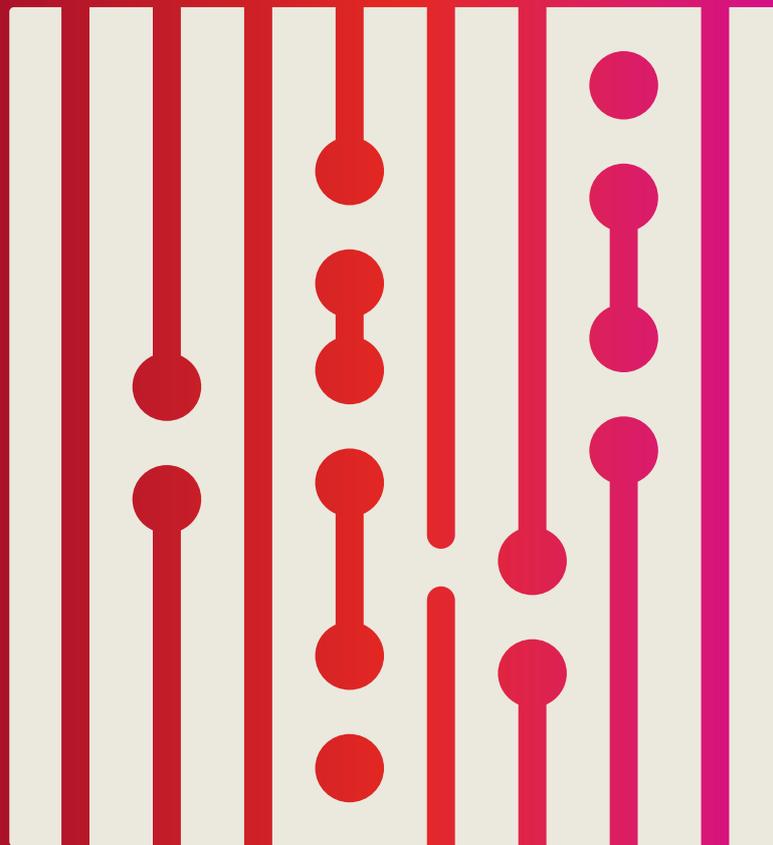


# Learning for the future

LEARNING AND TEACHING  
STRATEGIC FRAMEWORK: 2015 – 2020

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# Vice-Chancellor's endorsement



Photo: Paul Wright

It is with great pleasure that I recommend to you this Learning and Teaching Strategic Framework. The pages that follow outline a bold new approach to the education of future generations at this University, and I commend the Deputy Vice-Chancellor (Academic) and his team for their work in its preparation.

Education transforms lives. It encourages creativity and curiosity, broadens our imaginations and widens our horizons. And in a world driven by information, it is more important than ever.

As the pace of progress increases, the formality of learning is changing, and universities must embrace flexibility and adaptability to flourish. Today's students are vibrant, forward-looking and driven. They come to us with a wide variety of experiences in learning from previous educational settings and life experiences. They arrive from many countries and a rich panoply of family, societal, ethnic and national cultures.

Today's students have their eyes on tomorrow – their possible futures, opportunities for further study and careers. The needs of their future employers greatly influence their choices about what and where to study. Employability matters: their degree is the door to a better career; their university is key to realising their ambitions.

This framework places graduate success at the centre of learning and teaching. Students will learn deeply in their chosen subjects, but the methods of teaching will foster skills that apply beyond the classroom and into the workplace. Cross-disciplinary learning will give students not only expertise in their field, but also a new perspective on its place in the world. Internships, work experience and entrepreneurial guidance will help them apply their skills and understanding to real problems, and encourage them to grow.

Learning is a voyage to discover the world, new ideas and ourselves. As teachers, we are guides for the generations that follow. This framework charts our course and gives us the means by which we arrive on those unknown shores.

I look forward to the journey.



**Professor S Bruce Downton**  
MBBS, MD, FACMG FRACP  
Vice-Chancellor and President





# Foreword



Getting the student experience right is the biggest challenge that faces any university. The biggest part of this challenge is offering a learning and teaching program that is engaging, interesting, challenging, meaningful to individual aspirations and well matched to expectations.

The Learning and Teaching Strategic Framework will enable us to develop just such a program. It is in keeping with our University's history of innovation in learning and teaching, as well as our commitment to being a university at which it is good to be a student.

This framework has been the subject of extensive and intensive consultation and global benchmarking. An evidence-based strategy, it reflects not only the collective advice of the University, but also research findings and experience drawn from universities around the world. As things stand, we face challenges in understanding how the digital and physical campus experience should optimally articulate because the pace of change – both cultural and technological – is so rapid. The approach we have adopted is informed by evidence that the modern student is likely to learn best when face-to-face experience is combined with sophisticated and interactive digital resources.

We also know there is increasing scepticism about the value of a university degree in the workplace. Given the evidence shows aspirations towards employment are primary drivers for a vast majority of students, this is a significant challenge to

the business models of most developed-world universities. However, we believe that the framework will enable us to add value to the student experience by increasing our engagement with other organisations – and in doing so, we will also add value to our partners. We are on the cusp of a major development of Macquarie Park, which gives us a unique, timely opportunity to realise our ambitions for our students in ways that would not be available to most other universities. We are not starting from scratch – PACE (Professional and Community Engagement) already engages 70 per cent of our students.

This framework is for the long haul, and it reflects – often quite directly – many of the aspirations and innovations of our founders. The sustainability of our University will be achieved only by staying focused on our core foundational values and by understanding how those values can endure and continue to guide us in a rapidly changing world.

We have the rare capability to be a university that both cares about its students and achieves a global significance in research. I sincerely believe that, and I am looking forward to seeing that capability express itself as we work through the stages of this Learning and Teaching Strategic Framework.

**Professor John Simons**  
Deputy Vice-Chancellor (Academic)

# 50 years of growth

Macquarie University was founded as an innovative institution, keen to engage with our local community and to provide one-of-a-kind opportunity and flexibility to our students. We are proud of our reputation as a friendly, nurturing and welcoming environment and that we have created a culture that really cares about our students, during their experience at the University and beyond.

In 50 years, our University has grown into a vital research and teaching player on the world stage. Our alumni are globally successful, our research is world class and we encourage all of our students to follow their passions across a diverse range of interdisciplinary areas of study. By any measure, Macquarie University is a success.

The world expects great things of today's universities. Modern universities must provide excellent tertiary educational opportunities – building on previous schooling and life experiences – and serve as centres for research, scholarship and engagement with the broader community. Students increasingly see higher education as an investment with a wide range of benefits, with employability the focus for many. Today, universities must do their part for social progress by producing both new knowledge and capable, employable graduates.

