LEARNING AND TEACHING PLAN

2006

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Contents

1. The 'Melbourne Experience'

The quality of the learning and teaching experience is central to the University's purposes. The University's major goal for learning and teaching is to create and maintain excellent learning environments and communities which will continue to attract the 'best and brightest' from Melbourne, Victoria, Australia and the region, and which will ensure that current and future students look back with appreciation on their experience at the University of Melbourne.

Creating environments which foster academic excellence and which encourage students to engage with their learning communities is fundamental to this aim. The learning experience is also enriched by the provision of appropriate infrastructure, student services and other support programs. These resources provide the foundation for the development of the knowledge and skills which will enable our students to meet future challenges as responsible global citizens.

We face formidable challenges to this goal in a changing world of part-time work, the internet revolution, the changing legislative environment and the diversity of our student populations. To ensure progress towards this goal, the University must implement a number of key actions in 2006:

- Develop a five-year plan to position the University of Melbourne as a leader on all indicators for the Learning and Teaching Performance Fund, especially in relation to the Course Experience Questionnaire.

- Promote internationalisation by significantly increasing the number of students participating in formal student exchange programs, particularly to U21 institutions, by successfully introducing the U21 Certificate in Global Issues, and by ensuring that cultural diversity is effectively recognised in curricula and teaching.

- Create and maintain excellent learning spaces and learning communities.

- Ensure that the proposed centralised Learning Management System is implemented and used effectively to enhance student learning.

- Change perceptions in staff climate surveys that teaching is not valued to the same degree as research.

- Monitor the development of generic attributes and interdisciplinary skills among graduates, especially in relation to research-led teaching.

- Increase the University's national and international standing through improved benchmarking of learning and teaching, particularly with international partners.

The *Learning and Teaching Plan 2006* supersedes the *Teaching and Learning Management Plan*, which was first developed in 2002 as part of the University's annual planning cycle. In 2006, the Plan has been updated to align more closely with the University's strategic and operational objectives and to reflect progress against targets listed in 2005. From 2006, an annual supplement, listing priority actions planned for the year ahead, will replace the *Teaching and Learning Management Plan*. A larger policy document will be published triennially.

The *Learning and Teaching Plan* will continue to set the agenda for achieving excellence in learning and teaching outcomes in 2006 and in the future.

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2. Goal

To create and maintain superb learning environments for undergraduate and postgraduate students

To achieve this goal, we will focus on the following eight strategies in 2006:

- Maintaining a safe, attractive campus with outstanding educational, social, cultural and recreational amenities

- Maintaining excellent student support services, functions and facilities, including provision for regular, systematic access to educational advice and feedback from teachers

- Providing professional development opportunities for university teachers at all levels of experience

- Giving high priority in the recognition and reward systems of the University to excellence in teaching

- Developing more flexible course structures and delivery options

- Regularly reviewing the educational objectives, pedagogy and modes of delivery of all undergraduate and postgraduate programs to ensure that teaching and learning is informed by research, the highest international standards of curriculum design, pedagogy, modes of delivery and interaction between teachers and students

- Providing students with the opportunity to gain the knowledge and competencies available through online learning

- Promoting sensitivity to cultural diversity among staff and students and encouraging the study of languages other than English

3. Strategies and targets for 2006

To assist in advancing each strategy, a number of priority actions or targets have been set for 2006. These are listed below. University operational targets for learning and teaching in 2006 are highlighted in blue.

Strategy 1

Maintaining a safe, attractive campus with outstanding educational, social, cultural and recreational amenities

Actions planned	Performance measure	Target 2006 & officer responsible
1.1 Design and implement within the Engineering Precinct a Student Learning Centre appropriate for the Engineering and related disciplines.	Completion of construction and improved student satisfaction as evidenced in future Quality of Teaching (QoT) surveys.	Construction to be completed by 2006. **Dean, Engineering** **V-P (Property and Buildings)**
1.2 Implement recommendations made in the 2005 Melbourne Experience Working Group Report to PBC and Council.	Report to PBC and Council on the implementation of the 2005 recommendations and on the 2006 activities of the Melbourne Experience Committee.	Report to Council in November 2006. **DVC (Academic)**
1.3 Commence scoping and early development of the mixed activities centres or 'learning hubs' project.	Engagement of appropriate consultant(s) to commence scoping and development of the learning hubs or precincts by the end of 2006.	Substantial work completed towards the scoping and development of five discipline-related precincts, with a view to the commencement of construction in 2007-2008. **DVC (Academic)** **V-P (Property and Buildings)**
1.4 Improve access to learning, support and information resources by using new technologies, and by integrating these technologies into functional student service areas.	Improved outcomes in the Quality of Administrative and Support Services for Students Survey.	Commencement of refurbishment of appropriate site as a Student Centre. Student portal system ready for student use by December 2006. Twenty-four hour access to some services for postgraduate coursework students. **AVC (Teaching, Learning and Equity)** **V-P (Information)** **V-P and Academic Registrar** **V-P (Property and Buildings)**
1.5 Increase wireless internet connection across the University.	Increase in the number of precincts across the University which have wireless internet connection.	Wireless internet connection available in 1-2 more precincts than in 2005. **Vice-Principal (Information)**

