PRESENT
Deputy Vice-Chancellor (Education) (Winthrop Professor Alec Cameron) - Chair
Chair of the Academic Board (Winthrop Professor John Cordery)
Dean of Coursework Studies (Winthrop Professor Grady Venville)
Director, Centre for the Advancement of Teaching and Learning (Winthrop Professor Denise Chalmers)
Nominee of the University Librarian and Director (Information Management) (Ms Catherine Clarke)
President, Guild of Undergraduates (Mr Cameron Barnes)
Nominee of the President, Postgraduate Students’ Association (Mr Jarrad Bothe)
Chair of each Faculty Teaching and Learning Committee or Dean of Faculty or nominee:
  Faculty of Arts (Dr Neil O’Sullivan)
  UWA Business School (Associate Professor Nicholas Letch)
  Faculty of Education (Winthrop Professor Helen Wildy)
  Faculty of Engineering, Computing and Mathematics (Winthrop Professor Caroline Baillie)
  Faculty of Law (Associate Professor Meredith Blake)
  Faculty of Science (Winthrop Professor Brendan Waddell)
Executive Officer (Ms Sue Smurthwaite)

BY INVITATION (STANDING INVITEES)
Dr Greg Marie, Institutional Research Unit (IRU)
Dr Judy Skene, Student Services
Hon Dr Elizabeth Constable, Vice-Chancellor’s Fellow

STANDING OBSERVOR
Ms Sally Jackson, Administrative Officer, Academic Policy Services

APOLOGIES
Faculty of Architecture, Landscape and Visual Arts (Winthrop Professor Simon Anderson)
Faculty of Medicine, Dentistry and Health Sciences (Professor Sandra Carr)
Faculty of Engineering, Computing and Mathematics (Professor Cara MacNish)
Nominee of the Dean of the School of Indigenous Studies (Assistant Professor Mel Thomas)
Dr Sato Juniper, Graduate Research and Scholarships Office
Mr Brian Greene, Information Services
Mr Kelly Smith, International Centre
Professor Sally Sandover, Regional Programs
Mr Mike Shearer, Head of College (Trinity)

WELCOME
The Chair welcomed all members and invitees to the meeting.

DECLARATIONS OF POTENTIAL FOR CONFLICT OR PERCEIVED CONFLICTS OF INTEREST
No declarations for potential or perceived conflicts of interest were recorded.

1. MINUTES – Ref: F12154

RESOLVED – 9
that the minutes of the Teaching and Learning Committee meeting held on 9th May 2013 be confirmed.
2. ITEMS/BUSINESS IN PROGRESS
The following items in progress were noted:

<table>
<thead>
<tr>
<th>ITEM/BUSINESS IN PROGRESS</th>
<th>ACTION</th>
<th>RESPONSIBLE</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning Development Fund – Interim Reports – File Ref F43212</td>
<td>Provision of brief interim report outlining project’s progress to date – required by 29 April 2013</td>
<td>All Faculties and the School of Indigenous Studies.</td>
<td>Three faculty reports outstanding. Reminders sent – item held over pending outstanding reports.</td>
</tr>
</tbody>
</table>
| Recommendation from the UWA Business School Teaching and Learning Committee, received 16 May 2013. | Request a review of relevant University policies to consider possible changes to the current timelines for enrolment in a unit. | • Referred to Academic Policy Services for advice;  
  • Item to be referred to Teaching and Learning Committee in due course for consideration and recommendation to Academic Council. | In progress. |

3. UWA EDUCATION FUTURES PROJECT – VISION STATEMENT - REF: F50263
At its last meeting the Committee had considered the working party’s draft vision statement and provided feedback and further guidance. Members now had before them an updated vision statement for consideration and final feedback. In introducing the item, the Chair confirmed that the Academic Council had, the day prior, also provided its feedback as time was now short and the collective feedback from both Academic Council and the Teaching and Learning Committee would be considered by the working party. The Chair then spoke to the proposed road map for the Education Futures Project, which was tabled (Attachment A), for members information. During discussion it was agreed that Convocation and the Colleges should be included in the feedback process, and it was further noted that feedback from professional staff, for example in Student Services, would also be incorporated.

