1 School of Business Learning and Teaching Plan:

The School's L&T plan mirrors the University's HE L&T Plan 2005-2010, with a particular focus on the first two of the four key objectives. This plan encompasses the principles of "Engaging the Community in Learning" through addressing Engagement in Learning, Enhancement and Recognition of Teaching, Responsive Course and Program Design, and Dual Sector Advantage. This plan is reproduced below with an added comment on how the School of Business L&T portfolio is addressing the relevant Learning and Teaching areas. Further details are provided in the following sections of this document.

---

**Engagement in Learning**

Encourage learning through interactions that establish relevance, stimulate curiosity, highlight challenges and foster a personal commitment to learning for life.

*The School of Business L&T portfolio encourages innovative practices that build on those implemented in 2008.*

**Enhancement and Recognition of Teaching**

Value and promote inquiry, innovative practice, critical reflection and supportive feedback

*The School of Business L&T portfolio introduced an L&T Innovation Fund and Learning and Teaching Awards in 2009. These will both continue, the Learning and Teaching Awards having been reviewed and expanded.*

---

**Engaging the Community in Learning**

---

**Dual Sector Advantage**

Understand and value the strengths of each sector so that opportunities are recognised and realised

*This area is being actioned by Undergraduate Courses Coordinator and Transitions staff.*

**Responsive Course and Program Design**

Design courses and programs to reflect contemporary knowledge and practice, integrate generic skills and recognise the needs of diverse learners in different contexts.

*This area is being actioned by Programs and Course Coordinators in relation to previous course review documents.*

---

Figure 1. Learning and Teaching Framework, HE L&T Plan 2005-2010, Authorised by DVC, Academic and Research, 1 June 2005.
Learning and Teaching Plan
School of Business
2009-11

1a Learning and Teaching Portfolio Goals:

The School of Business L&T plan for 2009-11 continues to provide staff with opportunities for development in their teaching practices through staff development sessions, peer review of teaching and L&T seminars presented by stimulating guest experts in leading edge areas of L&T. The L&T portfolio believes that achieving the goals articulated below in our Vision statement will provide staff with a rewarding environment in which to work, and that job satisfaction and organisational commitment will be enhanced.

In the L&T portfolio we aim to offer opportunities for professional development and support for staff to enhance their teaching and professional skills. We value and promote research into aspects of learning and teaching in the tertiary environment. We aspire to enhanced teaching practice through providing mechanisms for critical reflection, review and evaluation.

Essentially, the L&T portfolio is committed to providing academic staff in the School of Business with the support to achieve best practice in their teaching through creating a culture within the School which values both learning and teaching. In addition, we aim to enhance the learning outcomes for all of our students at all locations, as well as learning opportunities for academic staff. These goals will be achieved through implementing the following practices.

Engagement in Learning:

Support for Student Issues
  - Providing excellent teaching and learning Study Guides to complement teaching practices.
  - Student workshops in a range of academic writing and reference skill areas is offered through the Student Learning Skills programs at Mt Helen, and offered face-to-face at partner locations.
  - Trialled a workshop on exam revision and made material available to all partner provider locations.
  - Provided students at all on-shore locations with workshops in the use of Turnitin for educative purposes.
  - Adoption of Student Feedback guidelines which set out minimum requirements in order to provide students with sufficient and appropriate feedback to assist them in improving in future assessable tasks.
  - Making available a DVD of a lecture on Academic Writing and Research Skills for students enrolling in School of Business courses.
  - Making available an Academic Writing and Referencing Skills handbook to all partner provider locations, and through the School's website as a student resource.

Student Evaluation Issues
  - Providing students with the mechanism to deliver mid-semester teaching evaluations so that any perceived problems in the content or delivery of their courses can be addressed in a timely fashion.
  - Formal SET and SEC evaluations are encouraged at the end of each teaching period across all locations. These are summarised and staff are provided with
information on the performance of their courses across locations. This information is essential in a review of the course, and will enable course coordinators to improve the delivery of the course in subsequent semester.

**Staff Development Issues**
- Offer on and off-campus staff induction sessions.
- Conducting at least four L&T seminars throughout the academic year to provide opportunities for stimulating presentations, discussion and debate.
- Provide staff development opportunities to attend a range of workshops designed to enhance current teaching practices at Mt. Helen and partner locations.

