MINUTES OF A MEETING OF THE EDUCATION FUTURES STRATEGY GROUP HELD ON
MONDAY, 23\textsuperscript{RD} FEBRUARY 2015

PRESENT

Pro Vice-Chancellor (Education Innovation); Professor Gilly Salmon - Chair
Dean of Coursework Studies; Professor Grady Venville
Chair of the Academic Board; Associate Professor Cara MacNish
Chief Information Officer; Ms Assine George
Associate Dean (Teaching and Learning/Education) of each Faculty, or nominee of the Dean;
  Faculty of Architecture, Landscape and Visual Arts (Ms Sophie Giles)
  Faculty of Arts (Associate Professor Helene Jaccomard)
  UWA Business School (Ms Hannah Wilkinson for Professor Philip Hancock)
  Faculty of Education (Associate Professor Grace Oakley)
  Faculty of Law (Ms Meredith Blake)
  Faculty of Medicine, Dentistry and Health Sciences (Professor Sandra Carr)
  Faculty of Science (Professor Brendan Waddell for Associate Professor Peter Hammond)
Nominee of the Dean of the School of Indigenous Studies (Mr Grant Revell)
Director, UWA Student Residences; Mr Chris Massey
Associate Director, Student Support Services; Dr Judy Skene
University Librarian; Ms Dawn McLoughlin for Ms Jill Benn
President of the Guild of Undergraduates; Ms Elizabeth O’Shea
Nominee of the President of the Postgraduate Students’ Association; Ms Jelena Rakovic
Co-opted member; Professor Helen Wildy
Executive Officer; Ms Sally Jackson

OBSERVER

Ms Sue Smurthwaite, Director, Academic Policy Services

BY INVITATION

Ms Jeanette Stanley, Project Manager (Project Black Swan), Business and Information Technology Services - Item 5
Mr Peter Leong, Project Manager, Blackboard – Item 5

APOLOGIES

Faculty of Engineering, Computing and Mathematics (Dr Nicole Jones)

WELCOME

The Chair welcomed all members, invitees and observers to the inaugural meeting of the Education Futures Strategy Group.

DECLARATIONS OF POTENTIAL FOR CONFLICT OR PERCEIVED CONFLICTS OF INTEREST

No declarations for potential or perceived conflicts of interest were recorded.

1. ITEMS FOR COMMUNICATION TO BE DEALT WITH EN BLOC

The following items were noted en bloc:
1.1 Meeting Dates for 2015 – Ref: F68759
1.2 Education Futures Strategy Group Website (www.teachingandlearning.uwa.edu.au/2667450 )
    – Ref: F68759
2. CONSTITUTION – Ref: F68757
As a result of recent changes within the Education portfolio and the launch of the Education Futures Centre, members had before them a number of consequential changes which were required to the Education Futures Strategy Group constitution.

RESOLVED - 1/15:
that the Education Futures Strategy Group endorse the consequential changes to its Constitution (Attachment A) and refer to the Education Committee for approval.

3. MODUS OPERANDI OF EDUCATION FUTURES STRATEGY GROUP – Ref: F68758
In accordance with University practice, the Chair briefly outlined the role of the Group and the expectations of its members, which are guided by the following University policies and practices:
- The Education Futures Strategy Group Constitution
- Principles for the Operation of Committees
- Rules for the Operation of Committees
- University Committee Members’ Code of Conduct
- The Effective Committee Member

Members were reminded that the online induction package offered easy access to the key documents and served as a reminder to all members as to the protocols for best practice in committees.

The Chair invited the Group’s feedback and welcomed suggestions on how they envisioned themselves working most effectively in order to implement the Education Futures Vision at UWA. The following ideas were suggested as possibilities for future meetings:
- alternative meeting rooms
- smaller groups
- break-out sessions

Professor Salmon highlighted the role of the Group as detailed in the Constitution, emphasising the Group’s wide remit and responsibility in making a difference to education innovation at UWA in the 20th century and beyond.

4. EDUCATION FUTURES STRATEGIC PRIORITIES FOR 2015 – REF: F45719
In May 2014, the Education Futures Vision for UWA had been launched, and an Education Futures Project Leadership Team established comprising of a broadly representative group of passionate educators from across UWA. During 2014, the Education Futures Team had developed a set of strategic projects to achieve the Education Futures Vision.

In October 2014, Professor Gilly Salmon, the newly appointed Pro Vice-Chancellor (Education Innovation) commenced her appointment with a specific focus on education innovation, exploiting current and emerging technology for education at UWA. Professor Salmon had initiated a number of exciting initiatives that would ensure UWA leads in the adaption and development of innovative education, through enabling digital and physical learning environments and technologies with a strong focus on creating the future for learning at UWA through design principles.