Discussion was wide-ranging and briefly touched on associated issues including the Vice-Chancellor’s proposal in the UWA Futures paper that the University “review, revise and develop its Cycle 2 (Masters) and Cycle 3 (Phd) programs during 2013...”. It was noted that there was some confusion University-wide as to whether there was a review proper intended, in which case the faculties were inclined to hold off developing any new courses pending the outcome of such a ‘Review’; or whether it was intended that the University build on its recent appraisal of these programs as part of its new courses review and that any further consideration of these programs would be within the context of ongoing and iterative review, reflection and improvement. It was noted that the latter was more appropriate and that this would be complemented by consideration of any internally imposed road blocks that might be hindering the University’s ability to deliver high quality courses to a diverse student body. The Chair confirmed that a meeting would be held with all Faculty Deans within the next couple of weeks to further discuss these issues, but the principle of coherence of offerings would remain and there would need to be strong cases for change to the current rules underpinning the new courses structure.

At the Chair’s invitation, Professor Venville introduced version two of the vision statement and thanked all contributors for their assistance, including members of the working party and Dr Elizabeth Constable. In briefly outlining each factor, Professor Venville clarified that the authors had purposefully focussed on the scholarship of teaching and resisted the use of current phrasing or clichés, which might go in and out of fashion, with the aim of creating a vision that would stand the test of time.

In opening the item for discussion, the following main points were noted:

- It was noted that the vision statement, although intended for both undergraduate and postgraduate teaching, appeared to favour undergraduate teaching in its terminology. It was agreed that inclusion of postgraduate teaching through-out the document would be made clearer.
In changing the culture of teaching, as proposed in the vision statement, a member noted that it would be important to change the culture of assessment, in particular teacher assessment.

In agreeing that the principles in the vision statement should be used to guide future change and directions in course planning, and that this should occur immediately, it was also noted that approving committees, such as the Board of Coursework Studies, were likely to consider new proposals or changes to existing courses for 2015 offerings in light of the education vision.

Discussion briefly touched on the University’s aim to be in the top 50 by 2050, and although the measures to achieve such a goal were likely to change over the next 30-40 years, it was still important to aim for excellence in teaching and learning and research.

In aligning the Guild’s strategic plan to the University’s strategic directions, the Student Guild was a key strategic partner and it was suggested that this alignment and strength should be mentioned in the document.

The status of the ‘issues’ was raised and it was noted that the working party had itself pondered whether issues should be included or not. The intent of the issues was to engage the University community in thinking what issues may affect different disciplines. The issues presented were intended as conversation starters and had purposefully been kept to a minimum. Furthermore, they were not intended to give a negative context, but more an open and transparent approach. It was noted that the vision statement would benefit from dissemination online and it would be configured differently to the paper version whereby issues could be expanded as part of the feedback process and also garner debate on different approaches to different issues. It was also noted that there was opportunity to upload video captures of the classroom as examples of innovation, good practice and solutions to perceived issues.

In closing discussion the Chair thanked members for their input, which would be taken on board by the working party in the development of the next iteration of the document, alongside feedback received from the Academic Council.

4. DISTRIBUTION OF SURF EVALUATION DATA AT UWA – REF: F14217

UWA students evaluate their units every semester via the SURF (Student Unit Reflective Survey) instrument, which had been introduced in 2004 and since 2007 had been administered entirely online.

At the request of the University Executive and the Student Guild, a brief paper which was now before the Committee had been formulated outlining the background to SURF, its current levels of dissemination, comparisons with other universities, and a proposal to make SURF results more widely available to UWA staff and students. To underpin such a proposal, the Deputy Vice-Chancellor (Education) had developed seven principles for consideration by the Teaching and Learning Committee to guide this process.