**Enhancement and Recognition of Teaching:**
- Recognising academic staff whose courses achieve evaluations above those considered to be average across the University
- Rewarding excellence in teaching through the L&T Teaching Awards (further details are provided below)
- Providing feedback through Peer Review of teaching
- Development of guidelines for Mentoring within the School to support and develop teaching skills
- Recognition in the monthly newsletter of staff publications in the area of learning and teaching
- Recognition in the monthly newsletter of innovative practices in teaching in the School
- Adoption of marking guides for all assessment tasks to enhance marking between partner lecturers and moderators

In addition, the L&T portfolio continues to support the incentive funding scheme for L&T projects (see details below).

**2 L&T Innovation Fund:**

In 2009, the L&T portfolio introduced a scheme to provide staff with the incentive to engage in a research type project in the areas of learning and teaching. This scheme is offered annually.

Applicants have the opportunity to carry out a project that may involve research but may also be experimental in nature (e.g. developing a video of specific classroom techniques). The project may be carried out in the courses currently being delivered (with appropriate ethics approval), or by the use of data gathered in previous deliveries. The project may also be of a conceptual or philosophical nature. Staff members will be encouraged to commence and complete their projects, in the area of learning and teaching within 12 months of being awarded.

The funds can be used in a variety of ways to assist the recipient to successfully complete their project, e.g. a buyout for an extended period of research design and/or a pilot study, or marking assistance.

The Innovation Fund will be made available in Semester 1 of each year. The L&T Committee may assist the Deputy Head of School (Learning and Teaching) to consider all proposals,
and prepare recommendations for the Head of School, who will make the final decision. Successful applicants will be notified by the Deputy Head of School, (Learning and Teaching). The recipients of the Fund will be asked to furnish a report to the Deputy Head of School (Learning and Teaching), and to present the findings at an L&T seminar following completion of the project.

2a Criteria for Funding Application:
The process of receiving funding for an L&T Innovation Fund is expected to be a competitive process. In 2009, three applications were awarded, but the number of successful projects in 2010 will be dependent on the funds available to the School.

- Projects must be deemed to be manageable within a 12 month period. If extensions are required, applications should be made through the Deputy Head of School (Learning and Teaching).
- Projects must be able to deliver measurable benefits to students (either current or future)
- Projects must be able to deliver measurable benefits to the School of Business and the University of Ballarat (e.g. through a peer reviewed journal article; peer reviewed conference paper or press coverage)

Application forms are available from Jill Don, Learning and Teaching Administrator on j.don@ballarat.edu.au. Applicants are requested to address the following points in their application:

General Project
- Brief outline of project, including timeline, should be sufficiently clear to provide the necessary information to allow consideration of the application.
- Proposed outline for the overall outcome of the project (e.g. a report, conference presentation, journal submission).
- Intended benefits for:
  - The students
  - The School of Business
  - The University
- Intended finalisation of project
- A breakdown of the proposed budget
- L&T seminar presentation

Research Project
If the project is to be research based, in addition to the requirements listed above, please include:

- a methodology in your application
- date of ethics application

Closing Date for Innovation Fund applications – 20 November 2009
3 L&T Teaching Awards

The School of Business L&T awards will be made in four categories:

**Most Outstanding Teacher** - $2500 award and a framed certificate from Head of School

*Criteria for Most Outstanding Teacher Award: (Four of the five criteria must be addressed)*

- Peer review of teaching (may be requested from Deputy Head of School (Learning and Teaching))
- Evidence of utilising student feedback (eg Mid-semester evaluations or appropriate alternative) to modify/improve current teaching
- Mentoring of new faculty,
- Sustained ‘green category’ (4.1 and above) SET and SEC evaluations over two years (Newly commencing teachers may submit evaluations from previous Institutions).
- Scholarly writing in the field of teaching. Scholarly writing can be defined in several ways:
  - Discussion paper for an L&T seminar
  - Working paper, requiring peer comment
  - Report on outcome of L&T research (eg. Student Engagement)
  - Appropriate peer reviewed learning and teaching journal submission (Level C or above)

*Notes:*

Contribution to the area of learning or teaching through seminar/workshop presentations in or outside the School will be highly regarded.