Strategy 2

Maintaining excellent student support services, functions and facilities, including provision for regular, systematic access to educational advice and feedback from teachers

Actions planned	Performance measure	Target 2006 & officer responsible
2.1 Report to Academic Board demonstrating implementation across all courses of Academic Board policy on assessment practices.	*Sixteen Indicators of Effective Assessment in Higher Education* incorporated into educational practice of faculties, departments, and in the expectations of academic staff and students. *Guide for Reviewing Assessment* utilised by faculties and departments to evaluate assessment practices.	Report demonstrating the development of faculty initiatives to address Academic Board policy on assessment practices. **Deans** **Director, CSHE** **President, Academic Board**
2.2 Provide opportunities for students to consult individually with teaching staff.	Percentage of undergraduate and postgraduate subjects with regular small group teaching (15 students or fewer).	Faculties to report higher percentages of subjects with some small group teaching in 2006 OPRs. **Deans**
2.3 Monitor the effectiveness of transition initiatives.	Faculty reports on effectiveness and staff awareness of 'transition in' and 'transition out' initiatives.	Report from the Student Support Committee to PBC and Academic Board, via the Melbourne Experience Committee, by the end of 2006. **V-P and Academic Registrar**
2.4 Promote the revised academic honesty policy and implement and monitor the effectiveness of plagiarism detection software.	The effectiveness of pilot testing of the software in particular faculties. Communication of revised policy on Academic Honesty and Plagiarism website.	Report to Academic Board on the continued implementation of the software in 2006. **Chair, TALQAC** **AVC (Teaching, Learning and Equity)** **V-P (Information)**
2.5 Implement actions designed to optimise students' sense of belonging to a learning community.	Number of faculties which have introduced final year 'capstone' interviews or similar activities.	All faculties to commence implementation of 'capstone' interviews or similar activities by the end of 2006. **Deans** **Director, CSHE**

Strategy 3

Providing professional development opportunities for university teachers at all levels of experience

Actions planned	Performance measure	Target 2006 & officer responsible
3.1 Monitor enrolments in CSHE staff development programs for effective university teaching and the Graduate Certificate in University Teaching.	Number of enrolments in the Graduate Certificate in University Teaching.	At least 70 members of academic staff have undertaken or are enrolled in the Graduate Certificate in 2006. **Deans** **Director, CSHE**
3.2 Faculties to report on induction activities for sessional teaching staff.	Increase in the number and quality of induction activities for sessional teaching staff.	Faculties to report on induction activities in 2006 OPRs. **Deans** **Director, CSHE**
3.3 Maintain links between the induction and professional development programs for University teaching and University confirmation and promotions policy.	Implementation of teaching portfolios as a requirement for confirmation and promotion.	By the end of 2006, all academic staff to present teaching portfolios for confirmation and promotion. **Director, CSHE** **V-P (Human Resources)**
3.4 Develop teaching evaluation strategies to complement the Quality of Teaching surveys, including examination of the potential of peer review.	Increased availability of qualitative data to support the enhancement of individual teaching.	Strategy developed by the CSHE and approved by Academic Board in 2006. **Director, CSHE** **AVC (Teaching, Learning and Equity)** **V-P (Human Resources)**
3.5 Develop and trial a cohort-based professional development program for research higher degree supervisors.	Twenty participants to complete the pilot program in 2006.	Report on outcomes of the pilot program presented to the Academic Board in 2006. **Dean, SGS** **Director, CSHE** **DVC (Research)**

Strategy 4

Giving high priority in the recognition and reward systems of the University to excellence in teaching

Actions planned	Performance measure	Target 2006 & officer responsible
4.1 Secure an excellent institutional outcome for the Learning and Teaching Performance Fund allocations.	Melbourne placed within the top 5 institutions overall and is the highest ranked Group of 8 institution.	Secure target rankings in 2006. **DVC (Academic)**
4.2 Each faculty to improve on annual survey outcomes for learning and teaching.	Each faculty to achieve: ▪ a mean score of 3.9 or higher for Question 2 ('This subject was well taught') in the Quality of Teaching survey or coursework programs conducted in Semester Two, 2005; ▪ a national ranking in the top 15 per cent of Australian institutions in graduate perceptions of the quality of teaching, the acquisition of generic skills and overall satisfaction with their University experience as reported in the national Course Experience Questionnaire; and ▪ Faculties of Education, Land and Food Resources and Science, to achieve improved student attrition rates for commencing bachelor students.	Each faculty to report on achievements in the 2006 OPRs. **Deans**
4.3 Maintain the high profile of the Vice-Chancellor's Teaching Colloquium as a forum to promote the transformation of learning and teaching in all its dimensions and to explore national and international perspectives.	Number of participants at the Colloquium. Participation by international speakers and visiting staff.	Increased trend in the participation of all faculties between 2005 and 2006. Increased understanding amongst staff of national and international educational context. **Director, CSHE**
4.4 Submit nominations for the new Carrick Citations for Outstanding Contributions to Student Learning.	Ten nominations submitted and six prizes awarded to a mix of academic and general staff.	By end of 2006. **Director, CSHE** **DVC (Academic)**
4.5 Submit eight nominations for the Carrick Awards for Teaching Excellence.	Two awards achieved.	By end of 2006. **Director, CSHE** **DVC (Academic)**
4.6 Submit four nominations for the Carrick Awards for Programs that Enhance Learning.	One award achieved.	By end of 2006. **Director, CSHE** **DVC (Academic)**
4.7 Monitor practices at faculty and departmental level to assess support for the commitment to excellence in learning and teaching, including supervision.	Evidence of faculty and departmental initiatives to promote or reward excellence in research higher degree supervision.	Award of a University prize for excellence in supervision. **Dean, SGS** **Director, CSHE**

