**Review of Learning and Teaching Centre (December 2012) Response to recommendations and Implementation Plan DRAFT 5 March 2013**

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| ***#*** | ***pp.*** |  | ***Responsibility*** | ***Response and Status*** |
|  |  | ***Commendations*** |  |  |
| 1. | 10 | The Review Panel noted the very positive evaluation and impact of the **iLearn Project**. The Review Panel noted that some of the underlying principles of the iLearn project management model might be usefully generalised to other aspects of the Learning and Teaching Centre’s functioning. | Director, LTC  LTC Mgmt Groups | Ongoing for resolution in late 2013. For consideration in planning, cognisant of any impact from wider University planning and strategy. |
| 2. | 10 | The Review Panel noted the high level of regard for the **leadership** of the Learning and Teaching Centre Director within the University. The Director’s active participation in higher education bodies such as ACODE and CADAD was also noted (p.10) | Director, LTC | Ongoing. Maintain and enhance standing. It should also be noted that the President of ACODE is Helen Carter, Manager of Educational Development and Design, LTC and Maree Gosper, Manager of Academic Development is a long-standing member. |
| 3. | 10 | The Review Panel noted the significant organisational capital and goodwill that existed within the **staff** of the Learning and Teaching Centre. In parallel, it was also evident from the feedback of a range of stakeholders that the Learning and Teaching Centre is held in high regard for both the quality of its work and the active engagement of individual staff (p.10) | LTC Mgmt Groups  All LTC Staff  LTC Board | Ongoing. Maintain and enhance status, whilst seeking to engage specific groups (e.g. Heads of Department as in Rec. 1d below) |
| 4. | 10 | The Review Panel noted the functional working relationship between the LTC and **Associate Deans Learning and Teaching**. | Director, LTC  LTC Mgmt Groups  Associate Deans  LTC Board | Ongoing. Maintain current structures and processes; Formalise LTC Management Board (March 2013). Cross reference with recommendations 2 & 3. |
|  |  | ***Affirmations*** |  |  |
| 1. | 11 | Further consideration could be given to client management approaches and operation of LTC as a 'one stop shop'. [Investigating ways of capitalizing on the Faculty-based change management structures that were so successful in the implementation of iLearn] | Director, LTC  LTC Mgmt Groups  LTC Board | Ongoing for resolution in late 2013. For consideration in planning, cognisant of any impact or opportunity from wider University planning and strategy. Investigate client management approaches and implement where appropriate. Maintain current Faculty Partnership Program approach and extend to the ‘Fifth Faculty’.  It should be noted that, “some interviewees mentioned that they would also like other ways of accessing facilities such as video production, in order to support urgent ad hoc demands rather than only the long-term planned approach requiring a full written partnership proposal”; this may be desirable but requires careful cost-benefit analysis and further resource funding if implemented.  Proposal (strategy and 5 year budget) for *Design for Learning* in preparation for consideration by the Provost and Executive in Q2. DFL proposes an institutional response to new teaching developments and media. |
| 2. | 11 | The University needs to look at ways in which it can encourage more staff to enrol in the [postgraduate] programs and the LTC needs to look at ways in which it can market the program more successfully within the institution. | LTC Mgmt Groups  School of Education  Director LTC  Chair of Senate  Provost/Exec | Ongoing. Changes to Commonwealth Supported Places funding are also forcing reconsideration. Consolidate and maintain articulation arrangements through FILT program (including OUA online offering by OUA S3). Look at opportunities and/or direction afforded through University strategic planning and compact arrangements and PDR targets regarding continuing development or professionalisation of teaching staff. |
| 3. a. | 12 | LTC and Informatics *engage in technology decisions together* to avoid duplication of systems and services. | Manager LTC LSS  Informatics | LTC and Informatics reps already meet every Tuesday to discuss works in progress and issues pertinent to 3a, 3b & 3c. LTC attend Informatics’ Town Hall meetings and present on occasion as required. Investigate current arrangements and propose ongoing approaches by end of Q1. Ongoing – amend as necessary pending any broader University vision and strategy and planning for IT infrastructure. |
| b. | LTC and Informatics *continue regular meetings* for both groups to sustain increasing operational requirements for deployed technology solutions. |
| c. | LTC and Informatics *organise regular technology horizon briefings* to ensure mutual awareness of emerging technologies used in Learning & Teaching. |