This framework aims to respond to this context. By virtue of its pioneering culture, Macquarie is in the unique position to connect teaching, research and service along a student-focused journey from admission and engaging learning experiences to work and life beyond the University. With our hallmarks of innovation, accessibility and flexibility, we embody an unusually open and diverse community of scholars – one that embraces key disciplinary strengths yet is open to transdisciplinary approaches.

With our strategic and convenient location within Macquarie Park, our beautiful campus, our strong community connections and our robust digital engagement, we are uniquely able to connect our students with the knowledge, skills, and work and life experience they need to become fully equipped 21st-century graduates.

The University community has developed three key objectives to guide our learning and teaching activities. When we combine them, these objectives capture a number of goals that form a connected learning community dedicated to serving its students. The objectives span faculties, departments and disciplines, and they highlight unique and valuable ways for every office, department, faculty and portfolio to engage with the University's educational mission.



# The future of learning and teaching

The next decade will see enormous change in higher education. Macquarie University will be at the forefront of this renaissance. To remain agile, we must empower those who best understand their disciplines to seize new opportunities as they arise, to take risks and to try new ways of doing things. We will ensure that ownership of learning and teaching lies with those who understand them best: the teachers, the departments and the faculties.

As we move forward, we will continue to focus on high-quality educational outcomes, recognising that what helped us achieve our current position will no longer take us where we are going. We will embrace the uncertainty that comes with cutting-edge innovation in the service of a more valuable experience for every student.

Supporting all this will be the adoption of new technology to enhance the learning experience. Online and blended learning will augment traditional learning practices and ensure students can learn at any time, anywhere. Behind the scenes, analytical systems will help identify students who need more support, enabling early intervention to ensure every student has the best possible chance to succeed.

The future starts today.

*“Fifty-one years after Macquarie was founded, the world is a different place and universities have a different role. But our University’s focus remains on our students, graduates and alumni. Their stories are our story and we need to ensure that their journey with us is an outstanding experience, leading to their desired destinations.”*

**Professor Sherman Young**  
Pro Vice-Chancellor (Learning and Teaching)



# Our key objectives



## 1. PROVIDE CONNECTED, CREATIVE AND INNOVATIVE LEARNING EXPERIENCES

Compelling, authentic and accessible approaches to learning and teaching will provide the basis for our distinctive and transformative student experience. It is our responsibility to create a sense of belonging by building learning experiences that provide clear aspirational pathways for students while enabling flexibility and independence with the necessary support and inclusiveness. The student experience will be active, blended and connected. Our students will be our partners and co-creators in their learning. Together, we will design connected, creative and innovative learning experiences. These experiences will blend digital and physical spaces to integrate learning both online and offline, and on and off campus. Students will be able to connect with a range of formal and informal active learning activities across disciplines and into the workplace and broader community.



## 2. ENSURE DEEP, BROAD GRADUATE CAPABILITIES THROUGH A CONNECTED CURRICULUM

Together, we will build a connected curriculum that will provide opportunities for students to graduate with depth of disciplinary knowledge and breadth of transdisciplinary understanding, as well as with big ideas thinking, transferable skills and relevant real-world experience. The curriculum will meet the multiple yet aligned goals of producing inquisitive, ethical, empathetic and engaged global citizens; work-ready graduates; and disciplinary scholars. Students will take part in learning opportunities that will empower them with the necessary knowledge, skills and abilities to thrive in a rapidly evolving world – a world that requires perseverance, endeavour, creativity, innovation and a desire to make a difference.



## 3. FOSTER A CULTURE THAT SUPPORTS EXCELLENCE

We will build a culture that develops and rewards excellence within innovative and sustainable curriculum and delivery. With collaboration as one of our guiding principles, we will connect internally (through research and teaching) and externally (with academic, community and corporate partners) to develop and implement sustainable best practices that result in excellent outcomes for students and staff.





# A connected learning community

We will realise these objectives by creating a **connected learning community**. By connecting our learning experiences and our curriculum, and by better connecting our students, staff and alumni with each other and the broader community, we can build the opportunities we need to meet our strategic priorities.

## A CONNECTED LEARNING COMMUNITY



### CONNECTED EXPERIENCES

- 1.1 Create a sense of belonging
- 1.2 Promote students as partners and co-creators in their formal learning
- 1.3 Provide an integrated digital experience
- 1.4 Connect learning activities



### CONNECTED CURRICULUM

- 2.1 Establish a program-based curriculum, outcomes and assessment
- 2.2 Embed work and life skills through expanded internship and entrepreneurship opportunities
- 2.3 Build on research-led, discipline-specific content
- 2.4 Provide an understanding of learned expertise in broader contexts



### CONNECTED PEOPLE

- 3.1 Connect aspirations
- 3.2 Share resources and activities
- 3.3 Build external partnerships
- 3.4 Develop, recognise and reward teaching excellence

# Objective 1: Connected experiences

## KEY GOALS

### KEY GOALS

- 1.1 CREATE A SENSE OF BELONGING
- 1.2 PROMOTE STUDENTS AS PARTNERS AND CO-CREATORS IN THEIR FORMAL LEARNING
- 1.3 PROVIDE AN INTEGRATED DIGITAL EXPERIENCE
- 1.4 CONNECT LEARNING ACTIVITIES

**A strong sense of belonging** through connections with peers, teachers and disciplines is a key factor for student success. We'll provide learning opportunities for students that encourage cohort building and foster – formally and informally – the development of relationships<sup>1</sup>. We'll support student-led activities that contribute to learning, and we'll facilitate a range of opportunities for connecting with staff and the broader institution through regular activities and events. Part of our mission will be to develop and integrate opportunities for students to connect with each other and to build transdisciplinary and intercultural cohorts. Our community will be based on the principles of social inclusion and accessibility, and will provide students with a connection to and a sense of belonging with the broader external community.

Those new to the University will find structured and supportive programs that provide appropriate induction and progression. This structure will offer depth and breadth to the Macquarie University experience, while maintaining the contemporary approach to flexibility

on which Macquarie has built its reputation. Choice and flexibility can sometimes be overwhelming, and many students cannot instantly develop the independence they need to thrive.

By rethinking and simplifying the first-year experience, we can help facilitate cohort building and the necessary skills and knowledge students need for future success. Different students will have different needs and many must accommodate work and family commitments. For example, their preferred choices and flexibility needs might involve different timings, modes of teaching and intensity of offerings. In every instance, by building an engaging path for students to travel, we'll create a sense of aspiration, progression and destination.

