

# Learning & Teaching Committee Planning Day 2 - Summary

Meeting No: Planning Day 2 – 2018-2020 BOLD Learning & Teaching Plan

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Date & Time: Wednesday, 7 June 2017 at 1.30pm – 4.00pm

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Venue: Council Meeting Room (T103), Mt Helen Campus  
Room 2W-263, Churchill Campus

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Members:

- Dr Barbie Panther (Chair)
- Professor Marcia Devlin (via telephone)
- Associate Professor Kim Dowling
- Associate Professor Nina Fotinatos
- Ms Claire Rasmussen
- Dr Carolyn Johnstone
- Dr Jenene Burke
- Ms Julianne Krusche
- Ms Marion Slawson
- Ms Angela Smith
- Mr Jeremie van Delft
- Associate Professor Margaret Plunkett
- Dr Judith Lyons
- Dr Alison Lord
- Ms Amy Barnhouse
- Mr Andrew Smith
- Dr Grant Meredith
- Ms Vanessa Brady
- Mr Liam Frost-Camilleri
- Mr Liam Mudae

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In Attendance: Ms Deborah Cutts  
Dr Adam Baker

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Executive Officers: Ms Shona Adams

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Federation University Australia acknowledges the Traditional Owners of the land on which University Committee meetings occur and pays respect to Indigenous Elders, past and present.

## FORMAL MATTERS

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### 1. Welcome

The Learning & Teaching Committee Chair, Dr Barbie Panther, Associate Dean Learning & Teaching welcomed members to the second planning day for the 2018-2020 BOLD Learning & Teaching Plan. A warm welcome was extended to Ms Deborah Cutts, Manager, Career Development and Employment.

### 2. Apologies

2A. Ms Amy Barnhouse and Ms Jasmine Graham were apologies for the Planning Day.

### 3. TEQSA Accreditation Outcome

Professor Marcia Devlin (via teleconference) provided Committee members with an outline of the TEQSA Decision Notice, and in particular Annexure A - Non-Statutory Requests for additional information. Professor Devlin encouraged members to send her responses on the following items:

1. factual inaccuracies in the TEQSA document;
2. any additional comments; and

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3. how to comply with the requests from TEQSA.

Responses are to be forwarded to [dvc.learning@federation.edu.au](mailto:dvc.learning@federation.edu.au) or [m.devlin@federation.edu.au](mailto:m.devlin@federation.edu.au) for consolidation.

The Committee noted that the TEQSA documents will be included in the next Academic Board meeting (AB4/17) for further discussion.

The Chair acknowledged that the TEQSA documentation reinforces that the University promotes best practices and provides students with quality programs. A testament to the excellent work that has been undertaken with the Student Retention and Success initiative.

*Dr Adam Baker joined the meeting.*

#### 4. 2018-2020 BOLD Planning Day 1

The Chair provided Committee members with a summary of the first planning day meeting held Wednesday, 29 March 2017 in which a number of categories were established, BOLDER global University trends were discussed and strategic opportunities. A mapping exercise was undertaken with the 2015-2017 BOLD Learning & Teaching, which highlighted areas that require additional work going forward.

#### 5. Next Step

The 2018-2020 BOLD Learning & Teaching Plan will primary focus on 'employment ready' graduates. Collaboration and engagement with industry to strengthen the partnerships required to lift employment, harness digital technologies and to provide our graduates with the skills to develop a career in their field of studies.

Committee members were provided with the opportunity to discuss '**What are the University's Strengths with Learning & Teaching**'. The following key points were noted as significant areas that the learning and teaching space excels in:

1. great repour with our students;
2. strong links with communities where the University has campuses;
3. pathway opportunities (HE and VET for lifelong learning); and
4. a culture that values and rewards good teaching practices.

Please note, **Appendix (1) one** has captured comments by Committee members.

The QILT data indicates that the University is significantly above average in the way that students see the support that they receive from the teaching staff.

The 2018-2020 BOLDER Learning & Teaching Plan principles have been approved by the Vice-Chancellor's Senior Team (VCST). The development of the new plan must incorporate the following key elements:

1. employment readiness;
2. recognising the diversity of our student cohort and providing support through all modes of learning;
3. the current economic climate and how to work collaboratively across campuses and both sectors for staff development in the learning and teaching space to enhance the learning experience for our students; and
4. graduate attributes (innovation, entrepreneurship and global citizenship).

The Committee noted that Associate Professor Kim Dowling, Chair of Academic Board has formed a working party to assist with the revision of the Graduate Attributes Policy.

The foundation elements for the new BOLDER Learning & Teaching Plan are as follows:

- the student experience;

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- teaching experience;
- curriculum;
- infrastructure; and
- quality.

## Development of Strategies

Dr Adam Baker, Federation Business School provided Committee members with an executive summary on developing the 2018-2020 BOLD Learning & Teaching Plan and noted the following key points:

- a strategic plan is an action document;
- determines the goals/objectives of the plan;
- the actions required;
- timelines;
- who is responsible for delivering the outcome;
- implementing changes to be made; and
- must be auditable.

The Committee noted the tabled document for critiquing the foundation elements into a roadmap for further discussion. The SMART goals principals were used for the exercise.

**Action item:** *Send report to Alison Lord, Associate Dean, Student Retention and Success, Faculty of Education and Arts*

The meeting concluded at 3.50pm.