The recipient will be invited to deliver a ‘Master Class’ to a school forum. Support will be provided to the recipient of this award to articulate their experiences in the classroom into an ALTC grant application.

**Most Improved Teacher**: $1500 award and framed certificate from Head of School.

**NB:** Staff are to be advised that if they wish to make an application for this award they will be required to provide relative data across a minimum of two teaching periods of the same course

*Criteria for Most Improved Teacher Award: (Four of the five criteria must be addressed)*

- Peer review of teaching (may be requested from Deputy Head of School (Learning and Teaching)). This must be compared with a peer review of the same course in a previous delivery
- Evidence of utilising student feedback (eg Mid-semester evaluations or appropriate alternative) to modify/improve current teaching
- Report from a Mentor supporting positive improvements in teaching (if available)
- SET and SEC evaluations across a minimum of two teaching periods for the same course
Evidence of changes to a CD directed at making improvements in specific areas, e.g. key objectives, assessment practices, student engagement in tutorials etc. (Applicant must provide a previous CD for comparative purposes) and elucidate changes made and the resulting outcomes.

Best Sessional Teacher - $1500 award and a framed certificate from Head of School.

Criteria for Best Sessional Teacher Award: (Four of the five criteria must be addressed)

- Peer review of teaching (may be requested from Deputy Head of School (Learning and Teaching))
- Evidence of utilising student feedback (eg Mid-semester evaluations or appropriate alternative) to modify/improve current teaching
- A report from a Mentor (if available: Senior members of the Discipline Group may be requested to provide mentoring),
- Sustained ‘green category’ (4.1 and above) SET and SEC evaluations across a minimum of two teaching periods for the same course
- Scholarly writing in the field of teaching. Scholarly writing can be defined in several ways:
  - Discussion paper for an L&T seminar
  - Working paper, posted on School L&T website
  - Report on outcome of L&T research (eg. Student Engagement)
  - Appropriate peer reviewed journal submission (no level required)

NB: Contribution to teaching through seminar/workshop presentations in or outside the School will be highly regarded.

Partner Teacher Award - framed certificate from Head of School. This award will be made available at each Partner Provider location.

Criteria for Partner Teacher Award: (Four of the five criteria must be addressed)

- Peer review of teaching (could be requested from a senior academic at the Partner Provider location or the Course Coordinator)
- Evidence of utilising student feedback (eg Mid-semester evaluations or appropriate alternative) to modify/improve current teaching
- A report from a Mentor (if available) or two brief reports, one at the commencement and the other at the conclusion of the delivery of the course from the Academic Coordinator at the Partner Provider location
- Sustained ‘green category’ (4.1 and above) SET and SEC evaluations across a minimum of two teaching periods for the same course
- Scholarly writing in the field of teaching. Scholarly writing can be defined in several ways:
  - Discussion paper for an L&T seminar
  - Working paper, posted on School L&T website
  - Report on outcome of L&T research (eg. Student Engagement)
  - Appropriate peer reviewed journal submission (no level required)

NB: Contribution to teaching through seminar/workshop presentations in or outside the School will be highly regarded.
Nominations for Mt Helen L&T Teaching Awards (Most Outstanding, Most Improved, Best Sessional Awards):

Who can be nominated for these awards

Academic staff who:
- Are full-time, fractional or sessional
- Will be a member of UB staff at the time of award deliberation and decision.

Who can nominate?

- Staff who would normally be colleagues of the nominees and would be familiar with their teaching or contribution to the student learning environment or educational experience
- Additionally, staff may self-nominate
- Previously unsuccessful Award nominees are eligible for nomination
- Previous Award winners are ineligible for renomination within two years

Nominations for Partner Teacher Award

Who can be nominated for this award

Academic staff who:
- Are approved by the School to deliver courses
- Will be a member of partner staff at the time of award deliberation and decision.

Who can nominate?

- Senior Partner staff (e.g., Campus Manager, Director or Coordinator) who would be a colleague of the nominee and would be familiar with their teaching or contribution to the student learning environment or educational experience. No more than two nominations may be made per location.
- Previously unsuccessful Award nominees are eligible for nomination
- Previous Award winners are ineligible for renomination within two years

NB: The award will be made to the successful applicant by the Deputy Head of School (Learning and Teaching) during partner visits in March, 2010.

When can nominations be made?