Strategy 5

Developing more flexible course structures and delivery options

Actions planned	Performance measure	Target 2006 & officer responsible
5.1 Achieve an overall increase in the number of student enrolments outside the standard two-semester format through the adoption of more flexible teaching practices.	Design of a whole of year undergraduate and flexible postgraduate delivery program for implementation in the Faculty of Economics and Commerce in 2006/2007.	Achieve increases overall by the end of 2006. Design of programs in the Faculty of Economics and Commerce completed in 2006/2007. **Deans** **DVC (Academic)**
5.2 Develop a 'Bologna model' Masters program.	Develop a 'Bologna model' Masters program in at least two professional disciplines. Report to Vice-Chancellor on a ten-year plan to implement restructured undergraduate and postgraduate courses consistent with the 'Bologna model'.	Develop for implementation in 2007. Report to Vice-Chancellor in December 2006. **Deans** **DVC (Academic)**
5.3 Increase the number of outgoing and incoming students participating in formal student exchanges or related mobility programs overall, and with overseas Universitas 21 partner institutions.	Increase formal student exchanges by 200 over 2004 levels. Increase by 80 the number of students participating in mobility programs with Universitas 21 partner institutions.	All faculties to report increased numbers of exchange students over 2004. **Deans**
5.4 Continue implementation of the Universitas 21 Certificate in Global Issues.	At least 50 students enrolled in the Certificate. Certificate developed into a Diploma.	By the end of 2006. **DVC (Academic)** **V-P and Academic Registrar**
5.5 Expand the range of cultural and international perspectives in the curriculum through the use of initiatives including online learning modules, collaborative arrangements with international partners, and jointly-badged degrees.	Percentage of courses by faculty which have input from international collaborative partnerships.	At least 30 per cent of all undergraduate courses have a component which draws on sharing resources or other activities with an international partner by 2006. **Deans** **DVC (Academic)**

Strategy 6

Regularly reviewing the educational objectives, pedagogy and modes of delivery of all undergraduate and postgraduate programs to ensure that teaching and learning is informed by research, the highest international standards of curriculum design, pedagogy, modes of delivery and interaction between teachers and students

Actions planned	Performance measure	Target 2006 & officer responsible
6.1 Report by each faculty indicating the national standing in learning and teaching for each department / discipline.	Departments / disciplines to be ranked in the top three nationally. For those not ranked in the top three nationally, report on actions taken to achieve top three ranking by 2008.	Report by each faculty to the 2006 OPRs. **Deans**
6.2 Review of specific courses to evaluate students' acquisition of generic skills, the development of interdisciplinary skills, and the extent to which courses reflect high international standing through benchmarking of learning and teaching.	During review of specific courses, TALQAC to measure performance based on: ■ student and graduate perceptions of their acquisition of these skills; ■ employer perceptions; ■ faculties' assessment of the effectiveness of the transfer of these skills; and ■ the level of benchmarking activities.	All faculties to report on measures taken to assess the acquisition of generic and interdisciplinary skills, and to arrange appropriate benchmarking. **Deans** **Chair, TALQAC** **President, Academic Board**
6.3 Implement and promote the report, *The Teaching-Research Nexus: How Research Informs and Enhances Learning and Teaching at the University of Melbourne* and other initiatives to maximise the benefits of the research-teaching nexus.	Evidence in faculty OPRs of awareness of this report and of University initiatives demonstrating international best practice in research-led curriculum design and delivery.	Faculties to report in the 2006 OPRs. **Deans** **Director, CSHE**
6.4 Review of statements of graduate attributes.	Revised statements of graduate attributes to reflect increasingly global dimension of undergraduate and postgraduate studies at the University.	Revised statements of graduate attributes to be approved by Academic Board by November 2006. **President, Academic Board** **DVC (Academic)**

Strategy 7

Providing students with the opportunity to gain the knowledge and competencies available through online learning

