MINUTES OF THE MEETING OF THE
FACULTY TEACHING AND LEARNING COMMITTEE
held in Room 1.55, First Floor, Physics Building
on Tuesday 8 July 2008

Present:
Professor Geoff Hammond (Chair)
Dr Jane Embers (Academic Student Advisor)
Ms Jenny Gamble (Faculty Manager)

Representatives from Schools:
Dr Jan Meyer (Anatomy and Human Biology)
Professor Don Robertson (Biomedical, Biomolecular and Chemical Sciences)
Dr Peter Whipp (Sports Science, Exercise and Health)
Associate Professor Ian McArthur (Physics)
Dr Vance Locke (Psychology)

Other Representatives:
Associate Professor Les Jennings (Head, School of Mathematics and Statistics)
Ms Carmel O'Sullivan (Biological Sciences Library)
Ms Jacqueline McNally (Postgraduate Student Representative)

Apologies
Dr Nancy Longnecker (CATLyst)
Ms Marjan Heibloem (Representative from FNAS)
Miss Matilda Oke (Undergraduate Student Representative)

Mrs Lesley Tubic as Secretary

1. MINUTES

RESOLVED - 7
that the minutes of the meeting of Teaching and Learning Committee held on Friday 20 June 2008 be confirmed subject the following correction to Item 8. Review of English Language Skills of UWA Graduates – Ref: 19237, F983. Under Recommendation 7 the last paragraph is to be changed to:

Resolved - 6
The Chair referred recommendation 7 to the Faculty Executive Committee for discussion by Heads of Schools.

2. DECLARATIONS OF POTENTIAL FOR CONFLICT OR PERCEIVED CONFLICTS OF INTEREST
No declarations of conflict were declared.

3. ITEMS/BUSINESS IN PROGRESS FOR NOTING SINCE PREVIOUS MEETING

<table>
<thead>
<tr>
<th>Item/Business in Progress</th>
<th>Progress Update</th>
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<tr>
<td>Teaching and Learning Guide for Faculty Staff.</td>
<td>Draft to be checked by Faculty Student Adviser and Faculty Manager prepared by Ms Heather Morton</td>
<td>On hold.</td>
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4. TEACHING AND LEARNING COMMITTEE QUORUM
Members supported the Chair’s recommendation that a quorum be set for the committee. It was

RESOLVED - 8
that the quorum for the Teaching and Learning Committee be set at 50% of the members plus one. Under the current membership a quorum would be seven.

5. CHAIR’S REPORT
The Chair reported as follows:

- **Learning and Teaching Performance Fund**
The Chair informed members that Professor Don Markwell, Deputy Vice-Chancellor (Education) had approved the Learning and Teaching Performance Fund applications. The funds would be distributed shortly. The Chair reported that funding for this scheme would be reduced in 2009 and that the funds would be distributed to Universities according to measures of excellence and of improvement in teaching measures. The University had argued against the proposed use of the ‘improvement in teaching’ measure.

- **Academic Misconduct**
The Chair informed members that a number of plagiarism cases had been identified. The majority of these had been identified in the PSB programs and the School of Psychology. It was noted there were a number of instances where plagiarism was detected and dealt with by the Unit Co-ordinator without being reported to the Academic Conduct Advisor (ACA). All cases of plagiarism must be reported to the ACA.

**ACTION**
The Chair to draft an outline of procedures followed in the Faculty for distribution to Heads of Schools.

- **Foundations of Teaching and Learning**
The Chair informed members that information about the Foundations of University Teaching and Learning program had been circulated to Associate Deans (Teaching and Learning). A copy was tabled (Attachment A). The program assisted new and relatively new staff to refine their teaching skills. Information and registration information were available at:


- **Developments in Science Teaching**
The Chair proposed that discussions be held regularly to consider teaching developments that could enhance teaching in the Faculty. Members were asked to identify innovative ideas that had been developed in their Schools that may be useful. Some useful websites on teaching developments were listed in the agenda for this meeting. The Chair foreshadowed discussion of ideas in the Jenkins paper at the August meeting. The paper had been distributed previously and was available at:


6. EDUCATIONAL ATTRIBUTES OF SOME OF THE WORLD’S TOP 50 UNIVERSITIES
At the June meeting the paper ‘The Educational Attributes of Some of the World’s “Top 50” Universities – Discussion Paper’ had been considered briefly and a number of ways in which the student experience could be enhanced being put forward. The Teaching and Learning Committee would be formulating the first draft of the Faculty response for consideration by the Faculty Executive Committee at its next meeting. Members were asked to identify priorities to be included in the draft response. The immediate priorities identified by members included:

- Develop the campus IT infrastructure
- Improve student engagement and sense of belonging to the University, including on-campus work opportunities
• Offering an authentic research-based experience in the undergraduate curriculum

Long term priorities were identified as:

• Creating innovative 'learning spaces' for undergraduates
• Differentiating the UWA experience within the workplace
• Increasing personalised teaching ('hands-on' and personal engagement) leading to a 'community of learners'
• Creating opportunities for students to live and work at the campus
• Improve preparedness of students entering UWA, particularly in the Sciences
• Improve diversity of student intake. This would require the development of a Diversity Strategy for the University

The Chair asked that Schools provide additional long term priorities for inclusion in the Faculty response, which needed to be submitted by 1 August 2008.

ACTION - Schools to provide other long term priorities that would lead to the University meeting its goal to be in the Top 50 universities by 2050.

7. FACULTY OR SCHOOL LEVEL FORMAL INTERNATIONALPARTNERSHIPS FOR TEACHING AND/OR RESEARCH

The Australian Universities Quality Agency (AUQA) would be conducting an audit of the University in 2009. The audit would focus on international activities and the student experience. The Committee had been asked to provide:

• Specific examples within our Faculty of research-informed teaching (especially the impact of student learning experience), or other evidence of a teaching and research nexus; and
• Examples of Faculty or school level formal international partnerships for teaching and/or research.

Examples of research-informed teaching were:

• Science Experience Unit (China)
• Advanced Science Program (ASP)
• Diploma in Education workshops
• Third-year units in Science

Examples of international partnerships included:

• Science Experience Unit (agreement with Zhejiang University)
• Short Term Study Program (STSP) – agreements with BAST (China), Raffles Junior College (Singapore)
• Physics – Co-tutelle agreement with institutions in France
• BSc (Neuroscience)
• PSB Honours program

ACTION – Faculty Manager to respond to Manager, Education Policy Services and International Quality Assurance Officer

8. Submission to the Vice-Chancellor’s Review of Animals

Members had before them the terms of reference for the review of the sections responsible for the administration of the Animal Ethics Committee – the Animal Ethics Office and the management of the Animal Care Unit. The Faculty response would focus on the importance of animal experimentation to the student learning experience.

RESOLVED – 9

that a Faculty response on the importance of using animals and animal tissue in the student learning experience be forwarded to the Review of Animals. Professor Don Robertson agreed to draft the response for consideration by the Associate Dean (Teaching and Learning) and Acting Dean.
9. **TEACHING AND LEARNING OPP**
Members had before them the current Teaching and Learning priorities in the Faculty OPP. The Faculty OPP priorities were to be simplified into three realistic and achievable priorities. Members' suggestions included:

- Review efficiency and effectiveness of undergraduate teaching
- Improving student engagement
- Improving postgraduate student experience
- Improve opportunities for practical hands-on learning

The top Teaching and Learning priorities identified by Schools included:

**Anatomy and Human Biology**
- Sustainable and efficient teaching
- The Teaching-Research nexus

**Biomedical, Biomolecular and Chemical Sciences**
- Reviewing efficiency and effectiveness of undergraduate teaching
- Continuing to improve undergraduate and postgraduate student experience
- Recruitment of high-quality students

**Physics**
- Streamline unit offerings to a high-quality core

**Psychology**
- Teaching infrastructure – offering units in alternate years
- Research experience currently available to second-year and third-year students will be included in the first-year curriculum.