**Students are proactive partners** in their learning, which means they need to actively engage with the subject matter and its methods of enquiry. With this in mind, we'll design and facilitate properly structured, compelling and active learning experiences built around collaboration, discussion, negotiation and reflection. These learning experiences will incorporate problem-based activities, authentic tasks, direct and first-hand involvement, simulations, games and opportunities for students to present their work to others. Where appropriate, students will have the chance to be actively involved in the design of the learning journey and the range of learning activities – both online and offline, and on and off campus.

**Digital technologies** provide the defining infrastructure of all knowledge industries and form the fundamental backbone of

our learning environment. Most of our work and social interaction now happens online and face to face, and learning takes place in this naturally blended environment. We'll integrate digital technologies, designing and using those that cultivate the most compelling learning and student-centric experiences.

Because we understand student choices and preferences, we can articulate a scaffolded learning experience that embraces their multiple modes of engagement. The learning experience will traverse the blended digital and physical spaces as seamlessly as possible, with digital technologies providing an integrated approach to support the complete student.

Digital technologies also provide new possibilities for reinventing the student learning experience. In a global environment with easy access to content and with new opportunities to collaborate and connect with students and partners, we'll explore and adopt innovative approaches that contribute to the building of our connected learning community.

**We'll connect learning** by building linkages between disciplines and by developing deeper engagement with research, external partners and co-curricular activities. Our formal curriculum can build on informal activities to support the program's broader learning outcomes. These might include extracurricular pursuits or learning at other educational institutions or workplaces. We need to recognise all learning that contributes to a student's progress. Our approach will help students easily capture, record and reflect on their diverse learning.



<sup>1</sup> The Global Leadership Program (GLP); Equity Scholarship; Peer Assisted Learning (PAL); the Learning, Education Aspiration, Participation (LEAP) program; and so on.

# Objective 1: Connected experiences

## TARGETS

### 1.1 CREATE A SENSE OF BELONGING

#### TARGETS

1. In 2016, we'll develop a coherent, integrated and holistic student engagement plan – from recruitment to graduation and beyond – built around identified cohorts and targeted support services, and marked by significant milestones.
2. In 2016, we'll plan and implement targeted early enrolment, commencement, and transition activities and events (for example, students might attend the commencement ceremony as part of the orientation process).
3. In 2016, we'll implement a converged-service-model approach for student support locations, including faculties, the Library and MUSE (Macquarie University Spatial Experience), that services all cohorts, such as undergraduates, postgraduates, first years and mature age students.
4. In 2016, we'll launch a new online student portal that caters to contemporary student needs.
5. In 2016, we'll refine and align student journey mapping activities to inform best practices (both administrative and support services) and to assist students in navigating their individual pathways.

### 1.2 PROMOTE STUDENTS AS PARTNERS AND CO-CREATORS IN THEIR FORMAL LEARNING

#### TARGETS

1. In 2017, we'll set expectations for collaborative and active learning and

promote this learning with assignments and projects throughout the curriculum.

2. In 2017, we'll introduce a consistent institutional approach to and support for student-led Peer Assisted Learning (PAL) and Peer Assisted Study Sessions (PASS) that build connections between undergraduate and postgraduate cohorts.
3. From 2018 to 2020, we'll introduce systematic student involvement in program development and review, including grant and award schemes.
4. From 2018 to 2020, we'll establish learning communities involving staff and students, such as assessment feedback sessions, theme-based internal conferences, lunchbox ideas-exchange sessions, screenings, videoconferencing Q&As with partners and research seminars.

### 1.3 PROVIDE AN INTEGRATED DIGITAL EXPERIENCE

#### TARGETS

1. In 2016, we'll develop and endorse a long-term Innovation to Implementation road map for the development of technologies and spaces (including audio visual) that:
  - prioritises collaboration and connection
  - enables active, blended learning across the continuum, from complete face-to-face offerings to wholly online offerings
  - embraces the principles of universal design and access
  - includes a review of all key learning technologies

- plans for admission-to-alumni student-centric systems, covering all aspects of the student experience
- includes a choose-your-own-device approach to platform-independent technology adoption for staff and students to inform technology decisions, including equipping physical spaces (for example, reducing the requirement for physical computer labs except in cases that require specialist solutions).

2. In 2017, drawing on the Innovation to Implementation road map, we'll refine our blended learning implementation towards a seamless integration of delivery modes (online and on campus) for maximum flexibility for all students, including the identification of strategic opportunities for online-only teaching.
3. In 2017, we'll develop and test technology options to enable easy sharing of digital resources from internal and external sources, such as a learning commons.
4. By 2017, we'll implement an integrated data and learning analytics approach to support student retention, progression and success.
5. From 2018 to 2020, we'll integrate the use of online technologies for assessment (submission and implementation, including examinations), except where inappropriate due to the nature of the task.
6. From 2018 to 2020, we'll ensure that we use online technologies to deliver all content, freeing up valuable face-to-face time for active learning.

### 1.4 CONNECT LEARNING ACTIVITIES

#### TARGETS

1. By 2017, we'll scope and include informal, non-formal and extracurricular learning within Recognition of Prior Learning (RPL) schedules.
2. By 2017, we'll develop and implement systems for the formal recognition of appropriate learning through extracurricular activities, such as student portfolios.



# Objective 1: Connected experiences

## STRATEGIC PROJECTS

### STUDENT ENGAGEMENT FOR SUCCESS PROJECT

- Develop student journey maps for undergraduates, postgraduates and international students, as well as develop communication strategies and apps for improving student engagement (PVC LT, DVC SR, Group Marketing).
- Increase early engagement opportunities for students (for example, the KickStart initiative) that build on orientation and transition activities (PVC LT, DVC SR, faculties, offices).
- Facilitate greater student involvement – with proper training, support and recognition – in academic governance, including representation on all learning and teaching committees (DVC A, AS, faculties, students).
- Establish aligned and structured approaches to academic student support, including the exploration of practical methods for implementing discipline-specific first-year support, such as PAL and PASS programming, a personal-tutor approach for first-year students, a student-run learning centre using informal learning spaces or some combination of these (DVC SR, PVC LT, Library, faculties, students).

### TECHNOLOGIES AND SPACES PROJECT

- Review Macquarie University's learning-technologies platform and learning spaces (PVC LT, DVC SR, IT, COO).
- Continue developing blended environments that balance digital and physical environments, and further pilot and extend the use of digital possibilities, such as flipped classroom, simulations, games, learning analytics, fully online and off-campus courses, mobile devices, online assessment and increased flexibility in timing and teaching modes – ensuring that universal design principles are embedded (PVC LT, DVC SR, faculties).
- Develop a staged approach for implementing integrated resource sharing centred on a learning commons. Make all iLearn content visible to all staff (with appropriate permissions) to foster shared development and learning (PVC LT, library, faculties).
- Design spaces, events and support opportunities for undergraduate students, postgraduate students and teachers to discuss learning and teaching, and to encourage cohort building and transdisciplinarity, such as Teche Showcase, Teche Events and co-curricular activities (PVC LT, PACE, MI, Library, faculties, offices).
- Review the academic year to identify possibilities for greater timetable and program flexibility (DVC A, MI, faculties).