The Chair introduced the item and focussed members’ attention on the proposed principles which elicited the following main points:

- There was general consensus from members that it was timely to disseminate student feedback to a wider audience, in particular to the student body and all teachers. This was an important part of continuous improvement.
- In focussing on the principles, a member recommended that they be framed slightly differently to not only take account of the student perspective (for example as unit selection), but also the staff perspective for improved course development and staff and students as co-developers of learning. It was noted that if SURF data were available to all teachers, this information would engender ownership and responsibility to improve.
- Some concern was expressed regarding possible use of low SURF scores to inhibit innovations in teaching, but it was agreed that longitudinal data should be used and would be important in this regard.
- A member raised issues associated with the validity of SURF, in particular noting that SURF validates traditional teaching but that this was only one tool and that a range of student feedback, including for example SPOT which incorporated student comments, should be used together with other indicators. The use of a range of indicators would be particularly relevant with the implementation of the vision statement for education which would in many instances change the comfort zones of students.
- Reductions in response rates to SURF which had occurred over the last 3-5 years were of concern to the Committee and it was agreed that higher levels of engagement would need to be encouraged. The President of the Guild advised members that, in his view, lack of feedback to students on SURF data and in particular changes to units brought about by student feedback had contributed to a decline in student engagement. It was anticipated that these proposed changes to SURF would encourage a return to
previously higher rates of engagement by students. Additionally, the Guild strongly supported the provision of longitudinal data being available.

- A member further noted that research supported the concept of improved response rates with the provision of feedback to the reviewers.
- A member noted that in the 2009 AUQA review, the panel had recommended that the University provide better feedback mechanisms to students, which would be supported by this proposal.
- A member suggested that the roll-out of broader dissemination might be gradual and the Chair confirmed that the management of the proposed changes to SURF data would be in consultation with all Deans of Faculties.

Members agreed that there was strong support for the proposal to disseminate SURF data more broadly, and that the principles should be amended in light of the above discussion and referred to the Academic Council for approval. In addition, a member questioned whether student comments should be incorporated into SURF, noting that they were not currently included. A number of members noted that there was a history to this issue and that the background should be considered prior to further debate and any decision.

In closing discussion on this item, the Chair confirmed that the following action would take place:

- The Chair and the Chair of the Academic Board would revisit the principles and rework them in light of discussion;
- The Executive Officer would revisit the history of SURF, in consultation with the Director of IRU, with regard to the proposal to include comments and provide background information.
- The item would be held over for consideration at the Committee’s next meeting in August with a view to recommending amended principles to the Academic Council for its September 2013 meeting.
- Roll-out of any changes in the dissemination of SURF would be managed by the Executive in consultation with the Deans of Faculties.

5. TEACHING AND LEARNING COMMITTEE BUDGET – F12152
As part of the cycle of planning and accountability, members noted that the Teaching and Learning Committee would be asked to submit a mid-year report to the Planning and Budget Committee on expenditure incurred so far during 2013 and its projects earmarked and funding level sought for 2014. In order to enable the Chair and Executive Officer to formulate a submission, the following items were before members for consideration and input.

5.1 2013 BUDGET – REF F12152
Members noted that the following main projects had been foreshadowed for 2013, and formed the basis for future bids:

<table>
<thead>
<tr>
<th>Project/Commitment</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reward and Acknowledgement of Excellence in Teaching and Teaching Support</td>
<td>$88,750</td>
</tr>
<tr>
<td>Distinguished Visitors to UWA</td>
<td>Nil</td>
</tr>
<tr>
<td>Teaching and Learning Development Fund in support of OPP activities</td>
<td>$150,000</td>
</tr>
<tr>
<td>Postgraduate Teaching Internship Scheme</td>
<td>$178,600</td>
</tr>
<tr>
<td>Teaching Fellowship Scheme</td>
<td>$66,000</td>
</tr>
<tr>
<td>Post PhD/Pre-Acceptance Funding 2013</td>
<td>$25,000</td>
</tr>
<tr>
<td>Improving Student Learning Grants Scheme</td>
<td>$30,000</td>
</tr>
<tr>
<td>Teaching and Learning Forum</td>
<td>$3,000</td>
</tr>
<tr>
<td>Teaching and Learning Month</td>
<td>$25,000</td>
</tr>
<tr>
<td>Introduction to University Teaching</td>
<td>$13,000</td>
</tr>
<tr>
<td>Sessional Staff Day</td>
<td>$3,500</td>
</tr>
<tr>
<td>English Language Support for Teaching Staff</td>
<td>$4,000</td>
</tr>
<tr>
<td>OLT Seeding Grants</td>
<td>$25,000</td>
</tr>
<tr>
<td>BURT ongoing evaluation and development</td>
<td>$5,000</td>
</tr>
<tr>
<td>Flexible Funding for the Teaching and Learning Committee</td>
<td>$5,150</td>
</tr>
<tr>
<td><strong>Total Budget Allocation for 2013</strong></td>
<td><strong>$622,000</strong></td>
</tr>
</tbody>
</table>
5.2 2014 BUDGET SUBMISSION– REF F12152
The Chair recommended, and it was agreed, that the Committee:
• Contain the 2014 submission to the 2013 allocation of $622,000 and any project increases be absorbed from within; and
• That expenditure continues to be closely aligned to the Committee’s priority to reward and acknowledge excellence in teaching and learning and the University’s education priorities as detailed in its key documentation (UWA Futures, Strategic Plan, Operational Priorities Plan).