**Sport Science, Exercise and Health**
- Reduce staff-student ratios
- Upgrade laboratory facilities.

10. **PROVISION OF ENGLISH LANGUAGE SUPPORT SERVICES FOR OFFSHORE STUDENTS**
A question had been raised regarding the English language skills of students enrolled in offshore programs and the support provided for developing these skills. The Faculty currently offered courses in Singapore in conjunction with the PSB Corporation (PSB). Although English Language competence of the current students was generally good, PSB was seeking to recruit students from other countries in South East Asia. This may lead to greater support being needed for these students. The only resources currently available were some on-line tips provided by Student Services. As this was a University wide problem members decided that this issue should be referred to the University Teaching and Learning Committee for consideration.

**RESOLVED – 10**
that the University Teaching and Learning Committee be asked to consider what support can or should be provided to students enrolled in offshore program in relation to improving English competency

11. **SCHOOL REPORTS**

**Biomedical, Biomolecular and Chemical Sciences (BBCS)** – Professor Don Robertson reported that the School was in the process of implementing the recommendations of the School review. The assessment practices in the School had been reviewed and had led to a discussion on the scaling of marks. It was acknowledged that there were varying methods of scaling that were practiced across the University. It was agreed that discussion on this issue needed to be postponed until the next meeting. This would enable further information to be sought on the University policies in relation to scaling as well as examples of scaling used by other faculties, particularly Engineering, Computing and Mathematics (FECM) and Medicine, Dentistry and Health Science
12. ADMISSION OF NEW MATURE-AGE STUDENTS FOR SEMESTER TWO
The Academic Student Advisor advised members of the recent Academic Council decision to admit mature-age students who had not met the normal admission requirements for the University (such as English competency) in semester two. Students entering the BSc would not necessarily have satisfied the requirement of TEE Discrete Mathematics or the equivalent. She was concerned that the mathematics content of some units might mean that they would be beyond the students' capacity to complete. The representative from Mathematics advised that in that his experience mature-aged students who did not complete Discrete Maths often performed better in MATH1050 than those students who had completed Discrete Maths. The only option for these students in Physics would be the introductory unit PHYS1131. It was also agreed that although these students may struggle with some of the mathematics in the CHEM1106, they should still be able to pass the unit.
Dear Associate Deans Teaching & Learning (or equivalent),

Can you please pass on the below information for any new teaching staff within your faculty. The Foundations programme is recommended as stated on new academic staff Offer of Acceptances.

Many thanks,

Clare Peter
Administration Officer
Centre for the Advancement of Teaching & Learning

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Foundations of University Teaching & Learning

Date: 14-16 July 2008
Time: 9.00am - 4.30pm (3 days)
Venue: Seminar Rm 1, Love House (28 Broadway, next to Motorola)

Description:

The Foundations of University Teaching and Learning programme is offered every semester to support staff relatively new to the University as well as staff with teaching experience who wish to refine, test out, validate or develop their present conceptions of good teaching and their current teaching practice. The semester long programme is open to academic, general and research staff who may be involved in teaching. Preference is given to staff teaching during the semester. New academic staff members are expected to attend this programme as outlined in their letters of offer of appointment.

Foundations of University Teaching and Learning is designed to offer an integrated and highly interactive perspective on teaching in a research-intensive university. The programme provides a theoretical framework relating to teaching and learning, along with opportunities to explore a range of teaching and learning strategies. Participants explore these approaches in terms of their own teaching context, while also sharing common issues across the group. In addition to staff from the Centre for the Advancement of Teaching and Learning, guest presenters from across the University contribute to the programme, further enriching the learning experience.

The programme commences with an intensive three-day workshop prior to the start of semester. This is followed by a series of regular meetings during the semester when participants have opportunities to reflect on their teaching practice as well as investigate topical, relevant and current issues. In addition there is an online component.

For more information or to register for this programme go to:

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Brought to you by:
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3/07/2008