Actions planned	Performance measure	Target 2006 & officer responsible
7.1 Each faculty to report significant progress towards enriching the student experience through use of e-learning delivery alternatives within core components of the undergraduate curriculum.	Number of core undergraduate subjects which make use of e-learning delivery alternatives. The variety of ways in which e-learning is employed and its appropriateness for developing course attributes.	Report by each faculty to the 2006 OPRs. **Deans**
7.2 Achieve high levels of satisfaction with the implementation of the University's new learning management system, Blackboard.	Number of departments and subjects using Blackboard. Improved mean scores for Questions 7 and 8 (relating to computer-based teaching resources) in the Quality of Teaching survey conducted in Semester 2, 2005.	Report to the Academic Board in November 2006 on progress towards full implementation. **AVC (Teaching, Learning and Equity)** **V-P (Information)**
7.3 Develop programs to provide resources and support to academic staff in the innovative use of online technologies and the educationally effective use of Blackboard in their teaching.	Number of participants in professional development programs and the number of innovative projects developed.	Report by each faculty to the 2006 OPRs on why particular projects were supported and the impact of these projects on the student experience. **Director, CSHE** **V-P (Information)**
7.4 Promote the METTLE Forum as the University's annual event for showcasing the use of ICT and LMS in learning and teaching.	Number of participants at the Forum and number of innovative projects showcased.	Increased participation from faculties and departments. Growing interest in innovative use of technology-enhanced learning and teaching. **Chair, T&L(M&ET)** **Director, CSHE** **V-P (Information)**
7.5 Develop postgraduate coursework programs in conjunction with U21 Global.	Number of courses using U21 Global subjects.	Report by relevant faculties to the 2006 OPRs. **Deans**

Strategy 8

Promoting sensitivity to cultural diversity among staff and students and encouraging the study of languages other than English

Actions planned	Performance measure	Target 2006 & officer responsible
8.1 Support faculty-level efforts to promote inclusivity in curricula, teaching, learning and assessment.	Number of subjects that have been reviewed in each faculty with curriculum amended, assessment changed, and teaching approaches adapted to take into account diversity. Implementation of the nine recommendations set out in the report, *Students from Asia: Issues in Learning and Teaching*, approved by the Academic Board in 2004 in relation to international students from Asia.	At least 10 per cent of subjects reviewed each year using Academic Board policy. **Deans** Staff development programs, tools, incentives and pedagogy which emphasise an understanding of international students from Asia. **Director, CSHE** **V-P (Human Resources)**
8.2 Report on strategies to improve social integration of international and local students.	The number and quality of support programs, incorporated into the curriculum, which encourage social integration.	Report by each faculty to the 2006 OPRs. **Deans**
8.3 Increase the number of student enrolments in subjects with a designated 'Asia focus'.	Increased enrolments by 100 EFTSU in 'Asia focus' subjects offered by MIALS, the School of Languages, and other departments.	By the end of 2006. **Dean of Arts** **DVC (Academic)**
8.4 Promote greater access and learning opportunities for students with disabilities by using departmental audits, TALQAC course reviews, and the Equity and Diversity Planning Unit annual reporting to identify faculty responses to the needs of students from equity groups.	Improved participation and retention of students with disabilities. Improved faculty initiatives to address these issues.	Report to PBC and the Academic Board on: progress in implementing the 2004-07 *Disability Action Plan;* and on faculty initiatives to address equity issues. **Chair, TALQAC** **AVC (Teaching, Learning and Equity)** **V-P and Academic Registrar**
8.5 Monitor the enrolment of students from under-represented schools or equity backgrounds in the University's undergraduate courses through Access Melbourne.	At least 850 students enrolled in 2006 from under-represented schools or equity backgrounds. Report on the academic progress of 2005 Access Melbourne students.	Faculties to report in 2006 OPRs on enrolments and on monitoring and support services for Access Melbourne Students. Report to Academic Board on progress of 2005 Access Melbourne students by end of 2006. **Deans** **AVC (Teaching, Learning and Equity)** **V-P (International Development)**
8.6 Monitor early diagnosis of English language difficulties and follow up language support program.	The number of students tested for language skills and outcomes, and the number of students referred to study skills support.	Improving trends in outcomes demonstrated in a report by the end of 2006. **V-P and Academic Registrar**
8.7 Ensure that the CIE provides effective support for Indigenous students.	Increase in the number of Indigenous students using tutorial or other support.	At least 60 students regularly using CIE support in 2006. **AVC (Teaching, Learning and Equity)** **V-P and Academic Registrar**

4. Progress against 2005 targets

The strategies and objectives of the *Learning and Teaching Plan* are framed within the University's Operational Plan for 2006, and are underpinned by the University's major goal for learning and teaching. Until 2005, key learning and teaching strategies were grouped into the following core goals:

- Internationalisation, equity and cultural diversity in teaching and learning;
- Promotion of the quality of educational practice;
- Improvement of teaching quality through better management and staff development structures;
- Transformation of pedagogy in a research-led university; and
- Promoting and facilitating student and staff interactions which benefit the student learning process.

The 2005 achievements described below are consistent with the targets specified over the last three years and have been arranged in accordance with the previous core goals. Whilst the order of these strategies has changed slightly in 2006, significant outcomes have resulted from each of these in 2005, and further progress will be made in 2006.

The following is a summary of the progress made against strategies and targets set for 2005.