5.2.1 2013 Budget Reports and 2014 Budget Submissions – REF: F12152
Members had before them 2013 budget reports and 2014 budget submissions from recipients of Teaching and Learning Committee funds, noted in the agenda as follows:

<table>
<thead>
<tr>
<th>Agenda Attachment</th>
<th>TRIM File Ref</th>
<th>Recipient</th>
<th>Budget Item</th>
<th>Amount Requested to Carry Forward for 2014</th>
<th>Amount Requested for 2014</th>
<th>Total Amount Available for 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1-3</td>
<td>F30175</td>
<td>Grants and Schemes Standing Committee</td>
<td>Postgraduate Teaching Internship Scheme, Teaching Fellowship Scheme, Post PhD Scheme</td>
<td>$28,613</td>
<td>$269,600</td>
<td>$298,213</td>
</tr>
<tr>
<td>D4-6</td>
<td>F28524</td>
<td>Awards Standing Committee</td>
<td>Recognition and Reward of Excellence in Teaching</td>
<td>$42,120</td>
<td>$40,630</td>
<td>$82,750</td>
</tr>
<tr>
<td>D7-8</td>
<td>F11204</td>
<td>Office of the Deputy Vice-Chancellor (Education)</td>
<td>Distinguished Visiting Teachers Fund</td>
<td>$12,073</td>
<td>$8,000</td>
<td>$20,073</td>
</tr>
<tr>
<td>D9-10</td>
<td>F14317</td>
<td>Educational Strategies Office</td>
<td>Office of Learning and Teaching (OLT) Seeding Grants</td>
<td>$30,000</td>
<td>$15,000</td>
<td>$45,000</td>
</tr>
<tr>
<td>D11-D12</td>
<td>F14656</td>
<td>Centre for the Advancement of Teaching and Learning</td>
<td>Bachelor of Philosophy Undergraduate Research Training</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>D13-15</td>
<td>F35956</td>
<td>Improving Student Learning Grants</td>
<td></td>
<td>$3,885</td>
<td>$30,000</td>
<td>$33,885</td>
</tr>
<tr>
<td>D16-17</td>
<td>F33875</td>
<td>Sessional Staff Day</td>
<td></td>
<td>Nil</td>
<td>$3,500</td>
<td>$3,500</td>
</tr>
<tr>
<td>D18-21</td>
<td>F11770</td>
<td>Teaching and Learning Week</td>
<td></td>
<td>$10,300</td>
<td>$13,000</td>
<td>$23,300</td>
</tr>
<tr>
<td>D22-23</td>
<td>F110770</td>
<td>Introduction to University Teaching</td>
<td></td>
<td>$3,997</td>
<td>$21,000</td>
<td>$24,997</td>
</tr>
<tr>
<td>D24-25</td>
<td>F13442</td>
<td>Teaching and Learning Forum</td>
<td></td>
<td>$1,320</td>
<td>$3,000</td>
<td>$4,320</td>
</tr>
<tr>
<td>D26-27</td>
<td>F31085</td>
<td>English Language Support for Teaching Staff</td>
<td></td>
<td>$5,600</td>
<td>Nil</td>
<td>$5,600</td>
</tr>
<tr>
<td>Sub Total</td>
<td>Refer 5.2.2</td>
<td>Teaching and Learning Committee</td>
<td>Teaching and Learning Development Fund</td>
<td>$150,000</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Refer 5.2.3</td>
<td>F12152</td>
<td>Support for Innovations and Activities</td>
<td>$68,270</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$622,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.2.2 **Teaching and Learning Development Fund – Ref F14805**
(http://www.teachingandlearning.uwa.edu.au/staff/funding/teaching-and-learning)

In addition, members noted that the Teaching and Learning Committee requested funding in support of the Teaching and Learning Development Fund to support priorities in teaching and learning and that a further allocation of $150,000 was recommended for 2014.

