakin's teaching, its research, its partnerships, its international programs and the services that support those activities are**

- **Relevant,**
- **Innovative, and**
- **Responsive.**

**By pursuing these objectives, Deakin aspires to be recognised as Australia's most progressive university.**

Ensuring the relevance, innovation and responsiveness of teaching at Deakin is therefore a key to Deakin achieving the University's mission. In particular, Deakin must ensure that every one of its students has the highest quality and most satisfying educational experience possible, an experience that will establish graduates on a path towards their long term career and further education aspirations. Moreover, the University's approach to teaching and learning is even more critical given the increasing competition for both domestic and international students of high quality, and the increased emphasis in public policy on the measurement of institutional performance in these areas. Both the desire and need for students to have a satisfying educational experience and the external pressures outlined above are likely to materially affect Deakin's reputation and its ability to be recognised as Australia's most progressive university.

In 2007, Deakin undertook an external review of its performance in teaching and learning. This review demonstrated that the performance is not at the level we would desire and that there is a need for Deakin to re-focus and increase its efforts in relation to teaching and learning if it is to fulfil its mission. This plan is intended to provide the basis for a renewed focus on pursuing excellence in teaching and learning at Deakin.

## 1.1 PURPOSE OF THE PLAN

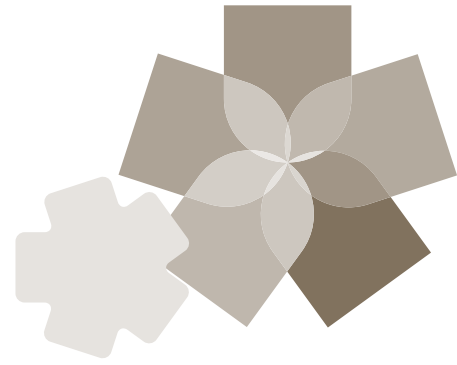
This document provides a long term plan for teaching and learning at Deakin University. It guides the University towards the achievement of the ambitious goal of becoming a national leader in teaching and learning and in the provision of high quality flexible education. It provides staff with a timetable and clear accountabilities for action, and it directly links to the Deakin University Strategic Plan 2008-2012 and provides input to the annual University, Faculty and other area Operational Plans.

## 1.2 EXTERNAL CONTEXT

The Australian higher education system, in common with many international higher education environments, is experiencing significant challenges and pressures, including:

- funding shortages;
- international competition;
- changing student learning expectations and circumstances;
- the ramifications of ongoing developments in information and communication technologies;
- greater government scrutiny and accountability for desired outcomes; and
- the need to develop a new generation of academic teachers and leaders to deal with the changing realities of higher education.

In Australia, the 2002 Commonwealth "Backing Australia's Future" (BAF) reforms have brought a renewed focus on teaching and learning in the Australian higher education system. In particular, the establishment of the Carrick Institute for Learning and Teaching in Higher Education (now the Australian Learning and Teaching Council) and the Learning and Teaching Performance Fund (LTPF), has influenced teaching and learning in higher education in Australia. In the 2007 budget, the BAF reforms were further supplemented by the creation of a Higher Education Endowment Fund (now called the Education Investment Fund), and a Diversity and Structural Adjustment Fund to allow universities to diversify, specialise and provide learning and teaching enhancement projects that focus on local skill needs.



In March 2008, the Australian Government initiated a Review of Higher Education. The Review was conducted by an independent expert panel, led by Emeritus Professor Denise Bradley AC. The majority of the recommendations from the report of the Bradley Review have been supported by the government. These include the phasing in of an open-ended demand driven model for Commonwealth Supported Places by 2012, a focus on equity and access with significant performance based funding associated with each university's outcomes in this area, a new model of performance based funding for teaching and learning to replace the LTPF and a new national body for regulation and quality assurance to be known as the Tertiary Education Quality and Standards Agency (TEQSA). Full details of each of these initiatives is yet to be released.

In pursuit of establishing a vision in this changing context, Deakin has conducted a comprehensive program of critical self-analysis, the outcomes of which form the basis of this Plan.

### **1.3 STUDENT DIVERSITY AT DEAKIN**

Deakin has a diverse and multicultural student population and this has a significant influence on the approach to teaching and learning at Deakin and the development of the Deakin student experience.

The combination of traditional campus-based teaching, distance education and offshore partnership arrangements attracts not only school-leavers from metropolitan areas, but also students from rural, regional and isolated areas, international students, and mature-age students. Of students commencing study at Deakin in 2008 only 28% were admitted on the basis of secondary school studies, with the rest being admitted as a result of prior studies or other experience. Over recent years the rate of educational participation by rural and isolated students at Deakin has been higher than both State and national averages. Many of these students choose to study at one of the University's regional campuses in Geelong and Warrnambool or through distance education.

Over 7600 international students from over 100 different countries choose to study with Deakin. The great majority of these students are studying on-campus in Australia.

The average age of students is higher at Deakin than at many other Australian universities. In 2008 70% percent of undergraduate students were aged over 20 and 15% were aged over 29. 53% of postgraduate students are aged over 29. The provision of flexible delivery is important in attracting mature aged students with 74% of domestic students aged over 30 studying off-campus. The majority of these are postgraduate coursework students.

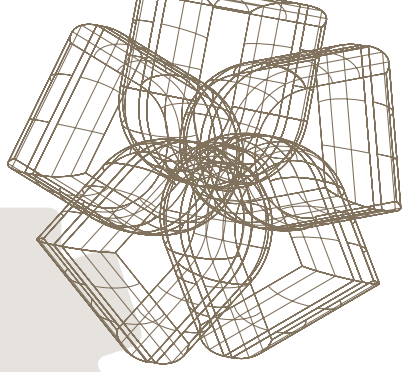
The University has a strong commitment to the education of Aboriginal and Torres Strait Islander (ATSI) Australians with over 470 ATSI students enrolling in courses in 2008. The Institute of Koorie Education offers bachelor and postgraduate courses in partnership with the Faculties through an off-campus community-based delivery method, supported by on-campus intensive study block periods and complemented by local tutors in regional locations. This commitment has led to the University achieving participation rates for ATSI Australians that exceed both State and national average rates.

Deakin actively seeks to provide opportunities for students who would not otherwise have the opportunity to participate in higher education. The Deakin Access and Equity Program has been successful and is accessed by persons applying for courses through the VTAC system through the VTAC Special Entry Access Scheme (SEAS). The University also provides direct entry pathways for mature students who are educationally and socially disadvantaged.

In 2008 the University made over 1100 VTAC offers to students who applied through SEAS under one of the following categories: mature age entry; non-English speaking background; recognition as an Indigenous Australian; difficult family circumstances, disadvantaged socio-economic background, rural and isolated students; under-represented schools and students with a disability or long-term medical condition.

Of the total domestic student population (undergraduate and postgraduate), 13% come from a low socio-economic status background and 2% from a Non-English speaking background.

The diversity of the Deakin student population creates particular challenges for the provision of a high quality and satisfying student experience.



## 1.4 THE DEAKIN STUDENT EXPERIENCE

As indicated in the introduction to this plan, ensuring that every Deakin student has the highest quality and most satisfying student experience is critical to Deakin achieving its mission. A key aim of this plan is to ensure that this is the case.

The Deakin student experience is described in the Student Charter in terms of a set of expectations and responsibilities for students. This is reproduced in Figure 1.

### FIGURE 1 STUDENT CHARTER - THE DEAKIN UNIVERSITY STUDENT EXPERIENCE

#### 1 PREAMBLE

Life as a student at Deakin University should be memorable and rich in a range of experiences: academic and vocational development, personal growth and making new local and international connections – an experience that lasts a lifetime.

This Charter underpins the Deakin University Student Experience by defining the partnership that exists between students, the staff who teach them and the broader University community. It sets out what students can expect from Deakin University and what responsibilities students have as members of the University's community of learning.

#### 2 STUDENT EXPECTATIONS

**Students should expect the following from their experience at Deakin University:**

##### To be treated as an individual

- Being respected, stimulated, challenged and valued as an individual
- Being inspired to develop academic and vocational talents and interests
- Instruction and guidance from competent, motivating and accessible teachers who provide timely and thoughtful feedback on performance

##### To have their rights respected

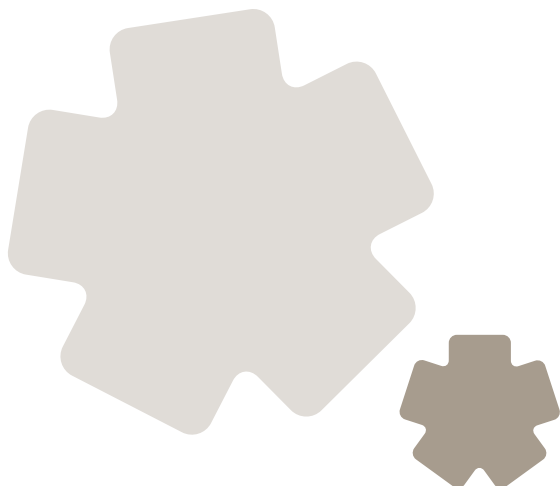
- Protection of private and confidential information
- Consistent and clear intellectual property rules
- Effective avenues to appeal against decisions of the University without fear of victimisation or of incurring costs

##### To be well prepared for employment and continuous learning

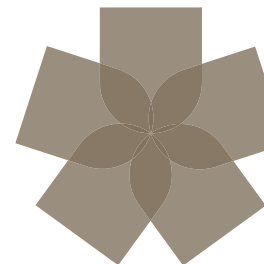
- Participation in relevant, up-to-date courses that are well designed and well taught
- Study with a flexibly designed curriculum, responsive to everyone irrespective of cultural background or disability
- Close engagement with Faculty and discipline-based colleagues, together with interdisciplinary opportunities
- Access to experts at the forefront of knowledge creation

##### To be stimulated by a vibrant learning environment and supported by responsive academic, professional and campus services

- Ready access to information about teaching programs and to support services which address academic and personal issues
- Use of excellent library services, scholarly information resources and flexible learning spaces.
- An amenable campus environment, accessible by various transport modes
- Use of high quality physical facilities, including safe and comfortable teaching and laboratory spaces, reliable information technology and places for social interaction with fellow students
- To have opportunities for actively mentored engagement within the University research community



**This is the unique experience we aim to provide for our students and they should be encouraged to measure our performance on the basis of these expectations.**



**To be engaged as a member of the University community, on campus and beyond**

- Opportunities for involvement in a range of sporting and recreation services and clubs and societies catering to a diversity of cultures and interests
- Chances to participate in the University's community engagements through voluntary work, employer and practicum placements and community partnerships
- Actively mentored engagement within the University research community
- Solid support to find work during and after study and opportunities to continue to be involved in Deakin events after graduation.

The Deakin University Student Experience should be enriching and rewarding, on campus as a member of the student body and beyond the University as a member of the broader community.

**3 STUDENT RESPONSIBILITIES**

**Deakin University expects students to take on the following responsibilities as members of the University community:**

**To positively shape their educational experience**

- Be well informed about course requirements applying in their Faculty and seek Faculty assistance if in doubt
- Use initiative in learning and aspire to intellectual independence
- Accept and act on advice and feedback on academic performance

**To prepare diligently for qualifications, employment and continuous learning**

- Take responsibility to self-manage their enrolment and course planning, using advice from their Faculty
- Participate constructively in learning in classes and online
- Take joint responsibility for their education and be self-directed learners

- Engage closely with Faculty and discipline-based colleagues and participate in professional bodies where appropriate
- Explore opportunities for interdisciplinary learning and for translating academic learning into practice

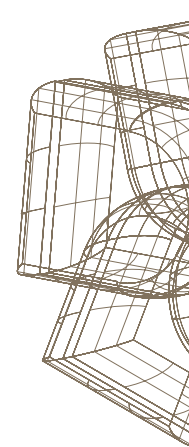
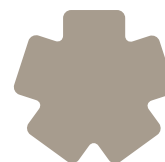
**To engage actively with the University environment**

- Be diligent learners and submit assessments punctually
- Be informed about support services to meet academic and personal needs and seek information if unsure
- Use University resources responsibly and observe University statutes, regulations and policies
- Care for the campus and its surrounds, including the amenity of neighbours
- Support the University's continuous improvement endeavours by providing considered and honest feedback on academic and support services

**To show and earn respect in relating with others in the University and wider community**

- Treat staff and other students with respect and courtesy
- Respect the opinions and beliefs of others and engage in rational discussion in areas of disagreement
- Consider involvement in University activities which extend or enrich the study experience, both on campus and beyond
- Display professional conduct while undertaking work and practicum placements, fieldwork or educational exchanges.

The Deakin University Student Experience should mean that students are proud to be members of the Deakin community of learning and that graduates are proud to be Deakin alumni. The Experience should stand individuals in good stead for the rest of their lives.



