

LEARNING, TEACHING AND QUALITY COMMITTEE

(A sub-committee of Education Committee)

Meeting 3/2009 of the Learning, Teaching and Quality Committee (LTQC) was held on Thursday, 7 May 2009 in the Sir George Lush Room, Ground Floor, Building 3a, Clayton campus.

Minutes

1. Apologies and attendance

There were present: Professor Adam Shoemaker (Chair), Ms Jo Becker, Drs Lorraine Bennett and Angela Carbone, Associate Professor Gary Codner, Professor Merran Evans, Ms Sharada Krishnan, Dr Stephen Legg, Ms Natalie Mitchell, Ms Lauren O'Dwyer, Dr Geoff Romeo, Ms Kate Roth, Professors Phil Steele and Peter Stewart, Associate Professor Cristina Varsavsky, Mr David Watson.

Apologies: Professor Stephen Barkoczy, Associate Professor Louise McCall, Dr Kristina Macrae, and Professor Julian Teicher.

2. Arrangement of Agenda and Starring of Items

Recommendation:

That the unstarred items on the agenda be adopted without discussion and that the actions recommended be taken or the information therein noted.

3. Confirmation of Minutes

The minutes of Learning, Teaching and Quality Committee meeting 2/2009 were confirmed, subject to the amendment of item 8, as follows (additions in *italics*, deletions ~~struck through~~):

The Chair informed members that an Education for Sustainability (EFS) Working Group would be created. The working party would report to Education Committee and consider:

- the development of a University Plan to embed sustainability within research-led teaching ~~and research~~ activities at Monash. Mr Jeffrey Bender, Project Manager, Office of the Deputy Vice-Chancellor (Education) will provide ~~secretarial~~ *executive* support to the working party;
- in consultation the Deans, the funding of sustainability programs ~~and research~~, and the refocusing of current program ~~and research~~ priorities to these areas;
- preparation of a generic online presentation to promote sustainability and climate change programs ~~and research~~ across all schools and departments;
- development of a checklist to promote at the school/department level the creation of sustainability programs ~~and research~~; and
- opportunities to work with Associate Deans (Teaching/Education) to develop cross/multi-disciplinary programs ~~and research~~.

Resolution:

The Learning, Teaching and Quality Committee:

- *received and provided feedback on the report of the Talloires Declaration: Mapping Sustainability in the Curriculum Project; and*
- *noted that the Office of the Deputy Vice-Chancellor (Education) would lead the preparation of a University Plan to embed sustainability within teaching ~~and research~~ activities at Monash.*

4. Update on CHEQ Activities

4.1 Course Experience Questionnaire optional scales

The Chair welcomed Professor Evans to the meeting. Introducing the item, Professor Evans commended the work by Dr Kristina Macrae in preparing the paper. She informed members that the Course Experience Questionnaire (CEQ) is administered annually to each graduate cohort in two sessions, with the first three scales consisting of core questions common to all universities. These scales are the CEQ scales used in the Learning and Teaching Performance Fund funding formula.

Professor Evans noted that a voluminous number of surveys are currently undertaken at Monash and discussion of the number of optional scales to be administered had not been reviewed since 2002. It was an opportune time to consider the number and structure of survey instruments. The proposal before members was for Monash to select four from the following CEQ scales for the October 2009 administration of the CEQ (with a permissible maximum of four):

- *Clear Goals and Standards* (CGS, 4 items).
- *Appropriate Workload* (AWS, 4 items).
- *Appropriate Assessment* (AAS, 3 items).
- *Intellectual Motivation* (IMS, 4 items).
- *Student Support* (SSS, 5 items).
- *Graduate Qualities* (GQS, 6 items).
- *Learning Resources* (LRS, 5 items).
- *Learning Community* (LCS, 5 items).

Professor Evans invited members to nominate the preferred optional scales and members agreed that Monash would not administer any of the optional scales.

Resolution:

That the Learning, Teaching and Quality Committee endorse for Education Committee's consideration the administration of only the core questions common to all universities in the Course Experience Questionnaire.

5. Matters arising

There were no matters arising.

6. Chair's Report

Professor Shoemaker gave a verbal report on:

- The selection of a Pro Vice-Chancellor (Learning and Teaching). From a total of 44 high quality local and international applicants, four candidates were shortlisted and a unanimous recommendation had been forwarded to Council for approval.
- Educate 09: an exciting and vibrant program containing a mix of lectures, seminars, and public events was planned, with keynote speakers including Vice-Chancellor designate Professor Ed Byrne and Professor Nigel Thrift, Vice-Chancellor of the University of Warwick.
- Monash Passport: a global email to students inviting them to register for online Passport updates had achieved an exceptional 1500 responses within the first hour of its distribution. The Chair informed members that 290 hard copy registrations were received, providing a useful benchmark to gauge the effectiveness of online communications;
- SWOTVAC: in response to a question from a member, the Chair informed members that he would consult with student representatives on matters relating to the structure of SWOTVAC and the proposed introduction of Week 0, a front-end introduction to units that could be held during Orientation Week. This could also relate to discussions regarding Education for Sustainability programs.

*7. Update on CALT Activities

7.1 Citations for Outstanding Contribution to Student Learning

Commencing the update, Dr Bennett requested that Associate Deans Teaching/Education give immediate consideration to preparing applications for the next round of *Citations for Outstanding Contribution to Student Learning* to be awarded by the Australian Learning and Teaching Council (ALTC). In order for CALT to provide support and encouragement to staff that are preparing applications, it was vital that CALT was advised of staff who met the criteria.

