

## TEACHING AND LEARNING PLAN

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### Teaching and Learning Vision

To develop and disseminate knowledge through an exceptional commitment to scholarly teaching and learning

### Teaching and Learning Mission

To be an exemplary provider of modern education, based on research and innovative teaching, and designed for graduates of the 21st century

## Guiding Principles

Macquarie's academic pursuits have been based from the outset on scholarly teaching and the very close nexus between teaching and research

- ◆ founded in the concept of serving the community
- ◆ delivering first-rate educational programs by a variety of modes in Australia and overseas
- ◆ distinguished by the conscious application of tested scholarly disciplines to modern needs
- ◆ driven intellectually by the enquiring spirit of fundamental research

with an acknowledged reputation as an innovative research-based university of international excellence.

### **Macquarie's academic programs are:**

- ◆ Rigorously based in dynamic scholarship at an international level of excellence
- ◆ Designed with clear objectives and outcomes as their focus
- ◆ Able to respond to changing societal needs through review and revision
- ◆ Responsive to stakeholders through student and graduate feedback, advisory boards, accreditation councils, professional and community contacts
- ◆ Monitored at all levels and constantly revised by review in each Department and Division and by annual interaction with the Academic Senate and its committees

### **Macquarie's graduates should:**

- ◆ Master the fundamental principles of their chosen disciplines
- ◆ Develop a commitment to life-long learning with the capacity for independent learning and enquiry
- ◆ Appreciate the search for truth in complex fields of study and experience
- ◆ Develop the capacity to bring interdisciplinary approaches to solving problems
- ◆ Cultivate a sense of social responsibility and a sensitivity to other peoples and cultures
- ◆ Develop an understanding of the role of science, technology and the humanities in society

### **Macquarie seeks to develop generic skills for students across the University, building flexible outcomes for life and for the workplace over a life's career:**

- ◆ foundation skills of literacy, numeracy and information technology
- ◆ self-awareness and interpersonal skills, including the capacity for self-management, collaboration and leadership
- ◆ communication skills for effective presentation and cultural understanding
- ◆ critical analysis skills to evaluate, synthesise and judge
- ◆ problem-solving skills to apply and adapt knowledge to the real world
- ◆ creative thinking skills to imagine, invent and discover

### **Macquarie's teachers are:**

- ◆ Scholars committed to flexible learning, research and the dissemination of knowledge
- ◆ Highly professional
- ◆ Dedicated to encouraging the learning capacity of each individual student
- ◆ Regular users of student feedback
- ◆ Recognised for **excellence in teaching**
- ◆ Devoted to **academic freedom** with a sense of social responsibility
- ◆ Participants in the professional life of their disciplines

# THE INNOVATIVE UNIVERSITY

## **GOAL 1: *To promote access and equity through high quality education***

**Enrolment planning** and student recruitment pay particular attention to matching the needs and aspirations of the student body to the strategic directions and capacity of the institution.

- ◆ Total student load on the home campus will be around 16,000 EFTSU, with steady growth envisaged mainly through a developing network of partner institutions.
- ◆ Program planning recognises the steady shift of student interests towards professionally relevant studies in business, health and information and communications technologies, and the importance of complementary and relevant studies in the humanities, social sciences and science and technology.
- ◆ The ratio of undergraduate numbers in commerce and management, science and technology, and humanities and social sciences will stay close to 3:3:4.
- ◆ The profile will progressively tilt towards postgraduate programs, including an increase in research-based higher degrees in identified areas of excellence.

**Life-long learning** is encouraged through flexible pathways including:

- ◆ Modular programs and effective credit transfer.
- ◆ Bridging programs as an alternative mechanism for entry to selected competitive entry programs.
- ◆ Special entry schemes and equity and merit scholarships to support mature-age students and equity groups.
- ◆ Flexible timetabling, flexible formats for executive training, community learning centres, summer courses and work-based programs.

**Student services** offer coordinated professional assistance:

- ◆ The Dean of Students and Dean of Graduate Studies support academic development connected with students, facilitate student interests and handle complex student grievances.
- ◆ Support services promote communication, numeracy and study skills and access to information resources.
- ◆ Academic advising is provided on an individual basis where needed.
- ◆ An academic management information system supports all phases of student progress and will be available on-line.
- ◆ Counselling and health services assist students to realise their potential.