## 1.5 KEY DRIVERS OF TEACHING AND LEARNING AT DEAKIN

In the international context Deakin is a relatively young university and it is still in the process of establishing its own, distinctive approach to higher education. Deakin does have existing strengths on which it can build. These include a rich heritage in off-campus/distance education and flexible delivery, a reputation for being a friendly and supportive institution and a strong focus on partnerships with industry and employers. Based on these strengths, this section identifies five key drivers in relation to teaching and learning which together can differentiate Deakin, assist the University to deliver the student experience outlined above and provide a clear guide and solid foundation for all those engaged in teaching and learning at the University. These drivers are outlined below.

### A CONNECTED COMMUNITY OF TEACHERS AND LEARNERS

Deakin aims to create a connected community of teachers and learners. The national study “The First Year Experience in Australian Universities: Findings from a Decade of National Studies” funded by the federal government in 2005 has acknowledged that better learning outcomes are achieved when students are more engaged in the learning process through greater connectivity to staff and their fellow students. To achieve this all those who contribute directly and indirectly to the student experience, both within the Faculties and academic support areas, must form a partnership with each other and the students through a shared understanding of the University’s teaching and learning values and commitments. This includes a commitment to engaging the full diversity of the Deakin student body in an inclusive way.

Deakin acknowledges the broad spectrum of parties with interests in enhancing the student learning experience and developing graduates who can progress in their chosen careers and who contribute to society. The range of parties who can and should contribute to the student learning experience is expanding. The nature of academic teaching is changing with a more diverse group of staff and external parties being actively involved in the educational process through an increased use of approaches such as experiential learning. The possibilities for broader and richer contributions from ‘educators’ inside and outside the University can be enabled through the appropriate use of information and communication technologies.

Partnering and networking amongst students, industry, employers, government, the professions and alumni is an imperative if we are to create valuable learning experiences, bringing together the best of academic and practical learning in the interests of well rounded graduates. The greater range of parties involved needs to share a strong sense of connection with, and understanding of, the Deakin educational community.

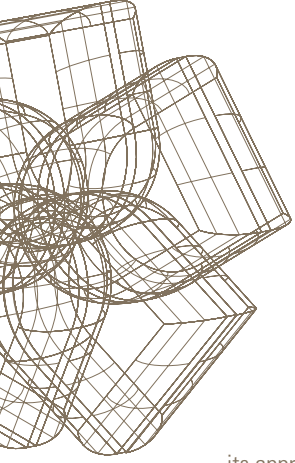
### A NEW CONCEPTION OF FLEXIBLE EDUCATION BASED ON EDUCATIONAL CHOICE

Deakin University’s teaching and learning agenda dictates a new approach to the integration of traditional classroom teaching, distance education and online education in ways most appropriate to the needs of its diverse student cohorts and the changing student environment. Deakin’s vision of an integrated approach to flexible education is an environment which includes, where appropriate, choice in:

- the *time* (including flexible entry and exit points) at which study occurs;
- the *pace* at which the learning proceeds;
- the *place* (both physical and virtual) in which study is conducted;
- the *content* that is studied;
- the *learning style* adopted by the learner;
- the forms of *assessment* employed;
- the option to *collaborate* with others or to learn independently;
- how teaching is *staffed*; and
- the *mix* of the above used in any given course or unit.

These choices must be made within a framework which maintains sound and consistent academic standards.

This broadened notion of flexibility is consistent with a study commissioned by the federal government in 2001 (“The effectiveness of models of flexible provision of higher education”, Ling et al) and builds on Deakin’s established strength in



its approaches to, and infrastructure supporting, distance education. With an impressive range of educational pedagogies and strategies drawing on a broad range of well supported technologies, the University is poised to deliver much more timely, customised and personalised learning experiences, whether they be face-to-face, online, or some combination thereof, for students in its diverse student population.

The key to such an approach to flexible education becoming a distinguishing feature of Deakin is to adopt the broadest possible interpretation of flexibility wherever it can lead to an improved student experience or increased efficiency of operation, while maintaining academic integrity and the quality of the student learning experience. This approach must be adopted across the University in both the Faculties and the Divisions.

### **A FRIENDLY AND SUPPORTIVE LEARNING ENVIRONMENT**

The Deakin student experience is based on far more than the teaching which takes place; the entire learning environment will influence this experience. The learning environment includes formal teaching and interaction with academic staff; the academic support services provided by the Faculties, the Division of Student Administration, the Division of Student Life, the Library, Deakin International, the Student Equity Unit and the Deakin University Student Association; and the physical infrastructure services provided by Information Technology Services Division and Facilities Management Services Division. All of these contribute to the culture and student environment at Deakin.

Deakin already has a reputation for being friendly and supportive. We regularly receive this feedback from our students, both in formal surveys and anecdotally. However, the University must continually strive to ensure that this culture of active support and what is often termed “pastoral care” is developed in all staff and in all sections of the University. This is particularly important at Deakin given our diverse and multicultural student population. A friendly and supportive piece of advice from a staff member located in one of the academic support divisions can be just as influential in ensuring the success of a student as assistance with learning from a member of the academic staff.

Deakin must develop a holistic approach to student support and the development of a friendly and supportive learning environment, which is embedded across the institution.

### **A FOCUS ON PRODUCING GRADUATES WHO ARE WELL EQUIPPED FOR CAREERS AND EMPLOYMENT IN THEIR CHOSEN FIELD AND WHO HAVE APPROPRIATE SKILLS TO SUPPORT ONGOING LEARNING**

Deakin’s mission indicates that its teaching should be both relevant and responsive and this implies that the University has an obligation to both its students and employers to ensure that its courses and teaching practices produce graduates who are “job ready”, equipped with the skills and knowledge to manage their career path and to contribute immediately to their chosen profession, whether this be through employment by an existing organisation or self-employment. These skills are both discipline specific and generic in nature. Employers often argue that, although graduates are knowledgeable in their discipline, they lack the communication, intercultural, collaboration and other professional skills required to make them productive without additional on-the-job training (see, for example, “Graduate Employability Skills”, prepared for the Minister for Science, Education and Training by the Business, Industry and Higher Education Collaboration Council, August 2007). This is a challenge for Deakin and requires an innovative approach to education that integrates and deeply embeds the development of these important generic skills into all degree programs. Establishing partnerships with industry and employers which provide opportunities for experiential learning, internships and connectivity with the industry will contribute to this process and Deakin can build on its historical success in this area.

The needs of the market place are constantly changing and, to offer maximum opportunity to its graduates, Deakin’s programs must change and adapt in a timely and appropriate manner, while maintaining a strong intellectual foundation. This requires frequent consultation with potential employers, ongoing refinement of existing programs and consideration of new program opportunities. These activities can be facilitated through the Advisory Boards which are in place for every course at Deakin.

Ensuring that graduates are job ready at the time they leave the University is not enough. It is just as important to develop the skills, attitudes and confidence that will enable graduates to self-manage their careers and continue to be successful learners for the remainder of their lives. Research indicates that, more than ever, modern graduates are likely to change their careers frequently during their working life and they are in greater need of the ability to undertake additional learning and study through a variety of means.

Each partner in the student learning experience has a role to play in helping students to develop the discipline specific and generic knowledge and life-long learning skills they will require when they graduate and in a range of future contexts.

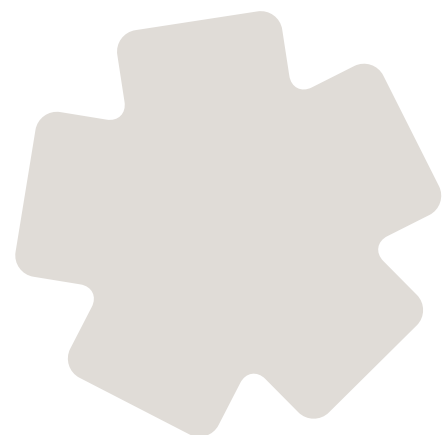
### **A CULTURE OF RESEARCH AND SCHOLARSHIP IN TEACHING AND LEARNING**

The four drivers described above require Deakin to develop a connected, flexible, supportive and responsive approach to teaching, learning and the student experience. If Deakin is to make demonstrable progress in these areas it is essential to have a solid foundation in research and scholarship in teaching and learning. This is the fifth key driver and a natural approach for Deakin as a university committed to a strong research agenda. Deakin must now commit itself to developing a culture of research and scholarship that informs pedagogical practice and the University's approach to flexible education.

This culture must be embedded across the institution. A first and essential step is to establish a University wide research group with a focus on teaching and learning. Leadership for this group should come from the Institute of Teaching and Learning, but it must also actively engage with staff within the Faculties and across the University to support both discipline specific and interdisciplinary activity. This will help to ensure that both our pedagogical approach and our decision-making in relation to teaching and learning are based on sound research and clear evidence.

For such a group to be successful and effect change it must also engage with the national and international scholarly communities. Deakin should aim to achieve recognition at these levels for its innovation and contribution to advances in teaching and learning through presentations at relevant conferences, leadership of and involvement in Australian Learning and Teaching Council projects and active participation in national bodies and organizations. Such involvement must be seen amongst the leadership of Deakin as a valuable contribution to Deakin achieving its goal in relation to teaching and learning.

The establishment of a culture of research and scholarship in teaching and learning is a long term goal that will require collaboration and engagement between the Faculties and other areas as well as support and recognition by all levels of the University of the importance of this contribution to Deakin. The appointment of a Professor of Higher Education Research in 2008 is a first step towards achieving this goal.



## 1.6 GOAL

Deakin University is operating in a complex and changing environment. However, the drivers discussed above set a well defined sense of direction in relation to teaching and learning. These drivers, in conjunction with the University's mission, lead to a goal for teaching and learning from 2008 - 2012 at Deakin as follows:

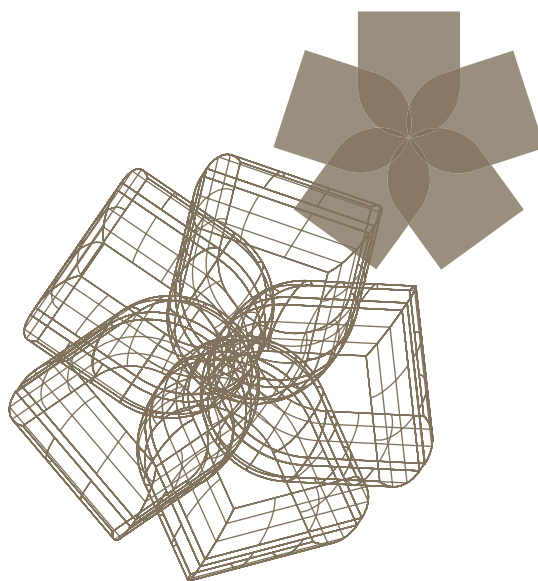
To work in partnership with students, staff, industry, employers and governments to ensure that Deakin's academic programs are of high quality, relevant, informed by contemporary research and create a unique Deakin student experience; and to be recognised as a national leader in flexible education.

Each element of this goal creates a challenge for Deakin, and together they define an ambitious vision for the University to achieve over the next five years. Deakin's success in working towards the goal will be based on its expertise and capacity to respond appropriately to a diversity of student learning contexts in a way that maintains academic integrity and provides appropriate educational choices for its student cohorts. Deakin has the opportunity to make a distinctive contribution as a provider of higher education for a diverse population of students representing the new ages of learning across the life-span.

## 1.7 THE WAY FORWARD

A clear and ambitious goal for Deakin, based on the five key drivers of teaching and learning at Deakin, has been articulated above. These drivers differentiate Deakin and provide a set of priorities that will lead the University to achieving its goal. These are the areas in which Deakin staff should focus their energy. Each of these drivers creates a challenge for Deakin and will require deep cultural and systemic change if we are to achieve the goal. This will not happen overnight but can be achieved during the lifetime of this plan through a concerted and united approach engaging all staff across the institution.

The goal is underpinned by a set of principles of teaching, learning and the student experience which guide the University's approach to achieving the goal, along with a clearly articulated and widely supported set of strategies to be pursued over the life of this plan. These are presented in the next section.