In order to lead the implementation of the UWA Education Futures Vision during 2015, the Centre for Education Futures (CEF) had recently been established. The CEF was headed by Professor Salmon and brought together staff from the former Centre for the Advancement of Teaching and Learning and the former Educational Strategies Office. Members noted that the CEF was driving the implementation of the new Blackboard Learning Management System (the Black Swan Project) and the Carpe Diem learning design workshops, which were supporting the redesign of 2000 plus units, offered at UWA and would introduce a wide range of future-looking activities and opportunities for students and staff during 2015.
It was noted that the Education Futures Vision and education innovation were crucial components of the University’s strategic priorities and goals and that one of the Education Executive’s top three priorities for 2015 was:

- To successfully implement the Education Futures vision and engage in a process of continual improvement of student experience.

The Chair provided a brief presentation to the meeting outlining the strategic focus for the Centre for Education Futures during 2015. As intended, the presentation encouraged discussion on a range of issues. At a broad level members, noted that the People, Potential, Performance, (PPP) initiative being introduced by the Senior Deputy Vice-Chancellor would encourage staff to both participate in and embrace change which would in turn support the implementation of the Education Futures Vision.

Discussion moved to the Education Futures implementation focus for 2015 and it was noted that the digital learning environment had been prioritised; this led to discussion regarding the suitability of current physical teaching environments. In order to address ongoing issues with physical learning environments, it was agreed that the relevant areas of the Education Futures implementation focus should work in close alignment with campus management and the campus plan. It was further agreed to consider how to best align the University Campus Plan into the work of the Education Futures Strategy Group.

The Chair confirmed that considerable progress had been made with the Carpe Diem workshops and it was anticipated that the redesigned Graduate Certificate for Tertiary Teaching would be available online for academic staff before the end of the year.

Members noted that the Prospect Orientation which had been rolled out for selected commencing students in 2015 was a successful innovation arising from Education Futures Vision. It was agreed that members representing different areas of the University would liaise with one another in order to synergise their efforts regarding the Orientation’s evaluation, where possible.

There was general discussion regarding measures of success and how appropriate indicators and targets might be set to measure both qualitative and quantitative indicators. It was agreed that measures of success would be a key focus of the Group and that relevant reports would be communicated to the Group at its scheduled meetings.

In conclusion, the Chair thanked members for their contributions and noted that the discussion had been extremely valuable and productive.

5. PROJECT BLACK SWAN - REF: F70456

The University’s strategic plans had recognised the importance of the quality of online teaching and highlighted the key role of the Learning Management System (LMS) in the student experience at UWA.

When addressing UWA’s digital learning technologies and environments, considering the need for increased deployment and ambitions for the future, it had become evident that the University’s existing LMS would be significantly challenged to meet requirements.

In December, 2014 the decision had been made to move from the Moodle LMS to the Blackboard Learn LMS during 2015. It was noted that the transition would enable additional facilities and functions providing staff and students with the best possible digital environment for their teaching and learning. The LMS Transition Project had been labelled ‘Project Black Swan’ and a team had been assembled to support and guide the whole UWA community during the transition period and to maximise the benefits of the LMS.

The Chair invited Ms Jeanette Stanley (Project Manager, Project Black Swan) and Mr Peter Leong (Project Manager – Blackboard) to brief the Committee on developments to date and future
implementation strategies relevant to the LMS Transition. Mr Leung provided the Group with an overview which focused on the following:

- Project Objectives
- Project Workstream
- Critical Success Measures
- Governance
- Roles and Responsibilities

The timelines for planning/implementation were discussed and it was acknowledged that the timeframe had been and would continue to be short and intense, the following key dates were provided:

- 1st April – Learning environment would be available for staff to explore and investigate
- April/June – Staff support and information would be provided through; conferences, faculty development days
- May – early adoptees would go online for the MBA
- 20th July – Blackboard would go live

The timeline provoked some discussion, in particular regarding the decommissioning of the current LMS (Moodle). In response, the Project Black Swan manager confirmed:

- that the migration of teaching material would be managed by the Black Swan project team and not by faculty staff,
- that all teaching material currently available in Moodle would be migrated to Blackboard.

The Chair reinforced the importance of the LMS transition and the necessity for the prioritisation of the improved digital environment. The transition should be seen as vital and be viewed as the first building block in the provision of further education innovation and the implementation of the University's strategic priorities.