5.2.3 **Support for Teaching and Learning Innovations and Committee Activities– Ref F 12152**

As is historical practice, funds in support of innovations and Committee activities were also recommended for inclusion in the 2014 budget submission.

The Chair noted that the Committee again proposed a budget submission for $622,000, of which, in answer to a question, it was confirmed there was capacity to support consequent costs associated with the UWA Education Futures Project whilst keeping to the principle of containing the submission to the 2013 level of funding. The latter two items (5.2.2 and 5.2.3: approximately $200,000 – a third of the overall budget) would be available to support consequential needs (seeding funds and innovations, support staff, project leadership, etc) as the Education Futures Project evolved.

At the Chair’s invitation, a possible additional bid was mooted by the Student Guild to support the use of technology in teaching. In response, the Director of CATL informed the Committee that this issue was in progress under CATL’s direction, namely Evaluating New Technologies (refer http://www.catl.uwa.edu.au/e-learning/evaluatingtechnologies.) whereby CATL was reviewing different online technologies from a teaching and learning perspective and that the first CATL BITE (Brief Information about Technologies for Educating) was about online polling tools.

RESOLVED – 10

that the Teaching and Learning Committee approve submission to the Planning and Budget Committee of a 2014 budget bid of $622,000, based on the range of projects and commitments minuted above.

In so resolving, the Chair also advised members that if they had any further comments regarding the budget, that they be referred direct to the Executive Officer or Chair within the next few weeks. The budget submission would be finalised in early July 2013.

6. **INFORMAL REPORT FROM THE CHAIR**

No items were reported.

7. **NEXT MEETING**

It was noted that the next meeting of the Teaching and Learning Committee would be held on Thursday, 1st August 2013 at 2.00pm in the Senate Room. The cut-off date for submission of items for the Committee’s agenda was Thursday, 18th July 2013 and members were encouraged to refer issues for discussion to the Executive Officer, Ms Sue Smurthwaite (sue.smurthwaite@uwa.edu.au).
The University of Western Australia
Academic Council/Teaching and Learning Committee

Road map for Education Futures Project

The following list describes the sequence of activities envisaged for the Education Futures project:

1. Development of UWA Education Futures Vision Statement. This Statement is intended as a “discussion starter” for broad engagement with internal and external stakeholder groups. The intention is that this Statement will frame discussions and feedback from a broad audience, which will provide input to subsequent versions of this Statement. The Statement has been written, not as a final position paper of UWA, but as a first version to spark and frame further dialogue about the University’s vision for the future delivery of university education.

2. Presentation of the Statement and discussion with the following internal groups at UWA (over June/July):
   a. Teaching and Learning Committee (6 June)
   b. Academic Council (5 June)
   c. T&L Committees of all faculties (preferably open to other interested parties in each faculty)
   d. Student groups (to be discussed with the Guild)
   e. Other UWA meetings (to be determined; feedback sought)
   f. On-line publication within UWA, with on-line feedback solicited

3. Revision of the Statement drawing on feedback from internal consultations

4. Presentation of the Statement and discussion with the following external stakeholders (August/September).
   a. Principals and education leaders in WA schools
   b. Representatives of business and employer groups
   c. Representatives of government and community groups
   d. Other external stakeholders (to be determined; feedback sought)

5. Finalisation of UWA Education Futures Vision Statement

6. Publication and communication of final Vision Statement to all participants and stakeholders

7. Development of proposals and to close the gap between current practice and UWA’s Education Futures Vision
   a. Likely to take the form, in the first instance, of seeding new initiatives and proofs of concept, rather than across-the-board mandated change

Resourcing of a project director required.

For discussion and feedback.

Alec Cameron
5 June, 2013