## SECTION 2 PRINCIPLES AND STRATEGIES

### 2.1 PRINCIPLES OF TEACHING, LEARNING AND THE STUDENT EXPERIENCE AT DEAKIN

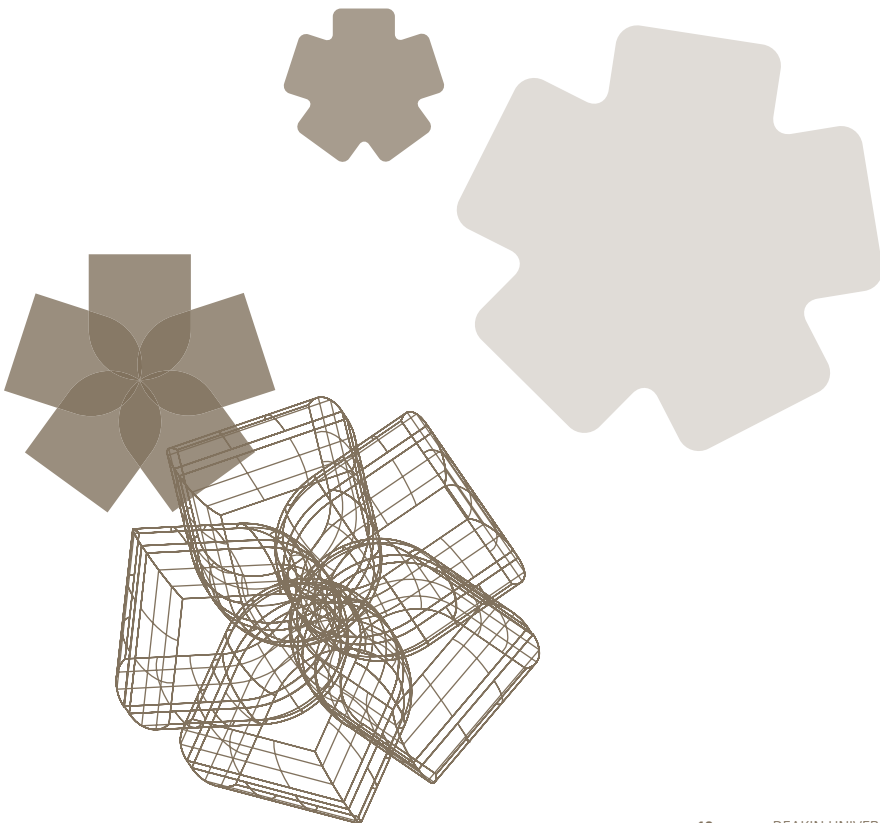
The *Principles of Teaching, Learning and the Student Experience* provide a guide to teaching at Deakin and effectively describe the meaning of “excellence in teaching” at Deakin. They also provide a guide for the provision of support for Deakin students. Adherence to these Principles as part of the academic endeavour will deliver the Deakin Student Experience set out in Figure 1 above.

The Principles are used to inform the planning, delivery, quality assurance and quality enhancement of all aspects of teaching, learning and the student experience at Deakin. They guide teaching and learning practices, including course and unit development, pedagogy (i.e. the provision by teachers of relevant learning materials and learning activities/ experiences within appropriate learning environments) and the assessment of learning outcomes. They also guide the provision of support services to students, including the provision of academic, administrative and personal support. They are used to assess our performance in these areas and are embedded in staff processes including PPR, staff selection and academic staff promotion. All staff at Deakin need to be familiar with the Principles and to use these to guide their approach to teaching, learning and the student experience at Deakin.

The Deakin Principles of Teaching, Learning and the Student Experience are linked to the four ‘commonplaces’ of teaching and learning: students, teachers, curriculum and the learning environment. They begin with a preamble and then set out Deakin’s broad aspirations in relation to each ‘commonplace’. The Principles differentiate Deakin and adherence to them will help to deliver the unique Deakin Student Experience.

A strong theme running through the Principles is a commitment to a modern, broad concept of flexible education as defined in the previous section. The achievement of an institution-wide approach to flexible education that breaches the traditional boundaries of on-campus and off-campus study requires commitment to these principles.

The Deakin Principles of Teaching, Learning and the Student Experience are set out in Figure 2.



# These Principles provide a basis and guide for all staff on the approach to teaching, learning and the student experience at Deakin.

## FIGURE 2 THE DEAKIN PRINCIPLES OF TEACHING, LEARNING AND THE STUDENT EXPERIENCE

### PREAMBLE

Teaching, learning and the student experience will be based on a partnership between students and staff, which is driven by a commitment to excellence and the needs of students, and founded on mutual respect, ethical behaviour and the open exchange of ideas.

### PRINCIPLES RELATING TO STUDENTS

#### 1 Focus upon learning outcomes

Our student experience will provide graduates with generic and discipline-specific attributes and knowledge that equip them for employment, further study, life-long learning, research and life in the community.

#### 2 Recognise and celebrate student diversity

Our student experience will recognise the different learning needs of all students and will be tailored to support a diverse student population. Diversity adds significant value to the learning experiences of all students.

### PRINCIPLES RELATING TO CURRICULA

#### 3 Courses that are relevant and future-oriented

Our courses are designed first and foremost to be relevant to the career and life aspirations of students, equip students to adapt to an ever-changing global environment and be informed by high quality, contemporary research and consultation with industry, employers and government.

#### 4 Courses that are flexible

Our courses will provide, where appropriate, opportunities for students to extend and shape their own learning experience by providing flexible timing and delivery of courses, course structures, subjects and assessment processes.

### PRINCIPLES RELATING TO TEACHERS

#### 5 Teachers who are innovative and motivate students to learn

Our teachers value and practise innovative ways of creating learning experiences, taking into account student interests and professional needs, and will employ motivational strategies to encourage their students to learn, resulting in an engaging student experience.

#### 6 Teachers who are scholarly and professional

Our teachers are committed to and informed by research and scholarship in relation to teaching, participating in regular professional development and striving for continuous improvement of their teaching.

### PRINCIPLES RELATING TO THE LEARNING ENVIRONMENT

#### 7 A learning environment that is flexible and responsive to student support needs

Our learning environments are flexible, student-centred and accessible to our diverse range of students, utilising appropriate technology to enhance teaching and learning and providing student support services which are responsive to student needs.

#### 8 A learning environment which provides engagement with the university community

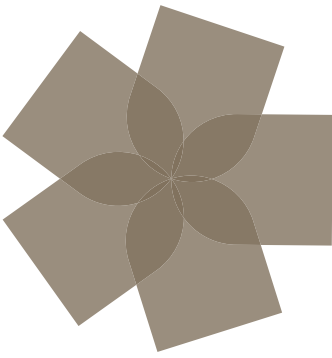
Our learning environment is welcoming and engages all students in all aspects of university life so that they are fully connected members of a vital learning community.

## 2.2 STRATEGIES FOR TEACHING AND LEARNING

Principles alone will not allow Deakin to achieve its mission. This section presents a set of strategies in relation to teaching and learning to be pursued over the planning period of 2008 - 2012. The strategies are consistent with the Principles and the key drivers presented above and will assist Deakin to deliver the Deakin student experience articulated earlier.

The strategies which will enable Deakin to achieve its teaching and learning goal are:

- Providing a broad range of contemporary and relevant teaching programs, including generalist degrees, which prepare multi-skilled graduates who are able to enter the workforce or go on to further study; focused professional undergraduate programs; and flexibly delivered postgraduate programs, all of which will ensure that Deakin is known for its proactive approach and its agile response to workforce demands.
- Establishing a learning environment and culture which eases the transition to higher education and fosters student engagement and success, ethical behaviour and overall satisfaction by creating a connected community of teachers and learners.
- Implementing an effective teaching-research nexus to enrich the student experience through the direct involvement of researchers in both course development and delivery.
- Driving an agenda and culture of excellence in teaching and learning by:
  - recruiting and retaining high performing academic staff;
  - recognising, rewarding, valuing and celebrating excellent academic staff and teaching teams;
  - providing appropriate, timely and effective professional development;
  - setting appropriate teaching performance targets in performance planning and reviews, monitoring outcomes and providing regular feedback;
  - ensuring that experienced academic staff mentor less experienced academic staff;
  - consulting with students and acting upon their advice; and
  - fully engaging academic staff in the process of improving teaching and learning.
- Ensuring that the Institute of Teaching and Learning is a catalyst for the enhancement of teaching and learning through the provision of leadership in teaching and high quality, responsive and highly valued services for academic staff.
- Embedding enhanced quality assurance and quality improvement processes, including regularly reviewing course quality, coherence and relevance and systematically seeking the views of students in a manner which is visible to and valued by them.
- Ensuring that Deakin becomes a recognised national leader in flexible education by promoting, supporting and disseminating the outcomes of evidence-based innovation in teaching and learning and by establishing partnerships with, and undertaking benchmarking against, other providers.
- Providing opportunities for students to effectively combine study, work and other interests and integrating opportunities for experiential learning into appropriate courses.
- Working in partnership with TAFE and private education providers to provide students with innovative and flexible pathways to Deakin University.
- Providing professional development, continuing education and lifelong learning opportunities for people in work by working in partnership with industry and the professions through DeakinPrime and the Faculties.
- Providing a supportive and accommodating environment for Deakin's diverse student population so as to create a unique and valued Deakin student experience.
- Strengthening the relationship that Deakin has with Aboriginal and Torres Strait Islander communities to deliver a concerted strategy for Indigenous student participation that will improve success, retention and completion outcomes.



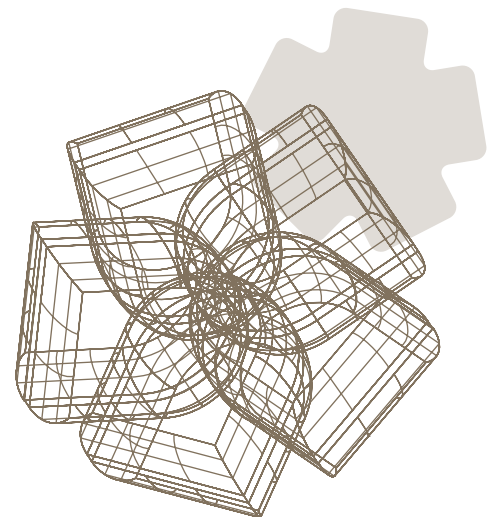
- Creating a culture amongst academic staff that values scholarship and research in teaching and learning by establishing and promoting an active and vibrant research group with a particular focus on flexible education.
- Ensuring that Deakin is known as a University whose teaching has important social benefits and regional relevance, particularly through entering into strategic partnership arrangements.
- Providing learning experiences that encompass international and intercultural perspectives and experiences and contribute to an institutional culture of diversity and inclusiveness.

### **2.3 FROM STRATEGIES TO ACTIONS**

The next section of this plan provides a set of actions to be undertaken in response to the strategies outlined above. These actions have been framed to ensure that they are:

- consistent with the mission, core commitments and values of Deakin;
- based on the Deakin Principles of Teaching, Learning and the Student Experience
- able to assist the University to deliver the Deakin Student Experience;
- evidence-based;
- relevant to the Deakin context;
- distinctive; and
- feasible (that is, achievable and deliverable within available resources).

For each action there are performance measures, details of the expected outcomes and accountability for successful completion. This will ensure that progress towards the goal can be assessed.



# SECTION 3 DEAKIN'S TEACHING AND LEARNING STRATEGIES AND ACTIONS: 2008–2012

## Strategy 1

Providing a broad range of contemporary and relevant teaching programs, including generalist degrees, which prepare multi-skilled graduates who are able to enter the workforce or go on to further study; focused professional undergraduate programs; and flexibly delivered postgraduate programs, all of which will ensure that Deakin is known for its proactive approach and its agile response to workforce demands.

Action	Performance Measure	Expected Outcome	Person Responsible	2008 Outcomes
1.1 Develop, refine and implement a comprehensive plan to improve graduate employment outcomes.	Graduate employment outcomes as per the Graduate Destination Survey.	Each Faculty to be in the top third nationally for their discipline mix for domestic bachelor students in the "Full-time employment" scale of the GDS (AGS) by 2012.	Deputy Vice-Chancellor (Academic), assisted by Deans	Plan completed and submitted to PRC in 2008. Full-time employment (2008 GDS): <b>A&amp;E</b> rank 8 (percentage indicated in full-time work 83.0%) <b>B&amp;L</b> rank 22 (percentage indicated in full-time work 86.4%) <b>HMNBS</b> rank 27 (percentage indicated in full-time work 87.5%) <b>S&amp;T</b> rank 29 (percentage indicated in full-time work 80.7%)
	Numbers of areas of study that are considered "unhealthy" (RED AGS outcomes are more than 2% below the national average for that area of study) in terms of full time employment outcomes as per the indicators developed by the Division of Student Life.	Improvement over the life of this plan with each discipline area to reach the top third nationally on the full time employment scale of the AGS by 2012.	Deans, assisted by Director, Division of Student Life	In progress, Division of Student Life is working with the Faculties to determine how the outcomes of this action are to be measured.
1.2 Ensure that where appropriate undergraduate and postgraduate by coursework courses have an integrated career program involving interaction with industry representatives which enables students to plan their career path.	Career planning integrated into course.	50% of undergraduate and postgraduate by coursework courses have an integrated career program by 2012.	Deans, assisted by Director, Division of Student Life	<b>A&amp;E</b> In progress, working with DSL to develop new program for implementing career planning and employability focus in the Faculty. Implementation during 2009. <b>B&amp;L</b> In 2008, the Faculty offered 'Professionals' Week', with the aim of enhancing career opportunities for graduates. In addition BCom, BBIS and BMgt students are offered opportunities to undertake a Business Internship unit. BCom and BMgt also require students to complete a résumé and job application as part of a core unit (this accounts for over 62% of students enrolled in the Faculty courses). <b>HMNBS</b> In progress, expect completion of a survey of courses to identify career planning activities by August 2009. By end of 2009, complete the model for course based career development and planning. The Faculty aims to implement the model in at least one course in each school in 2010. <b>S&amp;T</b> Completed the development of a Faculty-wide career development approach. Work is being undertaken to implement this in 2009. Currently 80% of undergraduate courses have an embedded career program.