INTERNATIONALISATION, EQUITY AND CULTURAL DIVERSITY IN TEACHING AND LEARNING

Strategy 1
Promote sensitivity to the diversity of the University community through teaching and learning

- Following the adoption by the Academic Board of the report *Students from Asia: Issues in Learning and Teaching* in 2004, deans have continued to implement strategies to promote cultural diversity in curricula, teaching, learning and assessment, and culturally sensitive principles of good teaching in their faculties.

- Reports on departmental audits and Teaching and Learning Quality Assurance Committee (TALQAC) course reviews detail faculty initiatives to address the needs of students from equity groups and international students. In 2005, for example, the Law School designed a new LLB curriculum which places Australian law in its international and comparative context.

- In response to the *Students from Asia* report, the Centre for the Study of Higher Education (CSHE) is in the process of devising resources and programs which emphasise an understanding of the diversity of cultures represented at the University. Such resources will include staff development programs and practical tools, such as case studies reflecting best practice and fact sheets, which raise awareness about pedagogy and teaching practices relevant to diverse student populations.

- In June 2005, the Academic Programs Committee (APC) received a set of recommendations by the Cultural Diversity Working Group for the implementation of the University's Cultural Diversity Policy. The recommendations include guidelines and a checklist to encourage departments and faculties to give careful consideration to cultural diversity when designing curriculum, in learning and

teaching practices and in assessment. Revised recommendations were approved by the Academic Board in October 2005.

- Over the last two years the University has worked towards enhancing Orientation and Welcome Back activities to include staff support and encouragement, and to encompass both academic and social activities promoting staff and student interaction. Staff involvement in student-organised activities and academic events during O-Week increased in 2004 and 2005.

- The University met its operational target to enrol at least 1,000 students from under-represented schools or equity backgrounds in undergraduate courses through Access Melbourne in 2005. The Academic Board has requested reports to monitor the academic progress of these students and the progress reports have been included as operational targets for 2006.

- The Office of the Vice-Principal and Academic Registrar has undertaken a comprehensive review of Careers and Employment facilitated work placements to ensure that the diversity needs of students are met. The recommendations from this review were implemented in 2005.

PROMOTION OF THE QUALITY OF EDUCATIONAL PRACTICE

Strategy 2
Embed the *Nine Principles of Teaching and Learning* (Nine Principles) in educational practice of faculties, departments, individual academics and in the expectations of students

- Over 400 University of Melbourne staff attended the fifth *Vice-Chancellor's Colloquium on Teaching and Learning* in December 2005. Registrations matched those of 2004, and were higher than in 2003. Attendance was sustained throughout the day.

- Since 2003, TALQAC course reviews have partly addressed the evaluation of the acquisition of generic skills and graduate attributes. Monitoring the development of generic attributes among graduates was targeted in 2005 as an area for improvement. Some departments have nonetheless developed excellent initiatives in this area. The Department of Information Systems (DIS) has, for example, has introduced the Professional Skills Program (PSP). This is a three-semester course which prepares students for the workplace by teaching skills in communication, teamwork, leadership, writing, public speaking, and problem solving.

- The CSHE launched the Assessment Review Tool (ART) in 2005 in response to a recommendation by TALQAC's Working Groups on Assessment that appropriate resources or checklists be produced to assist efforts to improve assessment practices. ART was approved by APC in June 2005, and builds on recognised principles of effective assessment outlined in the *Nine Principles.*

Strategy 3
Ensure that modes of assessment are making an effective contribution to the quality and standards of learning outcomes

- A university-wide review of assessment was conducted by TALQAC in 2003. Following this review, the Academic Board approved the *Sixteen Indicators of Effective Assessment in Higher Education* developed by the CSHE. Significant progress was made in 2005 towards developing initiatives to improve assessment practices in faculties and departments. The CSHE's Assessment Review Tool, for example, includes a series of prompts, illustrations and guidelines to facilitate the processes of review and planning of effective assessment by teaching staff in line with the *Sixteen Indicators of Effective Assessment in Higher Education.*

- A pilot of Turnitin plagiarism detection software was conducted from July 2004 to April 2005. During the pilot, the effectiveness of Turnitin as a tool facilitating the implementation of the University's policy on Academic Honesty was tested, and an implementation report was submitted to TALQAC. The pilot demonstrated that Turnitin has proven a viable addition to methods for carrying out the University's policy on Academic Honesty. In May 2005, TALQAC recommended that the University renew its licence for Turnitin for a further twelve months. The University also released Interim Guidelines for the use of Turnitin in 2005, and further policies and procedures for the use of the software within academic programs will be developed in consultation with faculties and Academic Services.

- The University reviewed its Academic Honesty and Plagiarism policy and resources in 2005 to coincide with the recommended renewal of the Turnitin licence. A report, *Processes and Penalties for Academic Misconduct: Plagiarism and Collusion,* was approved by the Academic Board in September 2005. The report emphasises consistency in approaches to penalties resulting from academic misconduct. An appropriate communications strategy to promote the recommended processes for investigating and responding to academic misconduct will be implemented in 2006.

