

## Teaching & Learning

### Priority A: Fully embed a high performance culture

**Instil an expectation of high achievement in students and staff, and provide the means for this high achievement.**

6 Strengthen and increase participation in organisational professional development programs that support a high-performance culture.

	Initiative	Priority	Responsibility	Budget	Date
1	<p>Implement and evaluate a teaching development program in order to improve student learning outcomes.</p> <p>Target: Teaching development program in place for introduction by February 2008. 10% increase in staff participation rates compared to 2007.</p> <p>Outcome: A teaching development program has been developed that provides both certified and non-certified opportunities for staff. In 2008, the staff development program included for the first time, an Early Career Academic workshop program that articulated into the first unit of the Graduate Certificate in University Teaching and Learning. This was well received with 18 staff completing the first unit ELT 501 through this route. This contributed to an increase in enrolments in ELT 501 from 18 in 2007 to 47 in 2008. The total number of course enrolments also increased from 70 to 84. In 2008, CALT has worked towards a more integrated series of workshops for staff which has resulted in the total number of staff attending CALT events (other than Teaching Matters and the First Year Teaching forum) increasing from 570 in 2007 to 950 in 2008.</p>	H1	Director, CALT	C	2/2008; 12/2008
2	<p>Provide staff development to support the university-wide implementation of criterion referenced assessment.</p> <p>Target: Full implementation of criterion referenced assessment by 2010.</p> <p>Outcome: At its July 2008 meeting Academic Senate endorsed an implementation plan for the university-wide introduction of criterion referenced assessment by 2010. A dedicated lecturer in assessment was appointed in July, and 32 School Champions formally inducted. In total 430 staff across all Faculties and Institutes have been involved in an introduction to, or professional learning activity for, the implementation of criterion referenced assessment. Professional learning events have been staged on the Hobart, Launceston, Cradle Coast and Sydney campuses and 17 Schools have begun to engage with the Implementation Team (representing all Faculties). Data for a baseline audit was requested from individual Schools, however the return rate was extremely disappointing. Data is continually being collected to inform the progress of the report. Revisions to assessment policy and procedure are expected to be presented to the University Teaching &amp; Learning Committee in March 2009.</p>	H1	Director CALT, Assessment Working Party	C strategic funds	ongoing to 2010

## Priority B: Create and implement a distinctive UTAS teaching and learning model

Develop a UTAS student experience, learning outcomes and graduate profile that ensure contemporary knowledge and skills, generic capabilities and an experience of place, environment and community that is distinctly Tasmanian.

- 13 Restructure and streamline the course profile to provide: common course structures, multidisciplinary and interdisciplinary learning opportunities; and flexible delivery options that are responsive to students' needs and the University's academic strategic priorities.

	Initiative	Priority	Responsibility	Budget	Date
1	<p>Support the implementation of the common course structures.</p> <p>Target: Undergraduate degree course amendments and specifications approved for introduction in 2010.</p> <p>Outcome: This project is on track for completion by 2010. A generic course specification for single degrees and a generic course specification for combined degrees were both approved by Academic Senate in October 2008, for introduction in 2010. A generic course specification for associate degrees has been discussed at Academic Senate, with additional work required prior to final approval. Four degrees adhering to the new course structures have been approved for commencement in 2009. Faculties have been asked to submit amendments to align existing courses with the new structures as early as possible in 2009 and by no later than the May 2009 University Teaching &amp; Learning Committee meeting.</p>	H1	PVC (T&L), Director CALT, Course Structures Working Party	C Strategic T&L Funds	7/2009
2	<p>Revise the service teaching policy in order to more successfully encourage and reward interdisciplinary collaboration in course development and delivery.</p> <p>Target: 1. Service teaching policy revised to encourage and reward collaboration. 2. Projects encouraging interdisciplinary collaboration identified and supported.</p> <p>Outcome: 1. The relative lack of interdisciplinary collaboration is symptomatic of the broader issue of an entrenched silo mentality at UTAS. The Vice-chancellor has recognised this within his paper titled "Building on Strength: Adapting and Evolving UTAS Academic Organisation". Revisions to the service teaching policy have been delayed pending the outcome of consultations surrounding the issues detailed within this paper. 2. Teaching Development Funds were earmarked in 2008 to support projects encouraging interdisciplinary collaboration, with a project between the Faculties of Education, Business, and Science, Engineering &amp; Technology and the AMC Institute titled "A climate of interdisciplinarity: cross-discipline student learning about climate change" currently underway. In addition, CALT is working on a cross-disciplinary modular-based unit to be ready for delivery by December 2009, as part of the suite of 'Experience Tasmania' units.</p>	H1	PVC (T&L), Assoc Deans (T&L)	C Strategic T&L Funds	9/2008

14 Introduce UTAS Island Units that are nationally distinctive and capture the island educational experience.

	Initiative	Priority	Responsibility	Budget	Date
1	<p>Coordinate the development and introduction of a coherent suite of Experience Tasmania units as elective options for students.</p> <p>Target: Suite of units developed for introduction by 2009.</p> <p>Outcome: Early in 2008 the Pro Vice-chancellor (Teaching &amp; Learning) invited all Heads of Schools, Centres and Institutes to identify units for inclusion in a package of distinctive 'Experience Tasmania' units. These were discussed at the mid year University Teaching &amp; Learning Committee planning day, and as a result, a CALT Educational Developer was tasked with developing a suite of units. To date the Developer has conducted a scoping exercise using the units identified, and has initiated discussions with groups such as Riawunna, International Services and Conservation Volunteers Australia (CVA). The objective is for two Experience Tasmania units (one Arts and one Science) to commence in Semester 2, 2009 and a cross-disciplinary modular-based unit to be ready for delivery by December 2009.</p>	H1	PVC (T&L)	C	12/2008