Action	Performance Measure	Expected Outcome	Person Responsible	2008 Outcomes
1.3 Disseminate and encourage reference to the Principles of Teaching, Learning and the Student Experience at Deakin to ensure the principles embodied in this document are widely known and understood. (Also supports Strategies 2, 4, 7, 11, 12 and 14)	The relevant Principles are explicitly included as a key component of (a) course development and course review, and (b) teaching and learning related grant applications, PPR, academic staff selection and academic staff promotion.	All relevant policies and processes modified by end of 2008.	(a) Chair, Academic Board and Deputy Vice-Chancellor (Academic) (b) Deputy Vice-Chancellor (Academic)	(a) Achieved. All approved academic policies and procedures that are relevant to the application of the Plan have made reference to the Principles. The Teaching and Learning Plan has been incorporated within the Teaching and Learning Framework and the Principles are referred to in all unit guides and relevant course development documents. (b) Achieved. STALGS guidelines redeveloped. For information on PPR, selection and promotion see Action 4.9
1.4 Ensure strong and active Advisory Boards for all courses, and where appropriate for Schools/disciplines. (Also supports Strategy 6)	All courses to have Advisory Boards that meet at least 2 times per annum and provide a written report to the Faculty Board on their activities.	By end of 2008.	Deans and Chair, Academic Board	<b>A&amp;E</b> Achieved <b>B&amp;L</b> Partially achieved. The Faculty has eight Advisory Boards. All met twice in 2008 with the exception of the School of Information Systems Board which met once. <b>HMNBS</b> Achieved <b>S&amp;T</b> Achieved

## Strategy 2

Establishing a learning environment and culture which eases the transition to higher education and fosters student engagement and success, ethical behaviour and overall satisfaction by creating a connected community of teachers and learners.

Action	Performance Measure	Expected Outcome	Person Responsible	2008 Outcomes
2.1 Refine and regularly update the model for the Transition program	Revised Transition program introduced.	Introduced in 2008 and revised annually.	Vice-President	Transition program introduced successfully. Regular reports on progress provided to Deakin Student Experience Sub-committee and on to PRC at each meeting.
	Improved progression and retention rates for both undergraduate and postgraduate students' first year at Deakin.	Progression and retention rates for both undergraduate and postgraduate commencing students improve annually and are at least equal to the national average by 2012.	Deputy Vice-Chancellor (Academic)	Outcomes show static situation for both indicators for undergraduate programs and worsening situation in relation to both indicators for postgraduates. Retention Rate 07-08 UG - 83% PGC - 73% Progression Rate 08 UG - 83% PGC - 85% Awaiting national average data from the Planning Unit.
2.2 Better align student support services with an integrated life-cycle approach to the management of the student learning experience.	Student satisfaction with support services and overall satisfaction with their learning experience.	To be in the top third nationally for all bachelor graduate in the "Overall Satisfaction" scale of the CEQ (AGS) by 2012.	Deputy Vice-Chancellor (Academic)	Overall Satisfaction (2008 CEQ): Deakin University rank 17 (OSI 70.5%)
		Student satisfaction with support services, as measured by the internal survey, to be at least 92% by 2012.	Deputy Vice-Chancellor (Academic) (academic support services) and Chief Operating Officer (IT support services)	Overall satisfaction with support services in 2008 was 88.6% (Student Satisfaction Survey) Overall satisfaction with Information Technology: 90.4% Overall satisfaction with Academic Support (non Faculty-based): 92.8%

Action 1.3 also contributes to achieving this Strategy

### Strategy 3

Implementing an effective teaching-research nexus to enrich the student experience through the direct involvement of researchers in both course development and delivery.

Action	Performance Measure	Expected Outcome	Person Responsible	2008 Outcomes
3.1 Ensure all course teams include input from relevant leading researchers in the course development process	Documented evidence in new undergraduate and postgraduate by coursework course introduction and course review documents of the input provided by leading researchers.	All new undergraduate and postgraduate by coursework courses submitted for approval from mid 2008. All courses by end of 2012.	Deans and Chair, Academic Board	<p><b>A&amp;E</b> To be included in course accreditation documentation from 2009.</p> <p><b>B&amp;L</b> Achieved. New courses in the Faculty involve input from leading researchers and professional and business leaders. From 2009, all proposals for new courses will include supplementary documentation detailing the teaching/research nexus of the staff who will be contributing to the new course</p> <p><b>HMNBS</b> In progress. Completion of a survey of course teams to identify involvement of researchers in teaching programs in 2009. Major course review template and new course template will include documentation of the contribution of research. Inclusion of the contribution of researchers to course development and delivery as part of the CPIC process from 2010</p> <p><b>S&amp;T</b> Achieved. Implemented in 2008. In 2009 the Faculty template for major course reviews and new courses has been updated to include a section regarding 'input received from leading researchers'.</p>
3.2 Ensure students are exposed to leading researchers wherever possible at some point in their course.	Number of undergraduate and postgraduate by coursework courses where there is documented evidence that all students are exposed to a leading researcher.	20% of courses by end of 2009. 50% by end of 2012.	Deans	<p><b>A&amp;E</b> Data on this indicator was not collected in 2008. The Faculty proposes to collect evidence on this throughout 2009.</p> <p><b>B&amp;L</b> The Faculty has had difficulty quantifying this indicator. One measure which may be used is the percentage of units where the Unit team includes a Professor or an Associate Professor. For Trimester 1 2009 the percentage of Unit teams which fall into this category was 45%. The Faculty is also planning to invite a range of guest lecturers including Visiting Fellows.</p> <p><b>HMNBS</b> In progress. In 2009, conducting a survey of courses to identify any courses that do not give students exposure to researchers. Develop an action plan for each of these courses to create opportunities for exposure to active researchers with the aim of implementation in 2010.</p> <p><b>S&amp;T</b> Data has not been collected on this target in 2008. This action is on the TLC agenda for immediate action.</p>
3.3 Provide opportunities for capable students to include active involvement in a Deakin-led research project as part of their undergraduate (pre honours) course.	Number of undergraduate courses (excluding honours) in which this opportunity is available.	Opportunity available in at least 50% of undergraduate courses (excluding honours) by 2012.	Deans assisted by the Deputy Vice-Chancellor (Research)	<p><b>A&amp;E</b> Unlikely to meet target. The Faculty does not usually find it appropriate to include students in the disciplines represented in our research profile. The Faculty does provide research experiences for senior students in research based internships, work placements, and study abroad experiences.</p> <p><b>B&amp;L</b> Unlikely to meet target. The nature of research undertaken in the Faculty of Business and Law does not lend itself as easily to this objective as it does for laboratory based research. Another important factor is the requirement for students in some business disciplines to have 'real world' experience prior to undertaking research.</p> <p><b>HMNBS</b> In progress, currently undertaking the identification of current engagement of students into Faculty research programs. By June 2010, the Faculty aims to develop a Faculty-wide Research Experience Program.</p> <p><b>S&amp;T</b> Achieved. All but one course offered by the Faculty offers students the ability to undertake a research project - either as a core requirement or as an elective.</p>
	Number of undergraduate students (pre honours) involved in a leading research project.	At least 50 students per year take up this opportunity by 2012.		<p><b>A&amp;E</b> Unlikely to meet target. See comments above.</p> <p><b>B&amp;L</b> Nil.</p> <p><b>HMNBS</b> The Faculty aims to enrol 12 students in its Research Experience program (see above) by 2012.</p> <p><b>S&amp;T</b> Data on this indicator was not collected in 2008. The Faculty will track the number of students from 2009.</p>

#### Strategy 4

##### Driving an agenda and culture of excellence in teaching and learning by:

- recruiting and retaining high performing academic staff;
- recognising, rewarding, valuing and celebrating excellent academic staff and teaching teams;
- providing appropriate, timely and effective professional development;
- setting appropriate teaching performance targets in performance planning and reviews, monitoring outcomes and providing regular feedback;
- ensuring that experienced academic staff mentor less experienced academic staff;
- consulting with students and acting upon their advice; and
- fully engaging academic staff in the process of improving teaching and learning.

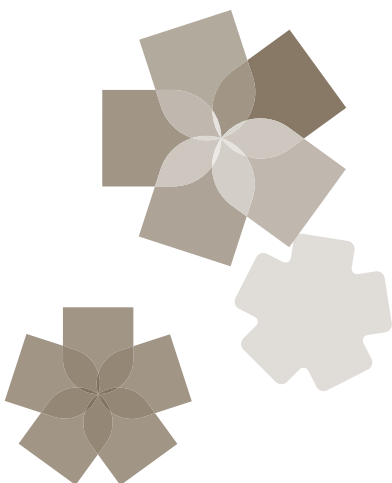
Action	Performance Measure	Expected Outcome	Person Responsible	2008 Outcomes
4.1 Design and implement a website based around the Principles of Teaching, Learning and the Student Experience which provides practical assistance to staff in their adoption of the Principles.	Website implemented.	Website operational by the end of 2008 with an increasing number of hits over the planning period.	Director, Institute of Teaching and Learning	Website implemented and launched at the end of 2008. A total of 98 hits were recorded in the first month after the launch December 2008. Since the beginning of 2009 a total of 504 hits were recorded to date.
4.2 Ensure the alignment of the teaching and learning plans of the Faculties with institutional strategies through the development of new funding arrangements from 2009.	Each Faculty to have a teaching and learning plan aligned to this plan.	By 2008.	Associate Deans (Teaching and Learning)	Achieved. All Faculty Teaching and Learning Plans have been completed.
	New model for teaching performance incentive funding.	For 2009 budget.	Deputy Vice-Chancellor (Academic)	Completed, new model consisting of both input and output indicators was implemented in 2008 and was used for the allocation of funding in 2009. Further revision will be made for 2010 budget.
	At least 10% of Faculty budget allocated on this basis.	For 2011 budget and beyond.	Deputy Vice-Chancellor (Academic)	2009 budget - 1.33%
4.3 Evaluate the effectiveness of Faculties' plans and the use of the allocated funds to achieve their targets by linking them to the course review process.	All course review processes to include consideration of success in achieving relevant Faculty plan targets.	In place for all course reviews from 2009 onwards.	Deans	<p><b>A&amp;E</b> In development for implementation in 2009 through the Faculty-based Annual Course Review process.</p> <p><b>B&amp;L</b> Achieved. All course reviews consider enrolment actuals compared with targets, CEQ and GDS data and from 2009, data from the AUSSE will also be considered.</p> <p><b>HMNBS</b> Achieved. From 2009, CPIC process is to include discussion of each course's achievement of targets from the Faculty Teaching and Learning Plan. Also, the annual CPIC reports are to inform the Faculty's progress in developing and achieving its teaching and learning goals.</p> <p><b>S&amp;T</b> Achieved. The Faculty determines the data included within the Course Review that requires a response. Specific references to Faculty plans are not incorporated but are reviewed in the cycle that begins in March.</p>