| d. | LTC should assist Informatics to develop a stronger *systemic understanding of the Learning and Teaching environment* and its emerging technology requirements*.* | Manager LTC LSS  Informatics  MACALT | This needs to be seen as a shared concern so regular monthly meetings between Manager LTC Learning Systems and Informatics Strategy Director are to commence immediately. |
| 4. | 12/13 | Realign portfolios and reengage LTC staff with the portfolio process. | Director LTC  LTC Mgmt Groups | The review team noted that, “this is an important management initiative which should be nurtured and developed further”. The LTC Portfolio Terms of Reference state that the portfolios are established at the start of each year to reflect strategic and operational imperatives of the University and the LTC, the LTC Management Team has reviewed them for 2013 in terms of focus and process around staff engagement.  In 2013 Portfolios are: iLearn; Professional Learning; Media; Community Building and Project Management; Research; and Finance and Administration. |
|  |  | ***Recommendations*** |  |  |
| 1. | 13 | The Review Panel concluded that it is timely for a refinement of the LTC’s **focus**: |  | LTC is constantly refining its activities relative to University direction and staff need. |
| a. | There is a need for the LTC to expand their role in implementation of the university’s broader L&T strategies around *curriculum and standards*, for example, via active membership of course review teams and by working closely with Associate Deans in Faculties. | Director LTC  Chair of Senate  Deputy Registrar  Associate Deans  LTC Board | Substantial work has been completed in relation to curriculum and standards in the past 3 years (e.g. PACE, sessional staff standards, Teaching standards, assessment, integrating technologies /Blueprint) and we are exploring ways of leveraging this existing work into Faculty structures.  Early discussions have taken place around potential opportunities, notwithstanding further reviews of the ASQC and processes. An FPP project in Science around the process of Unit and Program approvals is being piloted, with a view to introducing to other faculties.  The LTC Advisory Board meeting of 5th March also suggested LTC taking ownership or and evaluating outcomes from the Teaching Standards Framework on behalf of the University |
| b. | There is also a need to provide the Provost and the University with *strategic analysis and evaluation* of educational trends and directions, feeding into and aligned to the forthcoming Macquarie Strategy. | Director LTC  LTC Managers  LTC Board | LTC and the Director already provide the Provost with information and data in this regard. LTC has significant input into a variety of University committees, working parties and projects that also inform planning and practice. It was noted however that, “The LTC should attract or develop similar [in reference to UG Research] expertise in research, development and implementation of other areas of educational strategy such as student engagement.” Depending on strategic direction, LTC is well placed to lead projects at the request of the Provost, recruit and/or second staff and/or offer fellowships to this effect. |
| c. | Related to this is a need for LTC to develop a *Research Strategy* which ensures that research undertaken by the Centre a) feeds into advancement of the University’s educational strategies and, b) partners with other relevant Macquarie University research centres. | LTC Research P’folio  Director LTC  LTC Board | Ongoing. LTC created an internal Research Portfolio in 2012 led by the Supervision Enhancement Program Convenor (Robyn Dowling). A published research strategy to be considered by the LTC Board by July 2013 |
| d |  | It is recommended that the LTC focus on investigating the development needs of *Heads of Departments and others in leadership roles in teaching, learning and curriculum* and devise effective and sustainable means of providing support to this leadership group. | Manager LTC ADG  Human Resources  Chair of Senate | Human Resources have taken the lead on this with input from LTC and others. Papers to Provost Strategy Group on 5th April.  Liaise with Chair of SLTC as per his sponsorship of an HOD Community of Practice; see also reference above to the TSF. |
| 2. | 14 | Following from the refinement of LTC’s focus, the Review Panel recommends the following **structural** changes: |  | This is premature considering the pending University strategic plan (which will impact on scope and focus), internal reviews (see #4 below) and other proposals (such as DFL above). However, give the budget preparation this must be considered before September 2013 or postponed until 2014. |
| a. | LTC requires a *new unit* within the Centre, specifically targeting educational strategy, its enactment via the curriculum and evaluation of outcomes to feed into quality and standards reporting (p.14) | Director LTC  Provost  LTC Board | For investigation with recommendations to Provost by XXXX and consideration by the Board by XXXX and if necessary, budget submission in September 2013. |
| b. | The new unit should be managed by a newly created position of *Deputy Director*. (See also 2c) |