## **GOAL 2: *To promote excellence in teaching and learning.***

**Excellence in teaching and learning** means a capacity to promote independent learning among students at all levels and a commitment to engage with students in critical approaches through research and peer discussion. Macquarie's approach seeks to integrate scholarship into teaching and research and promote:

- ◆ Flexible skilling of graduates with a conscious emphasis on student learning outcomes and generic skills which equip students for life and work.
- ◆ Strong fostering of research capacity at all levels and development of creative, analytic and research skills.
- ◆ Interdisciplinary studies with imaginative study packages, liberal studies options and double degrees.

**Teaching and learning strategies** include:

- ◆ Academic reviews informed by coordinated market research and advice from industry partners and professional groups.
- ◆ Scholarships and grants to attract top class students to undergraduate programs, honours and research degrees.
- ◆ Student progress monitored through structured assessment which fits the course goals and maintains consistent standards.
- ◆ Teaching development grants to encourage creative ideas, continual improvement and up-to-date pedagogy.

# THE BORDERLESS UNIVERSITY

## GOAL 3: *To promote internationalisation in teaching and learning*

**Internationalisation covers all aspects of the University's endeavours** - international reputation, world-class staff with a global outlook, graduates prepared for the global society and a heightened appreciation of diverse cultures. Macquarie's vision is to be a borderless university with a particular outreach to the Asia-Pacific.

- ◆ International students are a priority, onshore and offshore.
- ◆ International location and multi-mode delivery provide flexible programs on the home campus and through partner institutions for international and domestic students.
- ◆ International qualifications will include dual degrees and flexible credit transfer with a network of overseas institutions.
- ◆ International experience is promoted through student and staff exchange and work placements, assisted by travel scholarships and grants.
- ◆ Internationalisation of the curriculum develops cross-cultural understanding and the skills to respond to globalisation.
- ◆ International marketing and recruitment makes effective use of partners and representatives and modern technology.
- ◆ International programs include a range of English language services, preparatory courses and orientation to campus life.
- ◆ International Office activities support international students and promote international experiences to the student body.

## GOAL 4: *To support innovative teaching and learning through a range of approaches, including flexible access to learning resources and effective use of information and communications technology.*

- ◆ Selected programs will be available on-line and by distance for domestic and international students, supported by a network of learning centres.
- ◆ Multi-mode and technologically enhanced teaching will be designed to enrich the learning experience for all students.
- ◆ The Centre for Flexible Learning will be a reservoir of expertise and research to promote the dissemination of good practice in the use of flexible learning resources.
- ◆ The on-line teaching facility will provide interactive delivery, communication tools, and management and evaluation facilities, with a simple user interface.
- ◆ Flexible development grants are available to support innovation and up-take of new ideas.
- ◆ The Library will expand networked information services, on-line access to collections and information technology training.
- ◆ Technology infrastructure is continually improving through increased bandwidth and connectivity and access to digital recording.
- ◆ Integrated information systems and e-commerce solutions will be exploited for student administration and support.

**The Borderless University Project aims to achieve integrated academic values, course development, skills development, information systems, flexible delivery and marketing through the Macquarie network. Stage 1 involves:**

- ◆ Market studies of student attitudes to on-line education.
- ◆ Integration of policies on academic planning, course development and flexible delivery and teaching and learning support.
- ◆ Identification of key programs for development in flexible mode.
- ◆ Stocktake of current programs, infrastructure and capability.
- ◆ Exploration of strategic alliances and partnerships.

# THE QUALITY UNIVERSITY

## GOAL 5: *To adopt progressive policies in human resource management to support scholarly teaching*

**Macquarie values, uses and acknowledges the excellence and diversity of its key resource - people.**

- ◆ Personnel policies support the academic mission through internationally competitive selection, induction, mentoring, appraisal and promotion.
- ◆ The working environment recognises and values the diverse social profile of staff and students.
- ◆ Innovative staff development programs sustain continuing excellence and support the career goals of staff and the needs of the University.
- ◆ Workloads are managed to provide flexibility and equity between staff with different strengths and interests, while supporting the institutional goals of excellence in research and teaching and the focus on research-based scholarship.
- ◆ Extensive use is made of student and graduate feedback to monitor the student experience, the achievement of learning objectives and trends in performance.
- ◆ Good teaching is recognised and rewarded through awards for outstanding teachers, teaching development grants and highlighting of teaching contributions in the criteria for promotion.