<b>Action</b>	<b>Performance Measure</b>	<b>Expected Outcome</b>	<b>Person Responsible</b>	<b>2008 Outcomes</b>
4.4 Ensure that Associate Deans (Teaching and Learning) and Associate Heads of School (Teaching and Learning) are empowered to drive an agenda in relation to teaching and learning in their area of responsibility.	Responsibilities of Associate Deans (Teaching and Learning) revised to indicate their leadership role.	New responsibilities in place by start of 2008.	Deans	<b>A&amp;E</b> Achieved. <b>B&amp;L</b> Partially achieved. This objective has largely been met with the University development of a standard position description for Associate Deans (Teaching and Learning). It is of note that the Faculty had three incumbents in the role of Associate Dean (Teaching and Learning) during 2008. <b>HMNBS</b> Achieved. <b>S&amp;T</b> Achieved.
	Each Associate Dean (Teaching and Learning) has some level of budget control.	In place for 2009 budget.	Deans, assisted by Associate Deans (Teaching and Learning) and Heads of School	<b>A&amp;E</b> Achieved. <b>B&amp;L</b> Achieved. <b>HMNBS</b> Achieved. <b>S&amp;T</b> Achieved.
	Responsibilities of Associate Heads of Schools (Teaching and Learning) defined, including their relationship to their Head of School and the relevant Associate Dean (Teaching and Learning).	New responsibilities in place by end of 2008.		<b>A&amp;E</b> Not achieved. Position description developed and to be finalised by end March 2009. <b>B&amp;L</b> Not achieved. Work has commenced on this objective. Progress was delayed by the staffing changes. A position description is currently being developed. <b>HMNBS</b> Not achieved. Development of responsibility statements by June 2009. <b>S&amp;T</b> Achieved. The responsibilities have been defined but it is unclear if and how these responsibilities are embedded within the Associate Heads of Schools (Teaching and Learning) PPR documents.
4.5 Expand the number of communities of practice in relation to teaching and learning supported through both online and physical forums.	Number of academic staff actively involved in at least one community of practice in relation to teaching and learning.	Continuously increasing and at least 50% by 2012.	Director, Institute of Teaching and Learning, Associate Deans (Teaching and Learning)	In 2008 there were 9 communities of practice with approximately 305 staff involved with at least one community.
4.6 Review and revise the professional development program so that it makes more use of face-to-face sessions and that Faculty staff are engaged in the delivery of this program.	New program developed and delivered.	By mid 2008.	Director, Institute of Teaching and Learning	Achieved.
	Number of academic staff who have attended at least one (ITL) professional development program in a year.	At least 20% of continuing and fixed term academic staff each year by 2010.	Director, Institute of Teaching and Learning	471 (representing 58.5% of the total number of continuing and fixed term academic staff) academic staff attended at least one professional development (PD) program in 2008. 229 casual academic staff enrolled in Professional Development for Casual Staff (PDCAS) for 2008 of which 94 (representing 6.8% of the total number of casual academic staff) completed the program.
	Level of satisfaction with professional development programs based on a survey of those attending.	At least an 80% satisfaction level by 2010.	Director, Institute of Teaching and Learning	95.3% percentage satisfaction for PD programs. 93.6% percentage satisfaction for PDCAS.

Action	Performance Measure	Expected Outcome	Person Responsible	2008 Outcomes
4.7 Develop and deliver a targeted and comprehensive professional development program for Associate Deans (Teaching and Learning), Associate Heads of School (Teaching and Learning) and Course Coordinators.	New program implemented.	Delivered from second half of 2008.	Deputy Vice-Chancellor (Academic), assisted by Director, Institute of Teaching and Learning	Achieved.
	Level of agreement with the statement that the program has helped them in their role	At least 80% agreement.		Surveyed Associate Deans (Teaching and Learning) response rate of 67%, with 100% agreement.
4.8 Ensure that teaching awards, strong SETU results and other evidence of teaching excellence, including being a Fellow of the College of Distinguished Deakin Educators, are formally recognised in academic reward processes including accelerated increments and promotion.	Evidence of inclusion of consideration of such awards and results in accelerated increment and promotion processes.	Implemented by mid 2008.	Deputy Vice-Chancellor (Academic)	Achieved. Academic Promotion Guidelines updated to include teaching awards and SETU etc.
4.9 Review and revise the teaching and learning aspects of the academic recruitment, selection, promotion and PPR processes to ensure that these processes actively encourage excellence in teaching as defined by the Principles of Teaching, Learning and the Student Experience.	Academic recruitment, selection, promotion and PPR processes and documentation revised.	Implemented for 2009 academic recruitment, selection, promotion and PPR processes.	Director, Human Resources Services Division, assisted by Deputy Vice-Chancellor (Academic)	<p><b>Recruitment and selection</b> This action was changed in the 2009 update of the Teaching and Learning Plan. The term "appointment" was replaced with "recruitment and selection".</p> <p><b>Promotion</b> The set of teaching, research and service exemplars and application templates has been updated. The changes ensure the exemplars are better aligned with the University Teaching and Learning Plan.</p> <p>Introduced Teaching Scholar category of staff. Teaching Scholar promotion guidelines and application template have been developed</p> <p><b>PPR</b> A range of standard PPR objectives and standards for academic staff has been developed. A number of these relate explicitly to the measurement of excellence in teaching, learning and student experience. These objectives and standards were forwarded to Deans, and have also been incorporated into a library of sample objectives and standards that may be used by academic staff in the preparation of 2009 PPR documents.</p>
	Staff survey indicates staff believe that the promotion process has recognised their teaching and that the PPR process has helped them with their teaching.	Results from 2010 staff survey show at least a 60% agreement that the promotion process recognises teaching.	Director, Human Resources Services Division, assisted by Deputy Vice-Chancellor (Academic)	No instrument available to measure the outcome of this action. Recommend HRSD develop an instrument to assist with data collection for this target in 2009, and implementation 2010.
4.10 Establish and support student feedback panels which meet at least once each semester for all courses/discipline groups. (Also supports Strategies 6 and 11)	Panels established for all courses/discipline groups.	50% of courses in each Faculty by end of 2008. 100% of courses (or discipline groups) by 2009.	Deans	<p><b>A&amp;E</b> In progress, panels set up in 2008 for groups of courses with common fields of study (representing 50% of courses in the Faculty). Feedback panels process and organisation in place for 2009.</p> <p><b>B&amp;L</b> Partially achieved. Student feedback panels were conducted in Semester 2 2008.</p> <p><b>HMNBS</b> Achieved. 100% of courses have organised at least one student panel by the end of 2008; two per year by 2009. CPIC template will incorporate feedback from student panels.</p> <p><b>S&amp;T</b> Achieved. Feedback panels have been established. Some panels work across disciplines rather than courses given the shared structure of some courses. Each panel met at least once in 2008. A schedule of panel meetings has been prepared for 2009 and is to be monitored by the Governance and Curriculum Group. A special panel for off-campus students will be implemented in 2009.</p>

Action	Performance Measure	Expected Outcome	Person Responsible	2008 Outcomes
4.11 Ensure that the Graduate Certificate of Higher Education remains at the forefront of such programs.	Fully implement the accepted recommendations from the 2007 review of the GCHE.	By mid 2008.	Head of School of Education	Achieved.
	Conduct another review of the GCHE after three years.	By mid 2011.	Deputy Vice-Chancellor (Academic)	
4.12 Support projects that explore alternative effective and efficient teaching models and pedagogies. (Also supports Strategies 5 and 7).	Funding for STALGS projects.	STALGS funding to be maintained at least at the 2007 levels for the life of the plan.	Deputy Vice-Chancellor (Academic)	STALGS funding: 2007 - \$250K, 2008 - \$308K
4.13 Improve the annual Teaching and Learning Conference. (Also supports Strategy 5)	Number of staff attending the conference.	Increasing each year with at least 200 staff attending by 2011.	Director, Institute of Teaching and Learning	In 2008, 280 staff attended the Teaching and Learning Conference.
	Staff satisfaction with conference as measured by survey of staff attending conference.	At least 80% satisfaction.		22 survey responses received (8%) with a 100% satisfaction.
4.14 Extend and co-ordinate regular seminars and forums related to specific aspects of teaching and learning.	Number of seminars and forums offered and number of attendees.	Increasing each year with at least 50 seminars/forums by 2011 and an average attendance of at least 20 staff.	Director, Institute of Teaching and Learning	ITL ran a total of 29 seminars in 2008 with approximately 100 staff attended, an average attendance of 3 to 4 staff per seminar. ITL ran a total of 7 forums in 2008 with approximate total attendance of around 140 staff.
4.15 Host national and international conferences on teaching and learning.	Number of conferences hosted.	At least two conferences hosted over the life of this plan.	Director, Institute of Teaching and Learning and Chair in Higher Education Research	Achieved. Deakin hosted one conference - ASCILITE in 2008. In 2010, Deakin will host the Higher Education Research and Development Society of Australasia (HERDSA) conference.

Action 1.3 also contributes to achieving this Strategy



## Strategy 5

Ensuring that the Institute of Teaching and Learning is a catalyst for the enhancement of teaching and learning through the provision of leadership in teaching and high quality, responsive and highly valued services for academic staff.

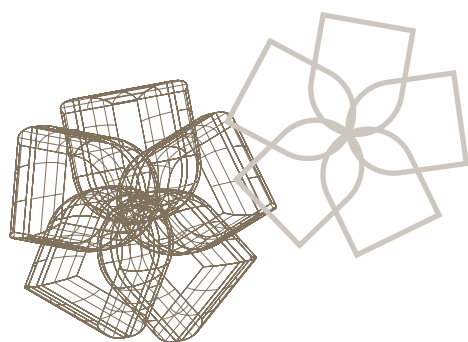
Action	Performance Measure	Expected Outcome	Person Responsible	2008 Outcomes
5.1 Institute of Teaching and Learning to drive the development and implementation of a plan to integrate the activities of the Institute of Teaching and Learning with the activities in the Faculties.	Plan developed and implemented.	Developed by early 2008 and implemented during 2008.	Director, Institute of Teaching and Learning	Achieved. Plan was developed and implemented.
5.2 Establish a joint academic appointment with each Faculty to provide an additional conduit for flow of information between the Faculties and the Institute.	Appointments established and operating effectively.	Appointments in place by mid 2008.	Director, Institute of Teaching and Learning	Achieved. Appointments made.
		Appointments valued by Faculties through review at the end of 2009.		
5.3 The Institute of Teaching and Learning to take a leadership and coordination role in scholarship and research into teaching and learning in Higher Education. (Also supports Strategy 13)	Research group established.	By mid 2008.	Chair in Higher Education Research and Director, Institute of Teaching and Learning	Achieved. Higher Education Research Group (HERG) established.
	Number of non Institute staff actively involved in group.	At least 10 staff by 2009 and at least 25 by 2012.		Achieved. 150 staff were registered as HERG members by December 2008.
5.4 Develop and implement an on-going process to benchmark the Institute of Teaching and Learning against similar units in other universities.	Benchmark process and institutions agreed.	By mid 2008.	Director, Institute of Teaching and Learning	Work commenced in 2008 and to be completed in 2009.
	Benchmarking undertaken at least every two years.	Perform better than the average of the benchmarking group.		
5.5 The Institute of Teaching and Learning to establish a reputation within Deakin for leadership in teaching and learning.	Perceived as providing leadership by the leaders of teaching and learning in the Faculties as measured by an annual survey.	80% agreement by Deans, ADTLs and Heads of Schools that the Institute is providing this leadership by 2009.	Director, Institute of Teaching and Learning	No instrument available to measure the outcome of this action. To be investigated in 2009.

Actions 4.12 and 4.13 also contribute to achieving this Strategy

## Strategy 6

Embedding enhanced quality assurance and quality improvement processes, including regularly reviewing course quality, coherence and relevance and systematically seeking the views of students in a manner which is visible to and valued by them.

Action	Performance Measure	Expected Outcome	Person Responsible	2008 Outcomes
6.1 Develop and maintain a Course Quality Framework, supported by a "quality kit", for course teams, providing information resources and other guidance to assist them in their responsibilities.	Course Quality Framework and supporting material to be designed and completed.	By end of 2008.	Chair, Academic Board, assisted by Deputy Vice-Chancellor (Academic) and Director, Institute of Teaching and Learning	Partially achieved. The CQF has been piloted and a trial will be conducted across 20 courses in early 2009. Further work will be undertaken on this project during 2009 with particular reference to the inclusion of academic standards.
6.2 Regularly review the effectiveness of the approach to student selection in terms of outcomes and recommend improvements. (Also supports Strategy 9)	Improved progression and retention rates and equity measures.	Improve retention rates to at least 85% for undergraduate students and at least 80% for postgraduate coursework students and maintain or improve student progress rates (student progress rates in 2006: 85% for undergraduate students and 87% for postgraduate coursework students) by 2012.	Chair, Academic Board, assisted by the Deputy Vice-Chancellor (Academic)	A report on academic progression and retention has been compiled and discussed at the ASAPC meeting in Feb. Issues are being followed up and a final report will be presented for approval by the Academic Board in May 2009.  <b>Retention rate</b> UG (2007) - 84% PG (2007) - 75%  <b>Progression rate</b> UG (2007) - 85% PG (2007) - 86%
6.3 Develop benchmark relationships at course level with leading universities in Australia and overseas.	All courses to have a benchmarking group with comparisons at least biennially.	By end of 2010.	Deans, assisted by Heads of School	<b>A&amp;E</b> In progress. This will be initiated through the Faculty Annual Course Review process. To be implemented from 2009.  <b>B&amp;L</b> In progress. The Faculty is also pursuing EQUIS accreditation which inherently involves international benchmarking.  <b>HMNBS</b> In progress. Each course to report on benchmarking activities as part of its annual CPIC report by 2009.  <b>S&amp;T</b> In progress. Have begun discussions with Flinders. This is happening at the honours level. No work at this stage on other courses.
6.4 Design and implement a system for Deakin to establish its own evidence-base to enhance the student experience and to respond effectively to the reality of student diversity across its campuses. (also supports Strategy 11)	A "Deakin Student Experience" survey implemented.	By end of 2009.	Vice-President	Achieved. AUSSE implemented on the advice of DSES instead of internal survey as it provides benchmark data.
	Evidence that the results of the survey and other data collected is enhancing the student experience.	By end of 2010.	Deputy Vice-Chancellor (Academic)	Report prepared for PRC, which noted outcomes and benchmark data. Deakin's performance is in line with the national average.