### STUDENT ENGAGEMENT IN CURRICULUM PROJECT

- Determine program redesign and review criteria to emphasise active learning approaches and to include opportunities for students and staff to collaborate on research, teaching and engagement activities (DVC A, DVC R, SRC, students).
- Establish mechanisms to encourage student involvement in program review, development and accreditation, including student-led evaluation and award processes (PVC LT, AS, faculties, SRC, students).
- Set up structured induction and appropriate assessment tasks in first-year programs of study for undergraduates and first-session programs of study for postgraduates (PVC LT, PVC SR, faculties).
- Ensure RPL schedules include scope for alternative learning delivery, such as accredited Massive Open Online Courses (MOOCs), as well as co-curricular and extracurricular opportunities (PVC LT, AS, faculties).



# Objective 2: Connected curriculum

## KEY GOALS

### KEY GOALS

**2.1 ESTABLISH A PROGRAM-BASED CURRICULUM, OUTCOMES AND ASSESSMENT**

**2.2 EMBED WORK AND LIFE SKILLS THROUGH EXPANDED INTERNSHIP AND ENTREPRENEURSHIP OPPORTUNITIES**

**2.3 BUILD ON RESEARCH-LED, DISCIPLINE-SPECIFIC CONTENT**

**2.4 PROVIDE AN UNDERSTANDING OF LEARNED EXPERTISE IN BROADER CONTEXTS**

By developing a **program-based approach to curriculum**, we'll enhance its coherence, quality and viability, and provide students with a sense of belonging within a cohort of learners. We'll put in place a program-based planning, development and review cycle that starts with the premise that all programs have clearly articulated learning outcomes and that their constituent units directly contribute to these outcomes. Additionally, those programs and units must be viable and sustainable within the available resources. Program development and review will be team-based, calling on participants from disciplines and educational development areas. Teams will innovate, drawing on best practices and motivated by excellent student experiences and outcomes. Students, industry groups and community advisory groups will inform the teams, which will also undergo regular peer reviews.

To effectively build this capability, our curriculum development will prioritise graduate outcomes using available resources. Our approach to program planning, development and renewal will be rigorous and regular, and will result in a more streamlined and focused range of unit and program offerings.

### A program-based approach enables the embedding of work and life skills.

We'll build on our already strong curricular and extracurricular offerings to empower students to develop the skills, creativity, attitudes and values that will sustain them in their endeavours. This approach includes scaffolded and supported work-integrated learning, as well as opportunities for learning for employability and entrepreneurship within the curriculum. 'Employability' refers to a suite of transferable skills, attributes and capabilities that prepare a graduate for life and work in our fluid, complex global environment. Much more than training for a specific vocation, employability encompasses the capacity to remain employable and to contend with a variety of employment opportunities. It also involves the ability to create and sustain work, suggesting a potential for entrepreneurship and an aptitude for being creative, innovative and self-motivated. Significantly, we'll expand our PACE (Professional and Community Engagement) program to make an internship opportunity available to students in all of our undergraduate programs.

Engagement with research often distinguishes universities, so we have built our connected curriculum on **research and enquiry-led, discipline-specific content**. With enquiry-based learning as one of our strategic priorities, we'll develop and embed teaching models and practices that support this goal. All students need to actively participate in the process of acquiring and creating knowledge to understand where this knowledge comes from and to critique it as required.

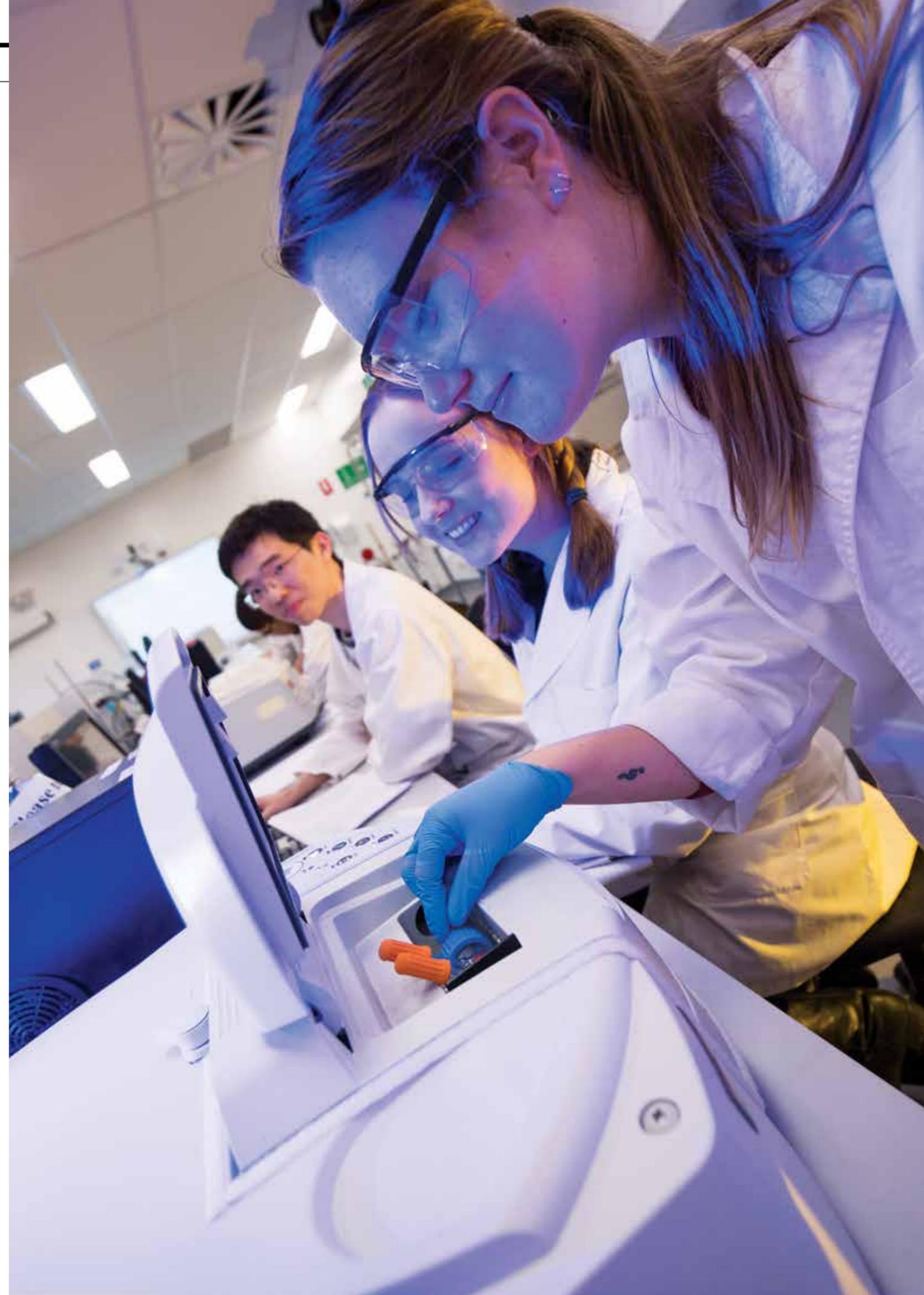
We'll bring teaching and research together within the curriculum through program-based education that combines research-enhanced teaching with research-based learning. Informed by