The Chair advised the Group that in order to support the Project Black Swan she had proposed the establishment of a Black Swan Steering Group which would report to the Education Futures Strategy Group. Updates on Project Black Swan and outcomes arising from the steering group would become a standing item on the Education Futures Strategy Group agenda. Members had before them the business case for the UWA Learning Management System transition and were advised that the Group’s membership and terms of reference would be provided in due course.

**Executive Officer’s Note:** Following the meeting, further discussions took place between the Project Sponsor, Project Owner, Project Manager and University Executive, regarding the management and governance of Project Black Swan. Although a Steering Group had been previously agreed, it became evident that a small reference group, drawn from the members of the Education Futures Strategy Group would be more effective at the operational level. The Project’s success, timing and strategic direction would be best considered by the Education Futures Strategy Group, with regular reporting to the Education Committee. As agreed at its inaugural meeting, the Education Futures Strategy Group would have a standing item on its agenda and receive reports against key milestones and success factors from the Project Manager. Further information regarding the management and governance of Project Black Swan will be circulated in due course.

6. **NEXT MEETING**

Members noted that the next meeting of the Education Futures Strategy Group was scheduled for Monday 27th April at 10am in the Senate Room, with a cut-off date for submission of items for the Group's agenda on Monday 13th April. Please refer issues for discussion to the Executive Officer, Ms Sally Jackson (sally.jackson@uwa.edu.au).
Education Futures Strategy Group (constitution)
(Academic Board Resolution 139/14)

This committee operates in accordance with the Principles and Rules for the Operation of Committees. Members must act in accordance with the University Committee Members’ Code of Conduct.

Position of the Committee within the University of Western Australia

1. The Education Futures Strategy Group is a standing committee of the Education Committee.

Role

2. The role of the Education Futures Strategy Group is to—
   (a) advise and make recommendations to the Education Committee on policy and strategic matters relating to the University’s education strategy and vision; and
   (b) make recommendations to other University bodies or officers, as appropriate on teaching and learning including
      (i) the student learning experience;
      (ii) assessing and improving the quality of educational delivery;
      (iii) the use of technology and innovations in teaching and learning;
      (iv) relevant research studies; and
   (c) formulate and review appropriate schemes, funded from (but not limited to) the Education Committee’s annual budget, to support the University’s education portfolio.

Membership

3.(1) The Education Futures Strategy Group comprises:
   (a) the Pro Vice-Chancellor (Education Innovation) (as Chair);
   (b) the Dean of Coursework Studies;
   (c) the Chair of the Academic Board or nominee;
   (d) the Chief Information Officer;
   (e) Associate Deans (Teaching and Learning/Education) in the faculties and the School of Indigenous Studies, or nominee of the dean;
      (f) the Director, Centre for the Advancement of Teaching and Learning;
      (g) the Director, Education Strategies Office;
      (h) the Associate Director, Student Support Services;
      (i) the University Librarian;
      (j) the President of the Guild of Undergraduates or nominee;
      (k) the President of the Postgraduate Students’ Association or nominee;
      (l) up to two co-opted members, if required for balance or specific expertise.
   (2) The Chair may appoint a Deputy Chair from among the members to perform essential duties in the Chair’s absence.
   (3) The Chair may invite one or more persons to attend meetings to provide advice on specific areas or agenda items.
   (4) Co-opted members are appointed for two years and may be reappointed for a second term only.

Members’ Absence and Nominees

4.(1) In the event that a member is unable to attend a meeting, that member may nominate a person to attend that meeting in their stead.
   (2) Nominations must be in writing and received by the Executive Officer prior to the relevant meeting.

Skills and/or qualifications of members and nominees

5. It is desirable that members and nominees have a leadership role within the education portfolio in their respective functional area, or other leadership role related to the student learning experience, and this important role is to be taken into account when nominees are appointed.
Quorum
6. The quorum for the Education Futures Strategy Group is half the current membership plus one.

Decisions
7. (1) Each member has a vote.
   (2) The Chair has an ordinary vote and a casting vote.
   (3) Decisions are made by a majority of the members present and voting.

Frequency of Meetings
8. The Education Futures Strategy Group normally meets up to six times each year in the months of February to November but may meet more frequently if required.

Delegations
9. (1) The Education Futures Strategy Group delegates to established selection groups, as appropriate, oversight of the day-to-day operation of education-related schemes and to make and action decisions that are within the parameters of established guidelines.
   (2) Any changes to existing guidelines for education-related schemes under 2(c) must be forwarded by the relevant selection group to the Education Futures Strategy Group for its approval.

Decision-making and communication maps
Local decision-making map
Local communications map