Action	Performance Measure	Expected Outcome	Person Responsible	2008 Outcomes
6.5 Ensure that SETU is maintained as a tool that produces high quality data suitable for use both to recognise good performance and to encourage best practice and innovation in teaching.	Effective Working Party of Teaching and Learning Committee established to oversee SETU and report on its use.	Working Party established by the beginning of 2008 and a report available by mid-2008.	Chair, Academic Board	Achieved. A report on the activities of the Working Party in 2008 was received by the Academic Board. The Working Party will continue to operate with direction from the Teaching and Learning Committee.
6.6 Ensure that Deakin leverages its involvement in the Australian Learning and Teaching Council (ALTC) project on teaching quality indicators, including the benchmarking aspect of the project.	ALTC satisfied with Deakin's participation in the project.	Meet all targets set by ALTC for the project.	Director, Institute of Teaching and Learning	Progress on all ALTC projects is on track to the satisfaction of the ALTC.
	Demonstrable outcomes for Deakin from the project.	Deakin is able to benchmark its teaching performance against other Australian universities by 2010.		In progress, benchmark underway.
6.7 Develop procedures and guidelines for both print and online teaching materials to clarify areas where compliance is essential and variation possible.	Procedures and guidelines developed.	By end of 2008.	Director, Institute of Teaching and Learning, assisted by Director, Knowledge Media Division	Not achieved. Procedures and guidelines to be developed following clarification of the role of standards in the Course Quality Framework in 2009.
	Procedures and guidelines implemented across all Faculties.	By end of 2009.	Deans	Delayed, pending completion of the above.

Actions 1.4 and 4.10 also contribute to achieving this Strategy

### Strategy 7

Ensuring that Deakin becomes a recognised national leader in flexible education by promoting, supporting and disseminating the outcomes of evidence-based innovation in teaching and learning and by establishing partnerships with, and undertaking benchmarking against, other providers.

Action	Performance Measure	Expected Outcome	Person Responsible	2008 Outcomes
7.1 Increase the use of easy to use online technologies that allow increased interaction of students, irrespective of mode of enrolment, in educationally sound ways.	Student satisfaction with online learning systems as measured by SETU.	A satisfaction level of at least 80% by 2012.	Director, Institute of Teaching and Learning	Overall satisfaction (trimester 1 and 2, 2008) is 64%.
	Staff satisfaction with online systems and their ability to enhance their teaching.	A satisfaction level of at least 80% by 2012.		No instrument available to measure the outcome of this action. The Director of the Institute of Teaching and Learning, with assistance from Director of Knowledge Media, to take responsibility for the development of an instrument to assist with monitoring the progress of this action.
7.2 Establish a group of national and international universities and product suppliers, strong in the area of flexible education, with which to develop mutually beneficial partnerships.	Group established and operating.	At least 5 documented significant benefits over the life of the plan.	Director, Institute of Teaching and Learning	Carried over to 2009.

Action	Performance Measure	Expected Outcome	Person Responsible	2008 Outcomes
7.3 Establish a group of national and international universities, with a similar profile in the area of flexible education, with which to develop a mutually beneficial benchmarking exercise.	Group to be established and benchmarking to occur.	Established by mid 2008 and perform better than the average of the benchmarking group.	Director, Institute of Teaching and Learning	In progress, to be reported in 2009.
7.4 Further develop an integrated online learning environment that gives staff and students access to a wide range of tools necessary to support online learning.	Student satisfaction with the online learning systems as measured by SETU.	A satisfaction level of at least 80% by 2012.	Director, Knowledge Media Division, assisted by Director, Institute of Teaching and Learning	Overall satisfaction (trimester 1 and 2, 2008) is 64%.
7.5 Ensure the reliability and disaster recovery of online learning systems is given the highest priority.	An effective monitoring system implemented.	By end of 2008.	Director, Knowledge Media Division	ITSD monitoring system was extended in 2008 to monitor Blackboard Vista, Elluminate Live, iLecture and Streaming servers. Turnitin is not monitored as it is hosted externally. Monitoring will extend to the Learning Repository in 2009.
	Unplanned downtime of online learning systems.	Less unplanned downtime than any other Deakin system.		Based on server 'up time', Blackboard Vista had no more downtime (planned or unplanned) than other Deakin corporate systems with an overall availability of 99.75% in 2008. Expanded performance reports for other DSO software applications will be made available in 2009. The Deakin Business Continuity Management Subcommittee have received a recommendation from the DSO Steering Committee to increase the 'tier level' of key DSO applications (Elluminate Live, iLecture, Learning Repository) to Level 1 where financially feasible.
7.6 Review the structure of the Academic Year to maintain a model that is suited to the diverse student cohort. (Also supports Strategies 8 and 11).	Review to be undertaken and recommendations implemented.	Review completed during 2008 for implementation in 2009.	Vice-President	Achieved. Three trimester year successfully introduced in November 2008. Attractiveness to students through enrolment growth shows flexibility of new system.
7.7 Implement a new approach to the employment of casual academic staff which ensures that Deakin establishes itself as a model of best practice in the engagement and management of casual teaching staff.	Comprehensive review of employment of casual staff, with recommendations for the future, completed.	Review completed by mid 2008.	Deputy Vice-Chancellor (Academic) and Director, HRSD, assisted by Deans	Achieved. Paper presented to Senior Executive late 2008, recommendations endorsed for implementation.
	Recommendations implemented.	During 2009.	Deans	<b>A&amp;E</b> In progress. Recommendations from review implemented throughout 2009. <b>B&amp;L</b> In progress. The Faculty has implemented a number of strategies and professional development programs specifically targeting its casual teaching staff. In some units casual teaching staff are encouraged to participate and contribute to unit review. Also, SETU scores and comments were employed to guide reappointment process in one School. <b>HMNBS</b> In progress. Implementation of the recommendations of the review and the best practice model during 2009. <b>S&amp;T</b> In progress. The faculty worked on this target in 2008 and has developed a tailored program (with ITL) for casual teaching staff in 2009.

Actions 1.3 and 4.12 also contribute to achieving this Strategy

### Strategy 8

Providing opportunities for students to effectively combine study, work and other interests and integrating opportunities for experiential learning into appropriate courses.

Action	Performance Measure	Expected Outcome	Person Responsible	2008 Outcomes
8.1 Provide an opportunity for experiential learning in all programs where it is practical to do so.	Percentage of Deakin programs with an opportunity to undertake experiential learning.	Increasing over life of this plan and reaching at least 50% of Deakin programs by 2012.	Deans	<b>A&amp;E</b> This data is not currently collected. However, the majority of courses offer internships and professional experience opportunities. <b>B&amp;L</b> All undergraduate and all large postgraduate programs provide students with opportunity for experiential learning. <b>HMNBS</b> In progress. The Faculty is currently working to ensure that all undergraduate courses include opportunities for experiential learning. <b>S&amp;T</b> In progress. Industry Based Learning (IBL) is available in all undergraduate programs and MIT. A new proposal for Work Integrated Learning (WIL) courses (all u/g) has been approved by Faculty Executive and will be implemented in 2009. Currently three courses have formal and compulsory WIL programs. 18 of the 19 undergraduate courses provide students with IBL or WIL opportunities.

Action 7.6 also contributes to achieving this Strategy

### Strategy 9

Working in partnership with TAFE and private education providers to provide students with innovative and flexible pathways to Deakin University.

Action	Performance Measure	Expected Outcome	Person Responsible	2008 Outcomes
9.1 Leverage the alliance between Deakin and Box Hill, the Gordon and South-west TAFEs to provide new opportunities for students to come to Deakin.	Number of students coming to Deakin via the three alliance partner TAFEs.	The number of students to increase annually through the life of this plan.	Deputy Vice-Chancellor (Academic)	Currently no mechanism for recording the details of the institution where previous studies have been undertaken. To be investigated by the Deputy Vice-Chancellor (Academic) with assistance from Head, Planning Unit.

Action 6.2 also contributes to achieving this Strategy

### Strategy 10

Providing professional development, continuing education and lifelong learning opportunities for people in work by working in partnership with industry and the professions through DeakinPrime and the Faculties.

Action	Performance Measure	Expected Outcome	Person Responsible	2008 Outcomes
10.1 Strengthen the relationship between DeakinPrime and the Faculties so as to increase the number of programs offered to industry by the Faculties, possibly in conjunction with DeakinPrime.	Number of new programs offered to industry.	At least four new programs through the life of this plan.	CEO, DeakinPrime and Deans	Achieved. Six new programs have been developed by DeakinPrime. In addition, DeakinPrime is in discussion with a number of Faculties on possible new programs.

### Strategy 11

Providing a supportive and accommodating environment for Deakin's diverse student population so as to create a unique and valued Deakin Student Experience.

Action	Performance Measure	Expected Outcome	Person Responsible	2008 Outcomes
11.1 Simplify academic rules for large enrolment courses to improve consistency and ease of application and better understanding by students of course structures.	Reduction in overheads associated with course advice and processing course completion.	By end of 2008.	Deans, assisted by the Vice-President	<p><b>A&amp;E</b> Achieved.</p> <p><b>B&amp;L</b> Partially achieved. The Bachelor of Commerce was reviewed in 2008. Course rules have been simplified, and are now explained far more succinctly and clearly in the 2009 Handbook.</p> <p>Some aspects of processing course completion remain excessively manual. The Faculty is participating in a 'Unit set' project with DSA. This should lead to further efficiency with the determination of course completion.</p> <p><b>HMNBS</b> Achieved. Faculty has completed the review of academic rules for large enrolment courses and where possible has simplified these to aid understanding by students of course structures. Currently reviewing the academic rules for all undergraduate courses and where possible simplifying these to aid understanding by students of course structures.</p> <p><b>S&amp;T</b> Achieved.</p>
		As measured by Faculties.		<p><b>A&amp;E</b> The Faculty will review the impact of changes over the course of enrolment cycles in 2009.</p> <p><b>B&amp;L</b> There may be a better understanding by students of the Course rules but to date there has not been a measurable reduction in the workload associated with activities in providing course advice and processing course completion.</p> <p><b>HMNBS</b> A number of factors make measuring this difficult. The introduction of the trimester system, together with the introduction of new courses, means that it would be not be possible to attribute any changes to the review of course rules. The review of the rules for our largest courses in 2008 identified very few areas for improvement.</p> <p><b>S&amp;T</b> No measurement has been undertaken at this stage. Report from Curriculum and Governance and Staff and Student Support will occur in 2009. Faculty is involved in 'Self Management of Unit Sets' project with DSA to further reduce costs associated with course advice and removal of complicated course rules.</p>
11.2 Ensure that all students are aware of the "Deakin Student Experience" and their responsibilities in relation to this.	Appropriate web sites to be updated and a brochure to be produced and distributed to students.	By mid 2008.	Vice-President	Achieved. Student Experience statement and the Student Charter developed by Vice-President and approved by Academic Board and PRC.
11.3 Develop and implement a comprehensive strategy for the provision of new types of physical and virtual learning spaces to further increase social networking opportunities for all students.	Five year teaching space plan developed.	By mid 2008	Deputy Vice-Chancellor (Academic) and COO	Achieved. Plan developed and approved.
	Plan progressively implemented.	Over life of this plan.		Increase budget for renovation and audiovisual fit out of teaching spaces approved.

Actions 1.3, 4.10, 6.4 and 7.6 also contribute to achieving this Strategy

### Strategy 12

Strengthening the relationship that Deakin has with Aboriginal and Torres Strait Islander communities to deliver a concerted strategy for Indigenous student participation that will improve success, retention and completion outcomes.

Action	Performance Measure	Expected Outcome	Person Responsible	2008 Outcomes
12.1 Build on the outcomes of the longitudinal study of retention and completion rates undertaken in 2007/2008 to develop strategies to improve performance in these areas and develop new measures of success.	Completion and retention rates for student studying through the Institute of Koorie Education	Annual improvement in completion and retention rates through the life of the Plan	Director, Institute of Koorie Education, assisted by Deputy Vice-Chancellor (Academic)	<b>Retention rate:</b> 2007-2008 = 51%  <b>Progression rate:</b> 2007-2008 = 61%
	New measures of success, based around the impact of graduates, have been developed.	The new measures of success are included in annual reporting to the Commonwealth Government by 2010.		Currently working on a definition of 'success' which can be quantified and takes into account the impact of graduates within their community.