## GOAL 6: *To ensure quality and continuous improvement in teaching and learning*

**Macquarie plans, encourages and assures the quality of all its activities and promotes continuous improvement and a strong community focus, supporting its distinctive role as a modern, research-based university of international excellence.**

- ◆ The principal budgetary goals and resource allocation support the academic strategic plan and provide protection against cutbacks in government funding.
- ◆ Strategic planning follows an interactive model of quality assurance, encompassing inputs, processes, outcomes and improvement strategies in a feedback cycle.
- ◆ Criteria used in reviews are reputation amongst key stakeholders, resources, ranking, assessment of student learning and adoption elsewhere of Macquarie models.
- ◆ Academic reviews cover the Divisions, University Centres, Offices and major programs over a 5 year cycle with input from key stakeholders, bench-marking and peer review. Recommendations and progress reports are presented to Academic Senate and University Council.
- ◆ Academic Senate reviews proposals for new programs, the schedule of units, and examination results on an annual cycle.
- ◆ Divisions review their teaching plan and programs on a rolling 5 year cycle taking account of developments in their research and pedagogy, feedback from students and graduates, market research, external advisory boards and professional groups.
- ◆ Individual staff and Departments are encouraged to maintain teaching portfolios as a record of achievement and focus for development.

## Major Teaching Centres recognised by external funding:

- ◆ National Centre for English Language Teaching and Research 1988 -
- ◆ National Key Centre for Geochemical Evolution and Metallogeny of Continents 1995 -
- ◆ Commonwealth Key Centre for Biodiversity and Bioresources 1995 -
- ◆ Science Lectureships Initiatives 2000 -
  - Human Language Technology,
  - Australian Photonic Industry,
  - Wildlife Management,
  - Making the Science Connection.
- ◆ Macquarie Japanese Studies Centre for Teaching Development
  - Nippon Foundation Fund Grant 1995 -
  - Awards for the flexible learning courses *Kantaro* and *Gengoro*.

## KEY PERFORMANCE INDICATORS

	1995	2000	2005
<b>Total Student Load</b>	13,019	15,787	18,000
Home Campus	12,649	15,347	16,000
Off-shore	370	440	2,000
Postgraduate (%)	20.7	22.0	25.0
Research (%)	5.0	4.7	5.0
International (%)	8.4	16.1	25.0
Low SES (%)	4.7		
Indigenous (%)	1.2		
<b>Undergraduate Load</b>	10,324	11,871	13,500
Commerce (%)	23.3	29.3	32.0
Science (%)	35.2	27.3	28.0
Humanities (%)	41.4	43.4	40.0
<b>Study Abroad</b>			
Incoming	50	299	
Outgoing		200	
<b>Academic Staff (FTE)</b>	775	763	
With doctorate (%)	64	65	

	1995		2000	
	Macq Univ	Aust Average	Macq Univ	Aust Average
<b>UG Intake</b>				
1st preferences (% Share)	7.6		7.2	
Mean UAI				
UAI > 95 (%)				
<b>Research Intake</b>				
1st class honours (%)				
<b>UG progress rate</b>	83	86	86	
International rate	80		78	
Equity rate				
<b>Research Training</b>				
PhD time (FT yrs)			3.93	
PhD success rate (%)			77	
PhD Awards/FTE staff	0.086		0.12	
<b>Employability (GDS)</b>	81	76	76	77
Further study (%)	23	20	21	22
<b>UG Experience (GEQ) (Broadly Agree/Agree %)</b>				
Good teaching	74/36	73/35	78/42	77/42
Generic skills	83/59	86/61	85/61	89/67
Overall satisfaction	90/69	89/63	92/71	89/67
<b>Resources (% of Operating Expenses)</b>				
Academic activity	54.3	60.0	63.1	
Library	5.7	5.0	5.1	
Student:Staff ratio	21.0	15.5	22.5	