research, research-enhanced teaching integrates disciplinary research into our courses. Research-based learning provides opportunities for students to participate in and conduct research, learn about research, develop skills of research and enquiry, and contribute to the University's research efforts.

Significantly, we'll **ensure breadth and context of knowledge**, and our students will engage with big ideas and the challenges facing the world. Higher education has the civic purpose and goal of producing ethical and proactive global citizens while ensuring academic integrity. In a connected curriculum, individual learning activities will inevitably contribute to a number of graduate outcomes, but ensuring depth and breadth, as well as context, is an essential part of the transformational learning experience.

The connected curriculum will ensure the entrenched understandings of key literacies not just with respect to transferable skills, but also around internationalisation, intercultural considerations, sustainability and Indigenous perspectives. Providing opportunities that personally challenge learners can – and often does – provoke meaningful life changes. Additionally, irrespective of the career path students choose when they graduate, they will be living and working in a culturally diverse setting.

We can best meet the challenges of the 21st century by making sure students interact with big ideas and acquire the tools to connect knowledge across disciplines. To support this, we'll review our unique People and Planet criteria in a way that builds on existing principles but extends them to include aspirations around connectivity, transdisciplinarity and engagement with big ideas. The revamped People and Planet scheme will offer only purpose-built units that meet these strict criteria.



# Objective 2: Connected curriculum

## TARGETS

### 2.1 ESTABLISH A PROGRAM-BASED CURRICULUM, OUTCOMES AND ASSESSMENT

#### TARGETS

1. In 2016, we'll revise policies, procedures and data resources to craft a curriculum development, review and reaccreditation cycle that encourages ongoing reflection using analytics, peer review and other evidence; the sharing of practice and resources; and innovation in learning and teaching, such as using team-based, program-centric design-thinking approaches.
2. In 2016, we'll review and revise our graduate capabilities statement and policy.
3. In 2016, we'll formalise statements for responsibilities, incentives and accountabilities for executive deans, associate deans of learning and teaching, associate deans of quality and standards, heads of department, program directors, and unit convenors of learning and teaching.

### 2.2 EMBED WORK AND LIFE SKILLS THROUGH EXPANDED INTERNSHIP AND ENTREPRENEURSHIP OPPORTUNITIES

#### TARGETS

1. In 2016, we'll develop and test scalable models and metrics to locate and monitor internship opportunities for undergraduates. By 2025, students in any undergraduate program will have the opportunity to complete an internship.

2. In 2016, we'll establish a baseline for evaluation of employability beyond the Graduate Destination Survey (GDS) in partnership with alumni, DVC R, and PACE partners.

3. In 2016, we'll design and establish an incubator-style program to enable students to progress their entrepreneurial projects.
4. In 2017, we'll target and engage industry advisers, community advisers or both to participate in program development (including assessment design) and review cycles.
5. In 2017, we'll begin embedding employability and entrepreneurship awareness, knowledge and skills in all undergraduate and postgraduate curricula.

### 2.3 BUILD ON RESEARCH-LED, DISCIPLINE-SPECIFIC CONTENT

#### TARGETS

1. In 2018, we'll establish a broad-based culture of enquiry and knowledge creation within our teaching approaches as part of the program review cycle. This will include highlighting research as an essential component of all coursework.
2. In 2018, we'll provide opportunities and incentives, such as credit points for students and funding for staff, for students to engage with the University's leading researchers.
3. In 2018, we'll start developing an academic pathway for targeted high school students who wish to pursue

extracurricular research opportunities and accelerate pathways into postgraduate offerings.

### 2.4 PROVIDE AN UNDERSTANDING OF LEARNED EXPERTISE IN BROADER CONTEXTS

#### TARGETS

1. In 2017, we'll begin designing and creating Big Ideas units that connect knowledge across disciplines. These will replace People and Planet units, and the University will require that students take at least one of these units, such as Big History.
2. In 2017, we'll start embedding sustainability, internationalisation, intercultural considerations and Indigenous understandings<sup>2</sup> in all programs.
3. In 2018, we'll design and put in place at least one 300-level (or above) interdisciplinary project in every faculty.
4. In 2018, we'll make it possible for every undergraduate and postgraduate student to have access to an intercultural or international experience<sup>3</sup>.



<sup>2</sup> The Macquarie University Indigenous Strategy outlines in more detail opportunities for engagement and collaboration.

<sup>3</sup> Experiences may vary depending on work and personal commitments but are not limited to exchange; local placement; study remotely or abroad; language units; PACE International; short courses; student group activities; and engagement in GLP, LEAP and MI programming.

# Objective 2: Connected curriculum

## STRATEGIC PROJECTS

### CURRICULUM REVIEW AND DESIGN PROJECT

- Develop, endorse and implement a curriculum standards framework, and protocols and systems for program development, including:
  - viability criteria for programs and units (DVC A)
  - program-based, authentic and aligned assessment processes
  - RPL schedules (PVC LT, faculties)
  - recruitment and enhancement plans (DVC A, AS, COO)
  - integrated approaches to program evaluation that include student and peer feedback, and reflection and learning analytics (PVC LT, faculties)
  - embed learning and teaching curriculum, resources planning and load planning into annual planning cycles (DVC A, faculties, HR).
- Establish data tracking and reporting processes that meet governance requirements (PVC LT, PACE, COO, alumni, MI).
- Develop program-level approaches to timetables and unit structure (PVC LT, faculties, COO).
- Explore the development of an appropriate and viable program for students who wish to construct their own, more flexible, independent studies program (DVC A, faculties, AS).
- Identify assessment tasks (at least one per program) that engage relevant external partners in their design or implementation (faculties, PVC LT, PACE, DVC CEA).