Nominations may be normally made at any time. However, nominations will be invited in October/November each year.
Learning and Teaching Plan
School of Business
2009-11

Process to apply for L&T Teaching Awards (Mt. Helen):

- Nomination forms are available from Jill Don, Learning and Teaching Administrator, j.don@ballarat.edu.au. These are to be submitted to Deputy Head of School (Learning and Teaching), School of Business.
- The Deputy Head of School (Learning and Teaching) will contact the nominees to advise them of their nomination.
- Nominees who wish to participate in the Teaching Awards are to prepare a portfolio to support their application by addressing the relevant criteria.

Process to apply for L&T Teaching Awards, Partner Provider locations:

- Nomination forms are available from the Partner Administrative Officer. This form is to be signed by the nominee indicating their willingness to participate in the Partner Teaching Awards. The form is to be submitted to the Deputy Head of School (Learning and Teaching), School of Business.
- Nominees who wish to participate in the Teaching Awards are to prepare a portfolio to support their application by addressing the relevant criteria.

| ➢ Closing Date for Teaching Awards nominations – 20 November 2009 |
| ➢ Closing date for submission of nomination portfolios – 12 February 2010 |

Selection of Successful Applicants:

The Learning and Teaching Committee will short-list the applications if more than four in any category are received. If a member of the L&T Committee has been nominated for an award, they will absent themselves from the short-list procedure. A selection panel, chaired by the Head of School, will be convened to consider applicants; the panel will be made up of an IPOL representative, a senior School of Business academic, and the Deputy Head of School (Learning and Teaching). The panel will agree on the successful applicant in each category. The successful applicant will be contacted by the Head of School, who will make an announcement to advise the School at a School function during March or April 2010.

4 Conference Support for 2009:

Applications for Conference Support are to be submitted to the School Research Committee, and applicants will be asked to nominate the focus of the conference (e.g., L&T). All applications will be subject to the same UB and School requirements as currently operate in the Research portfolio.

The structure for funding support available to staff members to attend an international or domestic conference will be detailed in the School's Research Plan.

4a Scheme for Newly appointed staff:

A scheme will be introduced for new staff who have a particular focus on Learning and Teaching in their work. Within the first two years of their commencement date new staff
members can receive support for a domestic conference without having to present a paper. Applications are to be made to the Research portfolio.

5 Specific Performance Indicators:

In terms of teaching, some measure of the success of previous L&T initiatives can be derived from the Student Evaluation of Course (SEC) analysis, which is carried out within each School at the end of each teaching period. Our base-line was established in 2008 when the School of Business achieved an impressive result with 56.5% of courses delivered at Mt. Helen receiving an evaluation above the University average (a benchmark of 4 or above (out of 5) is considered to be the University average). The aim of the L&T portfolio is to increase the number of courses achieving above the University average in each semester.

In relation to learning, the School will review the annual Learning and Teaching Performance Fund Report, both in Excellence and in Improvements categories to track our achievements (in Discipline Group 2, Business, Law and Economics). In 2009, we were placed in Band B for “Excellence” and Band A2 for “Improvement”. Our goal will be to maintain or improve this ranking in subsequent years.

6 Broad future goals:

In the following year, L&T aim to –

- Increase participation in a GCE (TE) or equivalent from 58% of staff to 65% over two years
- Increase the average participation of all staff (including sessionals) in L&T seminars to 15 staff
- Increase the average participation of all staff (including sessionals) in Staff Development sessions, from six in 2009 to ten
- Increase the number of applications for L&T Innovation Funds or L&T sponsored research projects to four projects (L&T Innovation Funds) and two projects (L&T sponsored research projects) (depending on availability of funds). In 2009 three Innovation Funds were awarded, and one Research Project.
- Increase the number of applications for teaching awards, received in all categories
- Increase the number of L&T publications from five (2008) to seven by 2010, and eight by 2011
- Increase the proportion of courses in the green SEC category
- Increase the number of study guides from 37 in 2009 to 70 by 2011
- Increase the number of staff attending national and international L&T conferences from 1 in 2008 to 3 in 2011
- Increase participation in IPOL hosted UB L&T Conference from two in 2008 to four in 2009-2011

Dr. Glenice J. Wood,
Deputy Head, Learning and Teaching Portfolio,
School of Business