Strategy 4
Develop and monitor approaches to improving the quality of the 'Melbourne Experience', in line with University goals

- Results from the Quality of Teaching (QoT) Surveys show gradual improvement over the last four years on the question of whether subjects are well-taught, and indicate a relatively high level of overall satisfaction. The University maintained the targeted mean score of 3.9 (for Question 2, 'subject well taught') in Semester 1, 2005, with further increases recorded in the proportion of students who agreed that their subjects were taught well. The mean rating has held steady at 3.9 for the fourth consecutive semester.

- In 2005, the University of Melbourne achieved a national rating within the top three Australian universities in the Commonwealth Learning and Teaching Performance Fund. In November 2005, the University was one of five Australian universities awarded millions of dollars under this Fund for best demonstrating excellence in teaching and learning.

- The number of students studying abroad through the University's formal exchange programs increased by 25 per cent in 2005. In April, the University signed a ground-breaking agreement with presidents and vice-chancellors of other U21 member institutions to set up and expand student mobility between the institutions. The agreement will give undergraduate, postgraduate and research students of the University of Melbourne — and of the other U21 member universities — increased international study opportunities.

- A course proposal for the U21 Certificate in Global Issues was approved by the Academic Board in April 2005. This is a multi-disciplinary undergraduate award offered jointly by five member institutions of the Universitas 21 Network: the

Universities of Auckland, British Columbia, Hong Kong, Melbourne and Nottingham. Students are required to undertake the Certificate concurrently with a standard undergraduate degree, and are expected to complete fifty per cent of the Certificate through at least one other partner university, whether online or through an exchange program. The University's first online subject to be offered as part of the Certificate, *Asia, the Pacific and the West in History*, was launched in August 2005.

▪ In May 2005, the Academic Board approved the proposal for a joint civil engineering degree between the Department of Civil and Environmental Engineering at the University of Melbourne and the Department of Civil Engineering at the National University of Singapore. The Board also approved a set of protocols for the joint-badging of coursework degrees between the University of Melbourne and appropriate overseas universities.

▪ The Melbourne Experience Working Group was established in 2005 to advise the Vice-Chancellor on processes to improve the student experience at the University of Melbourne. The Working Group, which will be known as the Melbourne Experience Committee (MEC) from 2006, includes senior academic and administrative staff and student representatives with responsibilities which directly impact upon the quality of the student experience on campus. The Committee has a role in recommending actions to improve students' experience of University life overall, whether through appropriate infrastructure or through other means of enhancing academic programs, student services and support, and students' engagement with their learning communities. The reporting structure for MEC was approved at the 2005 Planning and Budget Committee Conference. The relationship between the Melbourne Experience Committee and the Student Support Committee was also clarified in 2005.

▪ Regular meetings established to discuss learning and teaching with the Academic Policy Forum of Associate Deans (Academic) and Academic Board Officers have continued throughout 2005. The improvement and monitoring of policies and processes to promote excellent academic initiatives and academic support programs at faculty-level have remained the focus of these meetings.

IMPROVEMENT OF TEACHING QUALITY THROUGH BETTER MANAGEMENT AND STAFF DEVELOPMENT STRUCTURES

Strategy 5
Initiate a systematic approach to induction and training for university teaching and, where appropriate, opportunities for certification

▪ Enrolments in the optional Graduate Certificate in University Teaching and the Teaching and Learning Workshops (formerly PETL workshops) have remained strong in 2005. A total of 24 members of staff from a wide range of teaching experience and subject disciplines enrolled in the new Graduate Certificate in 2004. Whilst the number of enrolments increased to 46 in 2005, the University was unable to meet its operational target of 60 enrolments for 2005. During Semester 1, 2005, the CSHE held 20 Teaching and Learning Workshops, which attracted a total of 206 registrations. Fourteen Workshops were offered in Semester 2 and 89 members of academic staff registered for a variety of these sessions.

▪ In 2005 the University continued its review of the criteria and guidelines for staff confirmation and promotion to make reference to the *Learning and Teaching Plan* and the *Nine Principles.* An increased emphasis on the *Nine Principles of Teaching and Learning* in staff development activities and in teaching portfolios for promotion is a priority for 2006.

Strategy 6
Review policy concerning staff deployment, career paths and reward systems to align policies with the commitment to campus-based, research-led education defined in the Nine Principles of Teaching and Learning

▪ Departmental Audits, completed in May 2005, addressed departmental support for the commitment to excellence in learning and teaching.

▪ In May 2005, the recipients of the University's Teaching and Teaching Support Awards were announced: Professor Warren Bebbington, Dean of Music, received the Barbara Falk Award; Dr Philip Collier, Department of Geomatics, Faculty of Engineering, was awarded the Edward Brown Award; and Dr Marilys Guillemin and Dr Lynn Gillam, Centre for the Study of Health and Society, School of Population Health, were recognised with the David White Award for their team teaching. The 2005 Norman Curry Support and Service Award was awarded to the program, 'Postgraduate Essentials: Strategies for a Successful Start to your PhD', a joint initiative of the School of Graduate Studies, the Language and Learning Skills Unit and the Information Division. The winners were nominated for Australian Awards for University Teaching (AAUT), administered by the Carrick Institute for Learning and Teaching in Higher Education. Dr Simon Evans, Melbourne Law School, and 'Postgraduate Essentials' were selected as finalists for the Australian Awards in 2005.