### EMPLOYABILITY PROJECT

- Extend and enhance existing PACE approaches:
  - embed PACE as a requirement of all undergraduate programs for students beginning in 2016 (faculties, PACE, AS)
  - enable students in all undergraduate programs to have an internship opportunity (PVC LT, PACE, careers, DVC CEA, faculties)
  - define new models for providing and positioning PACE opportunities for international students
  - develop relationships with new and existing PACE partners that will inform program design and delivery (PACE, careers, DVC CEA, DVC A, PVC I, faculties).
- Build on existing activities to ensure entrepreneurial learning opportunities for undergraduate and postgraduate students (PVC LT, faculties, students).
- Embed key employability and entrepreneurship content and skills in the curriculum as part of the program review and design cycle (faculties, careers, students).
- Establish key indicators and analytics for measuring employability success (PVC LT, PACE, COO, alumni, MI).

### STUDENTS AS RESEARCHERS PROJECT

- Encourage the development and inclusion of research-appropriate assessment tasks throughout the curriculum, with a view to promoting future Master of Research (MRes) and higher degree research (HDR) study (Dean HDR, faculties, students).
- Define, scope, identify and extend research opportunities to all coursework students (DVC A, DVC R, Dean HDR, faculties, students, library).
- Establish systems, support and professional development for sharing research knowledge and research-enhanced teaching practices, such as seminars and a learning commons (DVC R, DVC A, PVC LT, Group Marketing, faculties).
- Develop recognition and reward for enquiry-led teaching to showcase the best practices of staff and corresponding student experiences resulting from integrated teaching and research approaches (DVC R, DVC A).
- Identify funding sources for Macquarie University research centres that provide structured involvement for students in undergraduate research programs (DVC R, faculties).

### CONNECTING KNOWLEDGE PROJECT

- Establish cross-faculty groups to develop Big Ideas unit criteria, keeping in mind alignment with research themes (AD LT, AD R, DVC A, PVC LT, DVC R).
- Ensure all program design and development includes reference to and inclusion of sustainability, internationalisation, intercultural considerations and Indigenous activities (DVC A, faculties, offices).
- Expand intercultural experiences and incorporate them in programs such as study abroad, PACE and languages (faculties, MI, PACE, students).
- Establish regular interdisciplinary activities and events (faculties, MI, Group Marketing, students, offices).

### ACADEMIC INTEGRITY PROJECT

- Develop an institution-wide approach to academic integrity to ensure graduate ethics and integrity, and to confirm our strong reputation in this area. Focus will be on:
  - assessment security
  - assessment design
  - academic culture (AS, DVC A, DVC SR).





# Objective 3: Connected people

## KEY GOALS

### KEY GOALS

#### 3.1 CONNECT ASPIRATIONS

#### 3.2 SHARE RESOURCES AND ACTIVITIES

#### 3.3 BUILD EXTERNAL PARTNERSHIPS

#### 3.4 DEVELOP, RECOGNISE AND REWARD TEACHING EXCELLENCE

This framework facilitates the building of an open and transparent culture that draws on the collegial nature of Macquarie University and **aligns our efforts** towards common goals in learning, teaching, research and community engagement. To achieve these objectives, the framework enables us to allocate resources to teaching that is motivated by demonstrably beneficial student outcomes and the quality of the student experience.

Connectivity is key to having the knowledge and understanding of the breadth of teaching activity that takes place across the University. A critical aspect of connecting is the **sharing of resources**. We'll reduce duplication of effort by sharing our own work and adapting the work of others when appropriate. What is more, we'll **build external partnerships** nationally and internationally. These partnerships will include future employers in search of the best graduates, community groups that can mutually benefit from involvement in our programs, alumni who would like to contribute to or benefit from a teaching activity at Macquarie, and external academic or government partners that have interests that align with ours.

We'll build many external collaborations by developing a range of placement and other connected learning opportunities.

However, the University will also connect with its community members by providing collaborative virtual and physical spaces, resources and support, such as access to short courses and events. We have the opportunity to construct key linkages for learning, teaching and research activities while offering our community, including our alumni and corporate partners, the benefit of full engagement with the University's core activities.

We'll **develop, recognise and reward** teaching excellence by providing avenues for continuous development that align with professional standards and promotions criteria. Staff will have opportunities to participate in a variety of activities that may also lead to and support external professional recognition. Additionally, the student voice will be an essential part of all conversations around learning and teaching – and their rewards and recognition.

Introducing a teaching-excellence pathway will allow for the proper development of teaching-focused positions and promotion to the highest levels. These positions will empower staff to concentrate on teaching and will require demonstration of scholarly activities within learning and teaching. They will also allow staff members to focus on their strengths, ensuring the most efficient use of resources and promoting the best possible outcomes in teaching and research.

We'll minimise our dependence on sessional staff but pay particular attention to how we organise the professional development and support for these staff members. Faculties will build on best practices to support sessional staff, to provide contextualised professional learning and to monitor the impact on student retention and the enhancement of learning and teaching. Reporting on these issues at the faculty level will be among these best practices.



# Objective 3: Connected people

## TARGETS

### 3.1 CONNECT ASPIRATIONS

#### TARGETS

1. At all times, we'll actively seek to align learning and teaching objectives with other major internal strategic frameworks and plans.
2. At all times, we'll approach strategic planning with the aim of balancing student outcomes, academic objectives and financial priorities.

### 3.2 SHARE RESOURCES AND ACTIVITIES

#### TARGETS

1. In 2017, we'll develop and test learning commons modelling to connect staff, students and partners with carefully curated open resources and shared materials.
2. From 2018 to 2020, we'll produce an open policy on intellectual property that encourages sharing and innovation.
3. In 2017, we'll identify and set expectations for collaborative and active learning, and build these into assignments and projects throughout curriculum.

### 3.3 BUILD EXTERNAL PARTNERSHIPS

#### TARGETS

1. In 2017, we'll ensure that all program development teams include at least one industry or community adviser.
2. From 2018 to 2020, we'll establish at least one annual institution-wide learning and teaching event to encourage interdisciplinary and partner connections.

3. From 2018 to 2020, we'll establish at least one regular learning and teaching event involving external partners in each faculty, such as hackathons, student work presentations and feedback opportunities.
4. From 2018 to 2020, we'll develop a range of short courses to offer our community and corporate partners.

### 3.4 DEVELOP, RECOGNISE AND REWARD TEACHING EXCELLENCE

#### TARGETS

1. In 2016, we'll review and revise the Academic Promotion Policy to include equivalent weighting for research and teaching activities, and we'll structure a complementary teaching-excellence pathway.
2. In 2016, we'll consider renaming 'lecturer' and 'senior lecturer' titles to 'fellow', 'scholar' or 'assistant professor' in the Academic Promotion Policy (and elsewhere as necessary).
3. From 2018 to 2020, we'll develop and roll out professional learning and development opportunities or requirements for all academic staff, including sessional staff, such as Benchmarking Leadership and Advancement of Standards for Sessional Teaching (BLASST).