During discussion, the following points were made:

- supervisors and course coordinators could be encouraged to identify exceptional teaching staff who have received high scores in unit evaluation and departmental/school/faculty awards for outstanding performance;
- Monash Student Association presents awards for best teacher, lecturer and tutor;
- staff who achieved high results in the Monash Questionnaire Series on Teaching Staff could be invited to seminars on preparation of citations;
- many staff who achieved scores of 4.6 or above in unit evaluations do so on a regular basis over a number of semesters;
- the Faculty of Information Technology has established an online nomination system, whereby two students can nominate a staff member for teaching excellence awards <http://www.infotech.monash.edu.au/about/news/archive/2009/staff-teaching-awards-09.html>
The website generates an automatic message advising staff of their nomination and is an important component in raising staff awareness and motivates staff to contact Dr Angela Carbone, Director, Education Quality for further information in relation to the awards. Dr Carbone offered to share this information and strategic approach with all members.

Resolution:

The Learning, Teaching and Quality Committee resolved that:

- *Associate Deans Teaching/Education identify and actively support the nomination of outstanding staff for the next round of ALTC Citations for Outstanding Contribution to Student Learning; and*
- *Associate Deans Teaching/Education provide advice to Dr Bennett as soon as possible of staff selected for nomination.*

For action/information: LTQC Faculty Representatives

7.2 Proposal to restructure the Graduate Certificate of Higher Education

Dr Bennett informed members that the proposal to restructure the Graduate Certificate of Higher Education was considered by Education Committee Meeting 2/2009 and would proceed to the Faculty of Education Faculty Board for approval.

*8. Proposed Policy Reviews

Ms Mitchell informed members that the Education Policy and Programs Committee (EPPC) had recently discussed the delegations for review of certain education policies, as follows:

- *Off-Campus Learning Policy;*
- *Quality Assurance for Off-Campus Learning Policy;*
- *Flexibility in Pedagogy Policy; and*
- *Relevance of the Curriculum Policy.*

Ms Mitchell advised members that EPPC had recommended that LTQC be asked to undertake reviews of the policies. During discussion, the following points were made:

- review of the Off-Campus Learning Policy and Quality Assurance for Off-Campus Learning Policy should be held over until the review of Open and Distance Learning was completed;
- there may be a role for a statement on Off-Campus Learning within the Monash Passport; and
- the Monash Graduate Attributes Policy could inform a Monash vision statement that articulates Monash core values.

Resolution:

The Learning, Teaching and Quality Committee resolved to:

- *defer review of the Off-Campus Learning Policy and Quality Assurance for Off-Campus Learning Policy until completion of the Open and Distance Learning review; and*
- *recommend to the Education Policy and Programs Committee that the Flexibility in Pedagogy Policy and Relevance of the Curriculum Policy be rescinded.*

For action/information: Professor M Evans, Ms N Mitchell, Mr K Williamson

***9. Review of named Global Degrees at Monash**

Introducing the item, Ms Roth informed members that the Internationalisation of the Curriculum Taskforce had undertaken a review of named Global degrees. The report of the review proposed minimum requirements for the introduction of named Global degrees at Monash and was accompanied by a summary of global degree options offered at Australian universities. During discussion, the following points were made:

- recommendations 1(a) and (b) were in response to the a perception held by students that internationalisation consisted of an international study experience or learning a second language;
- 60 per cent of commencing students reported choosing Monash because it provides an international experience;
- any language other than English will provide certain experiences to challenge students;
- (Global) tagged degrees provide a significant and specific point of difference in a competitive marketplace;
- the Bachelor of Arts (Global) and Bachelor of Business and Commerce (Global) do not meet the proposed criteria;
- the introduction of new degrees has significant load implications and consideration of degrees that could be disestablished could be undertaken;
- recommendation 1(a)(ii) should be deleted;
- demonstrated proficiency in a language other than English would be difficult to assess e.g. if a student spoke Mandarin or Cantonese at home and English at school, would they meet the criteria?
- an implementation strategy to migrate existing courses to conform with the proposed policy over several years could be drafted.

It was also noted that exposure to immersion units in a 'target' Language other than English (LOTE) – for credit – could be a feature of many Monash Abroad placements overseas.

Resolution:

The Learning, Teaching and Quality Committee endorsed for Education Committee's consideration the proposal that:

1. *Every global degree at Monash University must include:*
 - a) *Exposure to a Language other than English through a Minimum of a Minor of 24 credit points in Language Study;*
 - and*
 - b) *A minimum of 12 credit points of international opportunities for internships, volunteer placements and overseas study (eg student exchange).*
2. *That all Faculties consider the introduction of named Global Degrees.*

For action/information: Ms K Roth.

Executive Services Note: Following the meeting, Professor Merran Evans, Pro Vice-Chancellor (Planning and Quality) and Chair, Education Policy and Programs Committee (EPPC) requested that, before the report was forwarded by Education Committee, the proposal be referred to the EPPC for consideration within a policy context.

10. Other Business

No other business.

11. Next Meeting

LTQC meeting 4/2009 will be held on Thursday, 6 August 2009, in the Sir George Lush Room, Building 3a, Clayton campus, commencing with informal discussion from 12.30pm and followed by the meeting commencing at 1.00pm.

Confirmed as an accurate record:

Chair: _____

Date: _____