| c. | The e-learning responsibilities of LTC are substantial and will increase not decrease therefore a *second Deputy Director* focused on technology enhanced learning (or e-learning) should be created. |
| d. | 15 | LTC should continue to *explore with Faculties various network models for delivery of its services* such as e-learning support and, ‘further ways of “thickening the spoke”' for other of its services such as academic development and curriculum development (p.15) | Director LTC  Associate Deans  LTC Mgmt Groups  LTC Board | Commence a project to investigate ideas, opportunities, best practice etc. for presentation to the LTC Board in July 2013.  In January-March 2013 a reworked model was developed and is being implemented following the completion of the iLearn Project (reference 2013 EDD Support for Faculties). There is however, a need to also ensure that support provided by Faculties is complementary to central services. |
| 3. | 15/16 | The review panel recommends the establishment of a **formal LTC Management Board**, chaired by the Provost and whose membership would include the Associate Deans Learning and Teaching of the Faculties, the Director of LTC and the Chair of Academic Senate (pp.15-16) | Provost  Director LTC | This was started in 2012 but will be formalised at the meeting on 5th March 2013. 3 meetings per year are planned at this stage. |
| 4. | 16/17 | The review panel recommends that the University should conduct a review of the **Macquarie Accessibility Services** business unit. This review should encompass: analysis of MQAS’ alignment with University strategy and priorities; its business, operational and academic models; organisational effectiveness; and the processes it employs to identify and develop new business | Provost  Director LTC  Manager MQAS | Underway (Steve Robertson, Campus Consulting). Report expected by end of April for consideration by the Provost, DVC S&R and others as appropriate. |
| 5. | 18 | The Review Panel recommends the University establish procedures whereby academics’ completion of the **Foundations** course is signed off in annual performance review and a report provided centrally from the LTC to the Probation and Promotions Committee to certify compliance or otherwise. Further, the Teaching Index that rewards departments should also be seen to reward individual academics for doing courses and producing publications. In addition, consideration should be given to more incentives for study in the **postgraduate program** and indeed consideration of whether it should become compulsory like the Foundations course. | Manager LTC ADG  Human resources  LTC Research P’folio (for Teaching Index elements) | For investigation and a feasibility study (incorporating appropriate stakeholders) with recommendations to Provost and Director LTC by end Q3.  HR to advise on requirements in employment contracts and discussions ongoing with other stakeholders (ADs L&T, Chair of Senate etc.) pending any further direction from the University. |
| 6. | 18 | The Review Panel recommends that the Centre investigate ways of aligning data from **LTC surveys** with the new focus on curriculum review and curriculum design. It recommends that the Centre, working with the University, triangulate data from teacher level surveys with program level and/or whole of student experience surveys in order to provide an evidence base for curriculum review. Further, it recommends that the Centre improve academic understanding of pros and cons of student survey data versus other feedback data via for example “personal evaluation plans”. | Director LTC  LTC ADG  LTC AASS  Senate LTC  Analytics  Faculties | Ongoing for resolution by Session3 2013. Student surveying requires significant improvement. TEDS instruments are now well resolved but require a more measured and strategic application, coupled with the removal of extraneous and ad hoc surveying. All data should be capable of being fed into institutional research, development plans with Faculty, and should inform LTC provision of support, workshops, training etc.  A position paper to be tabled by IS at the LTC Advisory Board. Concurrently, discussions are taking place with Chair of Senate with the intention of reviewing practice and requiring Faculties to follow published policy and procedure. |
| 7. | 19 | The Review Panel recommends that the Centre develop new ways to **measure the effectiveness** of LTC work. In addition to reporting what activity occurs, gauging the effectiveness of those activities by means such as is underway for FILT using the Teaching Preparation Program Effectiveness Indicator Framework. | LTC Mgmt Groups | For investigation and a feasibility study with recommendations to Director LTC by Q4.  The Community Building and Project Management portfolio within LTC also has the remit of: “…develop[ing] systematic approaches towards recording, organising, reporting and reviewing key information about all LTC projects, including investigation of strategies to address systematic follow-up, impact and future support” (see affirmation 4). |