# Objective 3: Connected people

## STRATEGIC PROJECTS

### CONNECTED COMMUNITY PROJECT

- Establish relationships with key internal stakeholders to ensure alignment with other internal strategic frameworks (DVC A, other portfolio and faculty leaders).
- Run workshops to connect learning and teaching and research frameworks with executive deans, heads of department and heads of offices (DVC A, PVC LT).
- Develop communities around different aspects of learning and teaching practice, scholarship and leadership to support innovators and assist collective and individual reflective practice, sharing of ideas and dissemination of effective practices (PVC LT, faculties).
- Establish regular internal collaboration events focusing on learning and teaching (PVC LT, faculties, students).
- Facilitate regular collaborative learning activities, such as hackathons, business pitches, simulations and hypothetical situations (PVC LT, faculties, students).

### LEARNING COMMONS PROJECT

- Develop online resources to support collaborative teaching initiatives, such as the integration and curation of learning commons resources (PVC LT).
- Identify core content areas (for example, research methodologies) that may benefit from shared accessibility, then work to develop those resources (DVC A, faculties, library).
- Explore opportunities for resource sharing and curation with international partner universities and other networks, including Open Educational Resources (OER), BEST Education Network and Khan Academy (PVC LT, faculties, MI).
- Identify, design and offer short courses, including professional development, for our community and corporate partners (DVC A, DVC SR, Access Macquarie, HR, alumni).

### REWARD, RECOGNITION AND INCENTIVES PROJECT

- Define formal responsibilities, incentives and accountabilities for roles of executive deans, associate deans of learning and teaching, associate deans of quality and standards, heads of department, program directors and unit convenors (DVC A, executive deans, HR, DVC SR).
- Review our learning and teaching grant and award schemes to increase engagement and recognition (PVC LT, AS, students).
- Review reward and recognition for learning and teaching, drawing on a range of quality measures, such as student evaluations, peer reviews and student outcomes, and align academic promotion criteria for learning and teaching (DVC A, AS).
- Align learning and teaching priorities with recruitment, recognition and reward processes (PVC LT, HR).
- Develop a program to celebrate and promote learning and teaching achievements (PVC LT, Group Marketing).

### PROFESSIONAL DEVELOPMENT PROJECT

- Establish a continuing professional development (CPD) framework for quality teaching and provide the time, space and recognition for CPD (DVC A, PVC LT, HR, faculties).
- Strengthen induction and ongoing support programs for new and existing staff to incorporate learning and teaching development. These programs will include a mandatory Foundations in Learning and Teaching (FiLT) program for new staff (PVC LT, HR, faculties).
- Identify opportunities to increase the number of industry placements, secondments and sabbaticals for staff (DVC A, DVC CEA, PVC LT, PACE, HR).
- Develop a sessional staff policy to establish a pathway for development and support of sessional staff while minimising reliance on them (DVC A, PVC LT, AS, faculties).