• A new Enterprise Agreement for general and academic staff was finalised in December 2004. Development of the Agreement involved an investigation of current staffing practices (deployment, workload allocations) at faculty and departmental level to assess the nature and extent of department efforts to support the commitment of academics to excellence in learning and teaching.

TRANSFORMATION OF PEDAGOGY IN A RESEARCH-LED UNIVERSITY

Strategy 7
Identify and maximise the benefits to students and academic staff derived from the teaching-research nexus

▪ TALQAC has continued, in its course reviews, to focus on the extent to which course materials explicitly address the teaching-research nexus in order to promote student awareness of research-based approaches to learning and teaching.

▪ In May 2005, the Academic Board endorsed the document, *The Teaching-Research Nexus: How Research Informs and Enhances Learning and Teaching at the University of Melbourne*, which was developed by the CSHE. This is a recommended blueprint for the effective use of the teaching-research nexus in teaching.

▪ The CSHE is continuing to investigate ways of disseminating information and developing initiatives which emphasise the benefits of research-led teaching.

Strategy 8
Promote a rich, immersive learning environment for all students, both on and off campus, using new technologies

▪ In 2004, the University commissioned a ten-year strategic plan which proposes that small branch libraries be consolidated into a network of precinct 'learning hubs' accommodating library services, research collections, collaborative learning spaces, allied student services and recreational spaces. The 'learning hubs'

project proposal was submitted to the Capital Projects Committee and the Building and Estates Committee for further definition and scoping in 2006.

- The Teaching and Learning (Multimedia and Educational Technologies) Committee [T&L (M&ET)], faculties and departments are continuing to build on excellent e-learning programs and delivery alternatives for the undergraduate curriculum. T&L (M&ET) made significant progress in 2005 towards in the monitoring and evaluation of e-learning programs and their impact on learning and teaching. It examined in detail a selection of faculty projects with a view to investigating the impacts of ICT and the online LMS on learning and teaching outcomes. The committee also completed a best practice document which covers both development and 'best practice delivery' for online subjects. This document was approved by the Academic Board in June 2005.

- Following an agreement on product choice and implementation planning in 2004, the staged implementation of the Blackboard Learning Management System has continued throughout 2005, and is progressing towards full implementation.

- In 2005, a new high-level position, the Assistant Vice-Chancellor (Teaching, Learning and Equity), was created to provide leadership and promote the further development of teaching strategies in line with new technologies. Among other responsibilities, the AVC (TLE) will work with the Information Division and with the T&L (M&ET) Committee to further develop existing online learning strategies and policies, including the successful implementation of the University's Learning Management System.

PROMOTING AND FACILITATING STUDENT AND STAFF INTERACTIONS WHICH BENEFIT THE STUDENT LEARNING PROCESS

Strategy 9
Ensure that there is explicit concern and support for individual student development

- Over the last three years, the University has improved its English language testing and language support services, particularly for students from non-English speaking backgrounds.

- The *AIRport* portal was developed in 2004 by the University's Equity, Language and Learning Programs Department. This is an interactive resources portal to assist first year students with the transition to university. The courseware program, *Postgraduate Essentials: Strategies for a Successful Start to your PhD* — a joint initiative of the School of Graduate Studies, the Language and Learning Skills Unit and the Information Division — has also provided an increased focus on transition to postgraduate study. Creators of this program received the Norman Curry Award for Innovation and Excellence in Support of and Service to Teaching and Learning in 2005.

- All faculties now provide a range of academic support programs to students, including 'students-at-risk' programs, access to academic staff outside classroom hours, peer mentoring and transition support.

- Faculty statements of student expectations and responsibilities for contributing to their own learning are now widely published in course handbooks and subject materials.

- Although student-staff ratios increased marginally in 2004, DEST figures show that from 2003-2004 full-time equivalent academic staff increased by 3.7 per cent while the 2004 student load period increased by 2.3 per cent over the same period.

5. Budget incentives for learning and teaching

The University budget and incentives

The University's annual planning and budgeting cycle includes an operating budget for the following year which allocates resources in a manner that supports the achievement of operational targets identified through the planning process, and which reinforces accountability for performance. The operating budget provides incentives for faculties to perform well against key criteria, including learning and teaching targets.

Resources for coursework teaching are allocated to faculties using a formula funding model based on teaching load which incorporates teaching for fee-paying students. In addition to the base funding model, the University has specific budget incentives which are aimed at rewarding teaching excellence and improving the quality of learning and teaching. These incentives vary annually. Achievement of key performance outcomes entitles faculties to financial incentives, and in other areas under-performance can result in financial penalties. For 2006 University budget incentives relating to learning and teaching are as follows:

- *Commonwealth Grant Scheme (CGS) Enrolments*
An EFTS Levy will apply in cases where faculties have under-enrolled in relation to CGS funded coursework load (enrolment outcome below 99 per cent) or where they have exceeded their CGS funded load targets by more than 5 per cent.