Action 1.3 contributes to achieving this Strategy

### Strategy 13

Creating a culture amongst academic staff that values scholarship and research in teaching and learning by establishing and promoting an active and vibrant research group with a particular focus on flexible education.

Action	Performance Measure	Expected Outcome	Person Responsible	2008 Outcomes
13.1 Support and promote publications related to Deakin's achievements in teaching and learning.	Number of such publications.	At least 100 such publications over the life of the plan.	Chair in Higher Education Research and Director, Institute of Teaching and Learning	Collection of baseline data is pending.
13.2 Establish, support and promote an effective, productive and visible research group for scholarship and research that informs pedagogical practice and institutional management of flexible education.	Research group established.	By mid 2008. Is recognised as a Research Priority Area by 2012.	Chair in Higher Education Research and Director, Institute of Teaching and Learning	See 5.3.
	Number of non Institute staff actively involved in the research group.	At least 10 staff by 2009 and at least 25 by 2012.		See 5.3.
13.3 Faculties to recognise contributions to scholarship and research into teaching and learning in higher education within their disciplines as a valuable use of staff time.	Number of articles on teaching and learning emanating from Faculties.	Increasing over the life of the plan.	Deans	<b>A&amp;E</b> The Faculty has not formally collected this data for 2008. However, a scan of PPR, promotion applications and publications will provide a summary for 2009.  <b>B&amp;L</b> Staff of Business and Law actively publish research on aspects of teaching and learning. For 2008, 26 publications have been recorded.  <b>HMNBS</b> No measurement has been undertaken at this stage. The Faculty aims to provide funding to support staff in undertaking research and publication related to their teaching and learning from 2009 onwards.  <b>S&amp;T</b> No measurement has been undertaken at this stage. The ADTL has been asked to collect data for 2009.
	Number of appointments to "Teaching Scholar" positions.	Increasing to 5% of staff by 2012.	Deans, assisted by Heads of School	<b>A&amp;E</b> - 4 <b>B&amp;L</b> - 0 <b>HMNBS</b> - 0 <b>S&amp;T</b> - 1

13.4 Improve support processes for applying for teaching and learning related research funding, such as that offered by the Australian Learning and Teaching Council.	Number of applications for teaching and learning related research grants.	Increasing to at least 5 per year by 2012.	Chair in Higher Education Research assisted by Deans	Total of 13 applications. Deakin as the lead in 6 of the 13 applications.
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Action 5.3 also contributes to achieving this Strategy

#### Strategy 14

Ensuring that Deakin is known as a University whose teaching has important social benefits and regional relevance, particularly through entering into strategic partnership arrangements.

Action	Performance Measure	Expected Outcome	Person Responsible	2008 Outcomes
14.1 Review existing courses offered at the Geelong and Warrnambool Campuses and consider the introduction of new courses on these Campuses to increase the number of courses that have recognisable components directed at local community needs and priorities.	An increase in the number of courses which have recognizable components directed at local community needs and priorities.	Number of such courses increasing throughout the life of this plan.	Deputy Vice-Chancellor (Academic) assisted by Deans	Number of units with content that is directed at local community needs and priorities: <b>A&amp;E</b> - 48 (4.5%) <b>B&amp;L</b> - 0 <b>HMNBS</b> - 25 (4%) <b>S&amp;T</b> - 39 (7.2%)

Actions 1.3, 9.1 and 15.1 also contribute to achieving this Strategy

#### Strategy 15

Providing learning experiences that encompass international and intercultural perspectives and experiences and contribute to an institutional culture of diversity and inclusiveness.

Action	Performance Measure	Expected Outcome	Person Responsible	2008 Outcomes
15.1 Introduce a program available to all undergraduate students which enhances their inter-cultural understanding and cultural competence. (Also supports Strategy 14).	Program introduced and taken up by students.	Program introduced by 2009	Deputy Vice-Chancellor (Academic)	Operational Plan target for 2009.
		20% of Deakin undergraduate students undertake program by 2012.		
15.2 Review the curriculum of all courses offered within the University to determine whether they are optimally providing a learning experience that encompasses international and intercultural perspectives and experiences.	An increase in the number of courses which demonstrably provide learning experiences that encompass international and intercultural perspectives.	Review undertaken by end of 2009	Chair, Academic Board and Deans	In progress. The Academic Programs Committee will provide a paper by mid 2009 on courses which encompass international and intercultural perspectives. The review of internationalisation of curriculum is part of the priorities for 2009 for APC, and reference is made to the AUQA publication on internationalisation.



# APPENDIX A

## MANAGEMENT OF TEACHING AND LEARNING AT DEAKIN

Deakin is by any standard a large and complex institution and this Appendix is intended to aid all staff of the University to understand how the approach to teaching, learning and the student experience articulated earlier in this document is implemented in practice. This is followed by a description of the various structures, organisational units, services and policies involved in management of teaching, learning and the student experience.

### A.1 STRUCTURAL ARRANGEMENTS FOR TEACHING AND LEARNING

There are a number of committees and structures which provide input to major decisions related to teaching and learning at Deakin. The Deputy Vice-Chancellor (Academic) has direct responsibility for the strategic direction of teaching and learning at Deakin and reports to the Vice-Chancellor. The framework within which teaching and learning occurs at Deakin is developed through a collaborative effort where the Deputy Vice-Chancellor (Academic) works with each of the groups describe below.

#### SENIOR EXECUTIVE

The Senior Executive comprises the Vice-Chancellor, the Deputy Vice-Chancellors, the Pro Vice-Chancellors, the Vice-President, the Chief Operating Officer, the Chief Financial Officer and the Chief Executive Officer of DeakinPrime. The Chair of the Academic Board attends meetings of the Senior Executive. The members of the Senior Executive have overall responsibility for all activities within Deakin University and the meetings of the Senior Executive provide an opportunity for co-ordination of all major decisions and directions in relation to teaching, learning and the student experience (see <http://www.deakin.edu.au/vc/executive.php>).

#### ACADEMIC BOARD AND ITS COMMITTEES

The Academic Board is the University's principal academic authority and has responsibility for maintaining the highest standards in teaching and research. The Academic Board has a Chair who is elected from amongst the professors of the University. The Board approves policy related to teaching and learning and monitors standards. It has a Teaching and Learning Committee that is responsible for providing vision and leadership in teaching and learning and an Academic Programs Committee that is responsible for approving new courses from an academic viewpoint, overseeing revisions to courses and assuring the academic standard, coherence and relevance of all higher education coursework awards. In addition, the Admission, Selection and Academic Progress Committee is responsible for providing leadership and quality assurance in all matters related to student selection, admission and academic progress for higher education coursework awards (see <http://www.deakin.edu.au/academicboard>).

#### PLANNING AND RESOURCES COMMITTEE

The Planning and Resources Committee comprises the members of the Senior Executive plus the Deans, the Director of the Institute of Koorie Education, the Director of Quality Improvement and the President of the Deakin University Student Association (DUSA). Its role is to advise the Vice-Chancellor on planning and resource matters. In particular, it provides input to the annual planning cycle and the development of the University's budget and approves new courses from a strategic viewpoint (see <http://www.deakin.edu.au/prc>).

#### THE STUDENT EXPERIENCE SUB-COMMITTEE

The Student Experience Sub-committee is a sub-committee of the Planning and Resources Committee. Its purpose is to develop an integrated, whole of Deakin approach to the understanding, development and improvement of the student experience incorporating all institutional activities and environmental and social factors that impact upon the nature of the student experience from first awareness of Deakin as a study option to a successful career in whatever field of endeavour as an alumnus.

## FACULTIES

The four Faculties

- Arts and Education;
- Business and Law;
- Health, Medicine, Nursing and Behavioural Sciences; and
- Science and Technology

and the Institute of Koorie Education are the areas within the University responsible for the delivery of teaching programs. Each Faculty has a Dean, who reports to the Vice-Chancellor, and an Associate Dean (Teaching and Learning), and is structured into Schools with a Head of School and, in many cases, an Associate Head of School (Teaching and Learning). Each Faculty has a Faculty Board which is responsible for maintaining the highest standard of teaching and research within the Faculty. Faculty Boards work with the Academic Board to ensure that overall standards are maintained. Faculties and Schools determine the teaching programs and are responsible for the appointment of teaching staff and for their teaching performance. Each Faculty also has staff to support teaching and learning activities within the Faculty. The Institute of Koorie Education has a Director who works collaboratively with the Faculties in relation to courses offered through the Institute.

## INSTITUTE OF TEACHING AND LEARNING

The Institute of Teaching and Learning provides intellectual leadership in teaching practice, professional development programs for academic staff, support in the design of teaching materials, and research into teaching and learning including the piloting of new teaching methodologies. The Institute is led by a Director who reports to the Deputy Vice-Chancellor (Academic) (see <http://www.deakin.edu.au/itl>).

## A.2 TEACHING, LEARNING AND STUDENT EXPERIENCE SUPPORT SERVICES

There are a number of units in the University that offer direct support to staff and students in relation to teaching, learning and the student experience. The roles of these units are outlined below.

### KNOWLEDGE MEDIA DIVISION

The Knowledge Media Division supports course and unit teams with design, development and preparation of course materials. It is also responsible for the management of the online learning management system, Deakin Studies Online (DSO). Support is provided from planning to the final stages of unit preparation and delivery of course packages (print materials, CD-ROM and DVD) and online resources enriching the DSO learning space. Services supporting DSO include development of interactive learning activities, photography, and audio/video production. The introduction of lecture recording by Knowledge Media is now an integral part of Deakin's flexible approach to course delivery.

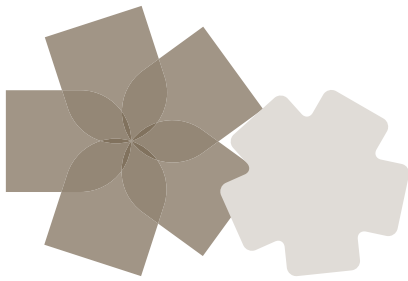
To ensure that all Deakin course materials are of high standard, Knowledge Media conducts quality reviews of the building blocks of course materials – study guides, readings, CD-ROMs/DVDs. Extensive support is provided in the area of copyright compliance, ensuring that the use of third party materials complies with legislative requirements.

### LIBRARY

The Library offers support to staff in their teaching role and to students as learners. Academic staff are supported throughout the development of courses and programs, providing scholarly information resources and targeted library services that are relevant and responsive to the needs of existing and new academic programs. Support for academic staff and researchers involved in the innovative development of their discipline and the scholarship of flexible education in their discipline is also provided.

The Library is actively involved in the University's transition programs and supporting students with the introduction of assistance services that align with student preferences for peer-learning and online communications.

Collaborative learning spaces are being incorporated into library spaces to support students' informal and peer to peer learning providing opportunities for students to develop general and lifelong learning skills.



## **LOGISTICS DIVISION**

The Logistics Division supports the manufacturing and distribution of course materials. This includes the collating, packaging and despatching of course materials for commercial and award students of the University. A major role is the management of materials related to off-campus students.

## **DIVISION OF STUDENT ADMINISTRATION**

The Division of Student Administration is responsible for the co-ordination, administration and support services for admissions, enrolments, examinations, assignment tracking, result release, fees and scholarships. The Division also provides front line support to students through the Deakin Central offices on each Campus and through the customer service call centre and course materials hotline. The Division of Student Administration has responsibility for the production of the University Handbook and the maintenance of Bruce which is the on-line Course Search Portal. The Division is the custodian of the Student Management System (Callista) and is therefore responsible for all upgrades and maintenance of the subsystems within Callista.

## **DIVISION OF STUDENT LIFE**

The Division of Student Life is a key provider of services to enhance the student experience. These services include:

### **Transition Program**

The Transition Program assists students to adjust, both academically and personally, to life and study at Deakin University. The program draws together a number of orientation activities, support mechanisms and information resources offered by Faculties and other areas of the University.

### **Academic Skills Support**

Academic Skills Advisers within the Division of Student Life provide online resources, workshops and one-on-one consultation to build students' abilities and confidence in such areas as essay writing, note taking, avoiding plagiarism, referencing, exam preparation and research. Faculties also offer language and academic skills support that are tailored specifically to their programs.

### **Careers and Employment Service**

The Careers and Employment Service advises and assists students in making decisions about study and career options, and developing skills and attributes that enhance their employment outcomes. The service offers help with developing resumes, career information and counselling, and a student Jobshop which includes access to graduate recruitment programs.