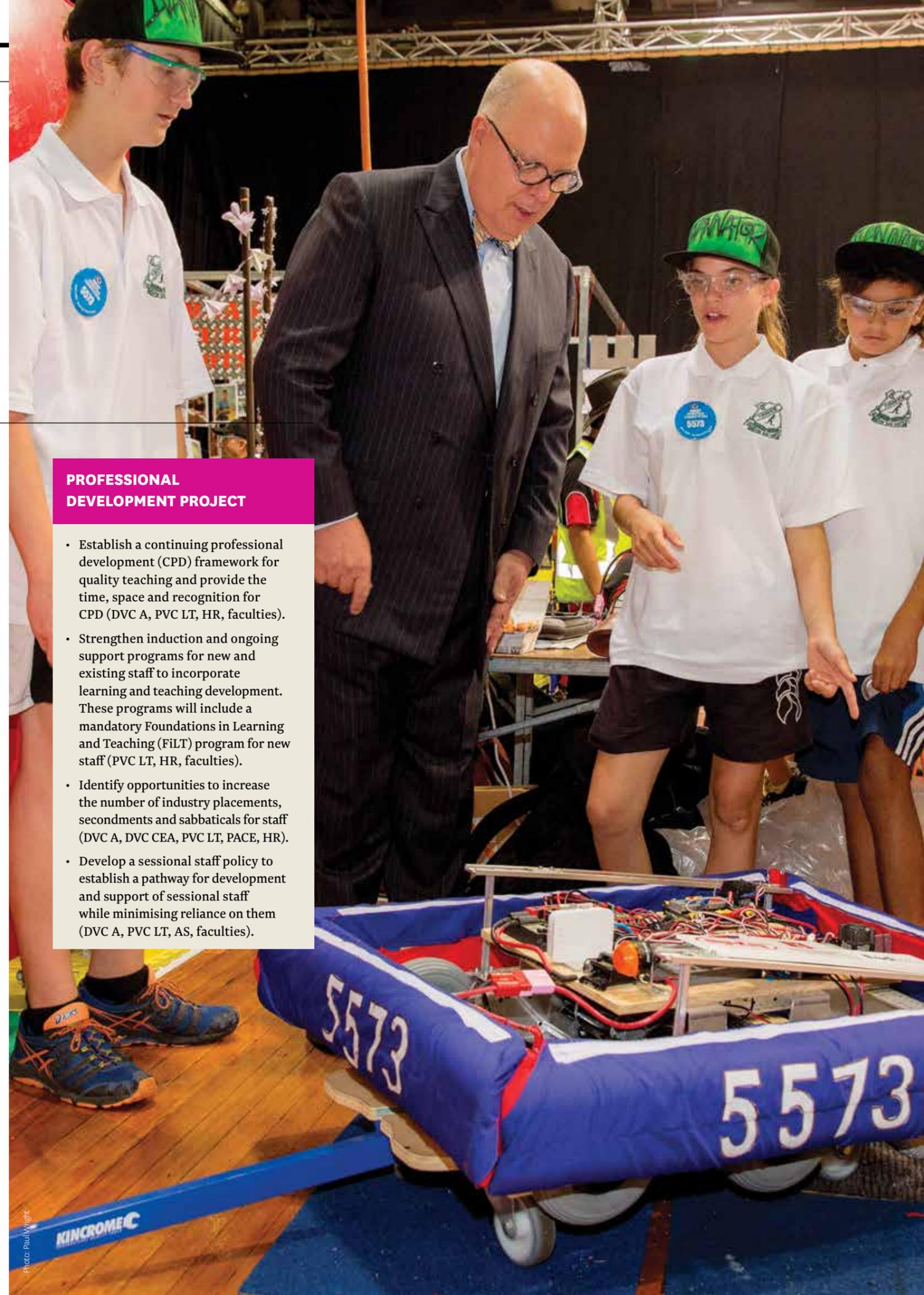


Photo: Paul Wright

# Summary of strategic projects

## OBJECTIVE 1: CONNECTED EXPERIENCES

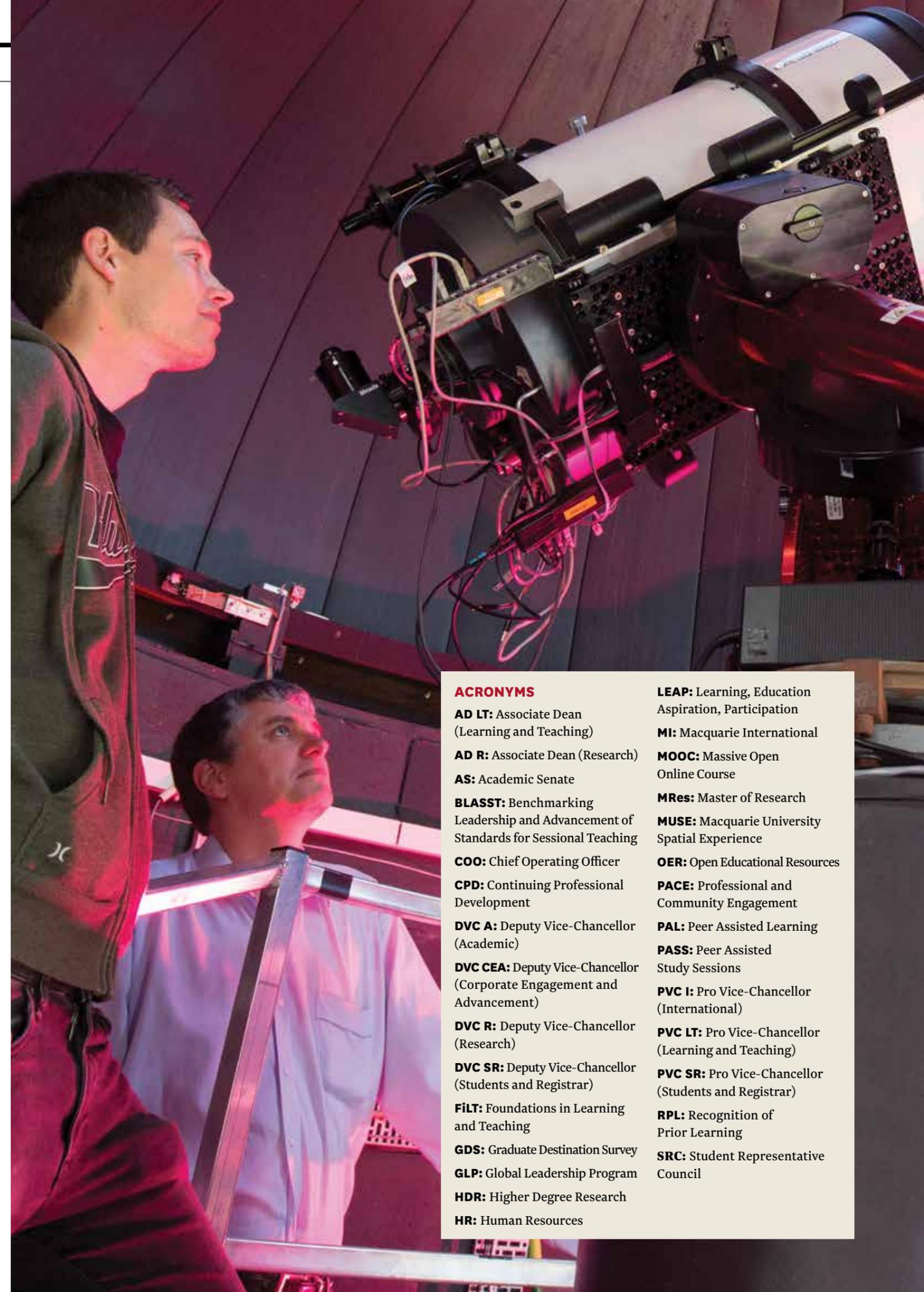
 <p>STUDENT ENGAGEMENT FOR SUCCESS PROJECT</p>	 <p>TECHNOLOGIES AND SPACES PROJECT</p>	 <p>STUDENT ENGAGEMENT IN CURRICULUM PROJECT</p>
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## OBJECTIVE 2: CONNECTED CURRICULUM

 <p>CURRICULUM REVIEW AND DESIGN PROJECT</p>	 <p>EMPLOYABILITY PROJECT</p>	 <p>STUDENTS AS RESEARCHERS PROJECT</p>	 <p>CONNECTING KNOWLEDGE PROJECT</p>	 <p>ACADEMIC INTEGRITY PROJECT</p>
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## OBJECTIVE 3: CONNECTED PEOPLE

 <p>CONNECTED COMMUNITY PROJECT</p>	 <p>LEARNING COMMONS PROJECT</p>	 <p>REWARD, RECOGNITION AND INCENTIVES PROJECT</p>	 <p>PROFESSIONAL DEVELOPMENT PROJECT</p>
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### ACRONYMS

**AD LT:** Associate Dean (Learning and Teaching)

**AD R:** Associate Dean (Research)

**AS:** Academic Senate

**BLASST:** Benchmarking Leadership and Advancement of Standards for Sessional Teaching

**COO:** Chief Operating Officer

**CPD:** Continuing Professional Development

**DVC A:** Deputy Vice-Chancellor (Academic)

**DVC CEA:** Deputy Vice-Chancellor (Corporate Engagement and Advancement)

**DVC R:** Deputy Vice-Chancellor (Research)

**DVC SR:** Deputy Vice-Chancellor (Students and Registrar)

**FILT:** Foundations in Learning and Teaching

**GDS:** Graduate Destination Survey

**GLP:** Global Leadership Program

**HDR:** Higher Degree Research

**HR:** Human Resources

**LEAP:** Learning, Education Aspiration, Participation

**MI:** Macquarie International

**MOOC:** Massive Open Online Course

**MRes:** Master of Research

**MUSE:** Macquarie University Spatial Experience

**OER:** Open Educational Resources

**PACE:** Professional and Community Engagement

**PAL:** Peer Assisted Learning

**PASS:** Peer Assisted Study Sessions

**PVC I:** Pro Vice-Chancellor (International)

**PVC LT:** Pro Vice-Chancellor (Learning and Teaching)

**PVC SR:** Pro Vice-Chancellor (Students and Registrar)

**RPL:** Recognition of Prior Learning

**SRC:** Student Representative Council

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