- *Eminent Scholars Fund*
Faculties will receive payments of $175,000 per annum for the full-time appointment of Nobel Prize winners and $100,000 per annum for fractional appointments of at least two months a year for a minimum of three years. For University staff recognised as Laureate Professors of the University, faculties will receive $50,000 per annum.

- *Asian Studies Subjects*
Faculties will receive a bonus, equivalent to an increase in funding per EFTSL of $400, for the total amount of Commonwealth Grant Scheme student load estimated to be enrolled up to or as at 31 August 2006 in subjects approved by the President of the Academic Board as having a designated 'Asian Studies' focus.

- *Learning and Teaching Outcomes*
Faculties which achieve a ranking within the 'top 15 per cent' for the aggregate of the Good Teaching Generic Skills and Overall Satisfaction Indices in the national Course Experience Questionnaire will receive a bonus of up to 2.5 per cent of the CGS component of their budget allocation.

Learning and teaching infrastructure

The University invests in infrastructure initiatives to support learning and teaching. In 2006 these will include:

- Contributions for the implementation of new ways of providing online learning and teaching;
- Additional funding to the library resources acquisitions and access budget;

- Continued funding for the Learning Environment Renewal Program, a series of major physical and multimedia upgrades of shared teaching spaces;
- The Learning Environment Innovation Program, a series of projects that will deliver a greater degree of seamless standardisation within the multimedia installations in shared teaching spaces;
- An extensive budget for scoping and developing the mixed activities centres or 'learning hubs' project;
- In the event of the enactment of VSU legislation, a substantial financial commitment, supported by the Planning and Budget Committee, to maintaining student services; and
- Allocation of resources to improve Wide-Area-Networks and Local-Area-Networks at regional and metropolitan campuses of the University to support improved communications and transformation of learning and teaching through appropriate use of new technologies, including wireless internet coverage.

APPENDIX 1

Definition of the 'Melbourne Experience'

The University of Melbourne offers its students excellent and stimulating academic programs for undergraduates and postgraduates. These are programs which provide an international as well as an Australian perspective, and which are imbued with the ethos and experience of research. The 'Melbourne Experience' is a campus-based education in a learning environment characterised by both a rich architectural heritage and new technologies.

The University's ideal of the 'Melbourne Experience' is:

- An **educationally focussed community**, where staff and students work together to strengthen teaching, learning and the pursuit of knowledge;
- An **articulate and open community**, where freedom of expression is protected, and new and difficult questions are explored;
- An **international community,** for which the campus experience is made the richer by being located in the heart of a multicultural city;
- A **lively community**, where students are invited to participate in student clubs, debates, sport and community service;
- A **fair community**, where diversity is valued and the integrity of the individual is respected;
- A **principled community**, where explicit codes of academic honesty, of ethics and of good conduct guide behaviour and students and staff accept their obligations to others;
- A **caring community,** where the well-being of each student and staff member is supported according to their individual needs and where service and the support of others is encouraged; and
- A **celebratory community**, where the University's history and achievements are known and honoured and its living traditions widely shared.

Through their participation in this environment, the University expects its graduates to be educated, well-informed citizens able to contribute to their communities wherever they choose to live and work. It expects them to have an international awareness based on understanding of social, cultural and linguistic diversity, and on respect for the physical environment and individual human rights and dignity.

APPENDIX 2

Attributes of the Melbourne Graduate

The University of Melbourne is a research-intensive university that attaches the very highest priority to undergraduate education and seeks to stimulate, nurture and develop graduates of the finest international calibre.

The University expects its graduates to be educated and well-informed, able to contribute effectively to their communities wherever in the world they choose to live and work. It expects Melbourne graduates to have the following qualities and skills:

- profound respect for truth and intellectual integrity, and for the ethics of scholarship;

- highly developed cognitive, analytic and problem-solving skills;

- capacity for independent critical thought, rational inquiry and self-directed learning;

- intellectual curiosity and creativity, including understanding of the philosophical and methodological bases of research activity;

- openness to new ideas and unconventional critiques of received wisdom;

- extensive knowledge of a particular discipline or professional area, including relevant professional knowledge and skills, and informed respect for the principles, disciplines, values and ethics of a chosen profession;

- ability and self-confidence to comprehend complex concepts, to express them lucidly, whether orally or in writing, and to confront unfamiliar problems;

- awareness of advanced communications technologies and modalities, sound working skills in the application of computer systems and software, and receptiveness to the expanding opportunities of the 'information revolution';

- international awareness and openness to the world, based on understanding and appreciation of social and cultural diversity and respect for individual human rights and dignity;

- leadership capacity, including a willingness to engage in constructive public discourse, to accept social and civic responsibilities and to speak out against prejudice, injustice and the abuse of power;

- ability and confidence to participate effectively in collaborative learning as a team-member, while respecting individual differences; and

- ability to plan work and to use time effectively.

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