### **Counselling Service**

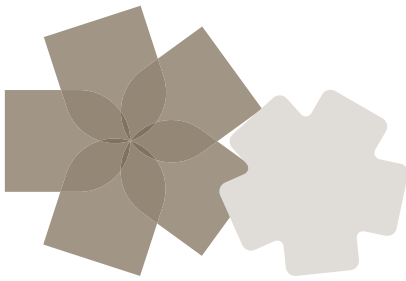
The Counselling Service provides professional, confidential assistance to students with personal difficulties which may be impacting on their academic study or on their enjoyment of their University experience. The Service also assists new students with their transition to university, development of problem-solving abilities, and in resolving psychological issues. The Counselling Service is focused on helping students maximise their academic potential through the provision of resources, web-based services and one-on-one personal counselling.

### **Residential Services**

The University provides residential accommodation at the Geelong Campus at Waurin Ponds, the Warrnambool Campus and the Melbourne Campus at Burwood. Many students, particularly international students and those from rural areas who are living away from home for the first time, are catered for in this environment which focuses on providing a supportive learning environment with in-house academic assistance as part of the residential package.

### **Other Services**

The Division of Student Life also provides support for a health service, a disability office, student financial aid, childcare, sport and recreation and a chaplaincy



### **DEAKIN INTERNATIONAL**

Deakin International provides primary support for international students. International Student Advisers, located on every Campus of the University, are the first point of contact for international students when they arrive at Deakin. They advise and provide referrals on all aspects of on-campus international students' experience, including personal, academic, enrolment, visa and financial issues. The Advisers also co-ordinate a range of programs designed specifically to assist international students with arrival and reception, enrolment and orientation, peer support and returning home.

### **SCHOLARSHIPS OFFICE**

Deakin seeks to make higher education accessible for those most in need of assistance by offering a broad range of scholarships. These include academic scholarships for high achieving students and a program of Deakin Access and Accommodation Scholarships available for people who may not otherwise have the opportunity to access higher education. Scholarships are offered for students from rural and regional backgrounds, students from disadvantaged financial backgrounds, students with disabilities, Indigenous students and international students.

### **EQUITY AND DIVERSITY UNIT**

The Equity and Diversity Unit develops policy and provides advice to University staff on student equity matters. The Unit also provides information to students on issues such as harassment and discrimination, and the use of inclusive language. The Disability Resource Centre in the Equity and Diversity Unit assists students with disabilities to achieve their academic goals by providing learning support services such as electronically delivered study material, academic support workers, alternative assessment arrangements, and access to assistive technology laboratories.

### **DEAKIN UNIVERSITY STUDENT ASSOCIATION**

The Deakin University Student Association (DUSA) offers students opportunities to create a better learning environment by creating learning communities with fellow students. This is done through activities such as clubs and societies, offering social spaces and events, a student housing service, and student media forums. DUSA also offers a student advocacy service.

## **A.3 POLICIES TO SUPPORT TEACHING AND LEARNING**

There are a range of academic policies and processes at Deakin designed to promote excellence in teaching and learning. The most significant of these are:

### **INDUCTION**

The University requires all staff involved in teaching activities to attend an academic induction program. Permanent and contract staff are required to attend a one day induction program. Casual staff are required to undertake a professional development program tailored to their specific role.

### **GRADUATE CERTIFICATE OF HIGHER EDUCATION**

All new teaching staff taking up continuing appointments, other than level E appointments, are required to undertake a four unit Graduate Certificate in Higher Education, unless exempted by the Deputy Vice-Chancellor (Academic). The program is designed to improve their ability to perform their teaching role. The course is designed to be consistent with the Deakin philosophy of flexible education in both content and structure.

### **TEACHING SCHOLAR APPOINTMENTS**

Teaching Scholar (TS) appointments are a category of appointment for Deakin's leading teaching academics that provides a reward and recognition process for those academics who have concentrated on teaching and have achieved excellence in their teaching. Similar to the Australian Learning and Teaching Council's Fellowship Schemes, it is expected that, at the higher academic levels, this special category of staff will show leadership in advancing teaching and learning at Deakin. At these levels, it is expected that TS academics contribute to raising the profile of teaching and learning, driving innovation in teaching, fostering national and international linkages and actively increasing the prestige associated with the pursuit of excellence in teaching. Only a limited number of staff who are able to demonstrate a history of excellence in teaching are offered these positions.

## **COLLEGE OF DISTINGUISHED DEAKIN EDUCATORS**

A College of Distinguished Deakin Educators (CDDE) has been established whose members, referred to as Fellows, are recognised as leaders in teaching and learning at Deakin and who contribute to enhancing the learning experience of students and raising the level of scholarship and research at Deakin in the field of teaching and learning. Staff are invited to join the College for a period of three years, over which period they are expected to offer leadership in teaching and learning across the broader university.

## **ACADEMIC PROMOTIONS POLICY**

Academic promotion is based upon performance in three areas: teaching, research and service. Deakin requires all staff to place a minimum of a 10% weighting on teaching to ensure that all staff promoted meet a minimum standard of performance in teaching. Assessment of a person's performance in teaching is based upon their contribution to aiding Deakin to achieve its teaching and learning objectives, on how well their teaching embodies the principles of teaching, learning and the student experience and contributes to teaching development and to scholarship in teaching.

Teaching Scholars are subject to different criteria for promotion compared to other staff, with greater emphasis being placed upon their contribution to leadership in teaching and learning.

## **AWARDS FOR TEACHING EXCELLENCE**

Awards for teaching excellence are offered at both Faculty and University level, as well as University support being given for staff to apply for national awards. Awards at Faculty level vary by Faculty. At University level they are grouped under the Vice-Chancellor's Awards for Excellent Contributions to Deakin. There are awards for teaching excellence that are centred on the individual teachers, and there are awards for outstanding achievement that are centred on projects.

Staff are also supported by members of the Institute of Teaching and Learning to apply for awards offered by the Australian Learning and Teaching Council. Criteria for University awards are aligned with those of the national awards.

## **A.4 PLANS THAT GUIDE TEACHING AND LEARNING**

Strategy and intended practice at Deakin is embodied in a series of planning documents that guide both the long term and short term activities at all levels in the University. There are several documents that detail the strategic direction of teaching and learning within the University.

### **UNIVERSITY STRATEGIC PLAN**

The University outlines its vision for five years in its Strategic Plan. This states Deakin's mission and core commitments and then presents its goal and key strategies over the life of the plan in each of its major areas of activity, including teaching and learning.

### **UNIVERSITY TEACHING AND LEARNING PLAN**

The University Teaching and Learning Plan covers the same planning period as the University Strategic Plan. Its role is to set a clear vision for teaching and learning at Deakin and to supply the background to the teaching and learning goal and strategies appearing in the Strategic Plan. It documents the actions and performance measures that will lead to achievement of the strategies.

### **FACULTY TEACHING AND LEARNING PLANS**

Each Faculty has a Teaching and Learning Plan which is aligned to the University Teaching and Learning Plan and provides longer term strategies and actions for the Faculty. This plan takes into account the specific issues associated with the disciplines taught by the Faculty and any other issues which are Faculty-specific.

The University Strategic Plan and the Teaching and Learning Plans concentrate upon the longer term vision and set the aspirations of Deakin. To achieve this vision requires a year by year plan of actions to move Deakin towards its longer term goal. These year by year action plans are embodied in a series of Operational Plans at different levels within the University.

#### **UNIVERSITY OPERATIONAL PLAN**

Each year a University Operational Plan is developed that documents the major targets to be achieved in each key area of the University's operations. This includes the targets for teaching and learning which should be influenced by the longer term strategies and actions outlined in this plan.

#### **FACULTY OPERATIONAL PLANS AND SCHOOL WORK PLANS**

While the University Operational Plan sets the broad targets for the University, each Faculty has flexibility in how it contributes to those targets and the ability to set targets for teaching and learning activities beyond those in the University Operational Plan. Each Faculty produces an Operational Plan for the year that includes a teaching and learning section that is used to guide the planning and activities of the Faculty leading into and throughout the year. This section should be based on the longer term strategies included within the Faculty Teaching and Learning Plan. Each School, in turn, has a School Work Plan which identifies the particular activities to be undertaken by the School which will contribute to the Faculty Operational Plan targets.

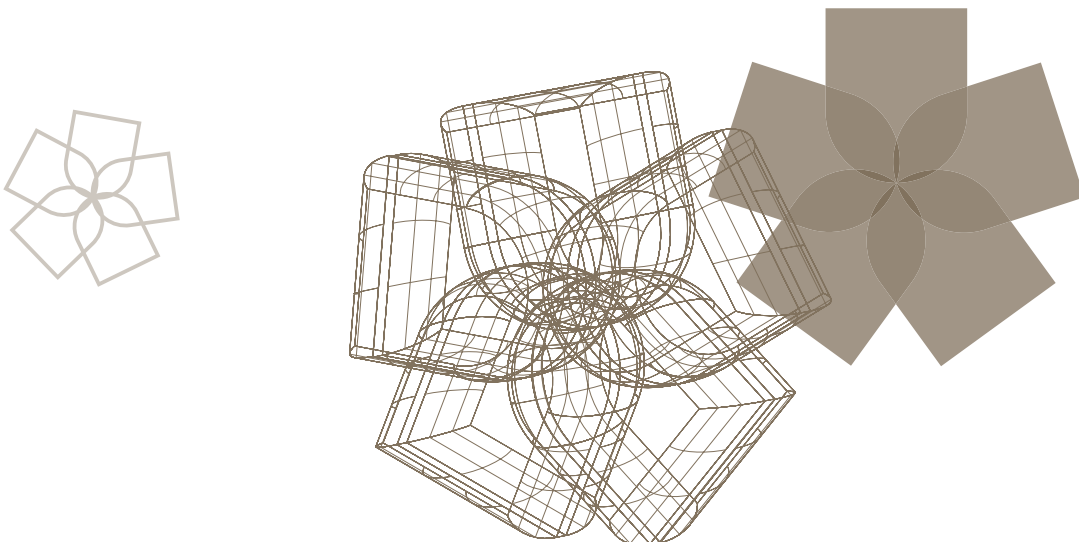
#### **OTHER AREA OPERATIONAL PLANS AND DIVISION WORK PLANS**

Other areas of the University also have Operational Plans. This includes Academic and Information Services and Administrative Support Services.

These areas may include targets to contribute to the achievement of University Operational Plan targets in relation to teaching and learning and may add new targets of their own into their Operational Plan. Each Division within these areas has a Division Work Plan which indicates how that Division will contribute to the targets included with the corresponding area's Operational Plan.

#### **INSTITUTE OF TEACHING AND LEARNING OPERATIONAL PLAN**

The Institute of Teaching and Learning plays a central role in implementing the teaching and learning component of the University's Operational Plan. It has direct responsibility for achieving some targets in the plan and assists Faculties in achieving other targets in the plan. The Institute therefore has its own Operational Plan documenting its specific role in contributing to the achievement of the University Operational Plan and the relevant actions included in this Plan.



## **APPENDIX B RESOURCING TEACHING AND LEARNING AT DEAKIN**

The University Budget is developed annually by the Planning and Resources Committee and is then approved by the University Council. The Planning and Resources Committee begins by determining what portion of the budget will be allocated to the Faculties for the core activities of teaching and research, and then allocates the remaining part of the budget to the support areas and special initiatives. Thus the major component of the budget support for teaching and learning is included within the base Faculty and support division budgets. However, there are three components which are specifically allocated on the basis of performance in teaching and learning and related activities. These are outlined below.

### **B.1 TEACHING PERFORMANCE INCENTIVE FUND**

In 2006 Deakin University introduced a component of the budget to be allocated on the basis of teaching performance. The amount allocated was \$1 million and it was allocated principally on the same basis as the Federal Government's Learning and Teaching Performance Fund. This includes performance on the Course Experience Questionnaire and The Graduate Destination Survey, as well as success and retention data. The amount allocated to Faculties under this fund in 2007 grew to \$2 million. This amount was continued in 2008 and was allocated using a more sophisticated process which included both input and output measures.

### **B.2 DEAKIN UNIVERSITY TEACHING AWARDS**

The University offers a number of awards for good teaching grouped under the Vice-Chancellor's Awards for Excellent Contributions to Deakin. There are awards for teaching excellence that are centred on the individual teachers and there are awards for outstanding achievement that are centred on projects. In 2008 winners of the awards received \$5,000 each to further enhance their teaching. Although this is a relatively small amount of funds, it makes a strong statement about the value of teaching at Deakin.

### **B.3 STRATEGIC TEACHING AND LEARNING GRANT SCHEME**

Innovation in teaching and learning is supported through a Strategic Teaching and Learning Grants Scheme (STALGS). This scheme operates in two parts. Part one of the scheme is a competitive bids process open to staff across the University. Part two of the scheme is linked to projects put forward by the Institute of Teaching and Learning as aligning strongly with University priorities. Staff from Faculties and Divisions are invited to participate in these projects in whatever manner is judged most appropriate. An amount of \$600,000 was allocated to STALGS in 2008 and this will be maintained in 2009.





