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TEACHING QUALITY INDICATORS PILOT PROJECT

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Deakin University Teaching Quality Indicators Pilot Project

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PROJECT DESCRIPTION

Background

Efforts to ensure the quality of higher education teaching and learning have contributed to increasing interest in assessing teaching quality. To date at the national level in Australia there has been a tendency to place an uneven reliance on quantitative indicators of teaching quality, partly because they are perceived as objective and reliable and are relatively simple to gather and collate. The high level of activity across the sector and within institutions to address the quantitative indicators of the Learning and Teaching Performance Fund (LTPF) provides an example of such reliance (Devlin, Brockett and Nichols, in press).

Alongside other criticisms, the national quantitative indicators provide inadequate data for institutions wishing to interpret the data contextually to provide explanations of, or make changes to, their own teaching and learning performance. The institutional academic environment is the primary means by which students further their learning, abilities and interests making it a central dimension to student success (Chalmers, 2007a p.92). It is therefore reasonable to expect that the most meaningful and relevant indicators to inform the development of strategic decision-making - that will lead to the desired teaching and learning outcomes - would be found at the institutional level.

The Australian Learning and Teaching Council (ALTC) project 'Rewarding and recognising quality teaching in higher education through systematic implementation of indicators and metrics on teaching and teacher effectiveness' (short title The Teaching Quality Indicators or TQI Project) has as its central principle the concept that teaching quality is contextual and will mean different things depending on the institutional environment in which it is being discussed and examined. The project is also based on the assumption that teaching quality is multi-dimensional and that the indicators and outcomes of teaching quality that are prioritised within institutions will vary according to institutional priorities and context.

Deakin University as a pilot university

The decision for Deakin to be involved in the TQI Project was taken for three reasons. The first was so that Deakin might examine its own policy and practices related to recognising and rewarding teachers and teaching that enhances student engagement. Second, Deakin is committed to systematic approaches to assuring teaching quality. The project appeared to offer a framework that would facilitate such an approach and allow the design of a system that might be transferable to other dimensions of teaching quality assurance. Thirdly, Deakin has set itself ambitious goals in terms of national leadership in the area of teaching and learning. The framework allows the evidence-based, research-led approach that the university wishes to take in order to work toward this goal and to contribute to discussion about student engagement at the national and international level.

Student engagement as a focus

In examining the multi-dimensional quality of teaching, Deakin University chose student engagement as the dimension on which to focus. The current TQI project provides an alternate way of thinking about what it is that universities do in relation to recognising and rewarding teachers who engage students. In Australia, student engagement is defined as "students' involvement with activities and conditions likely to generate high-quality learning" (Devlin, Coates and Kinzie, 2008, p.1). Given that the more a student studies, practices and puts effort into a subject, the more he/she tends to learn about it (Chalmers, 2007a p.93), the capacity for institutions and staff to engender an environment in which student involvement in constructing their own learning is fostered (Devlin *et al.*, 2007) takes on added significance.



Engaging students is important because students who are committed to their own learning have a propensity to actively participate in lifelong learning opportunities after graduation based on their experiences while at university (Chalmers, 2007a pp.93-94; Department of Education Employment and Workplace Relations (DEEWR) 2008). This benefits the individual by enriching their personal lives as they continue to use the tools and skills they have acquired and refined at university. It also collectively supports the national objective of ensuring our future economic prosperity within an increasingly competitive, knowledge-based global landscape where a key determinant of that success rests soundly on making the most of the 'human capital' available (DEEWR, 2008 p.1). There has been a sharp increase recently in the level of interest in Australian higher education around student engagement, including how teachers and teaching might incorporate such engagement. Deakin University sought to build on and extend that interest.

The discussion paper informing the current review of higher education by the Australian federal government notes that “[t]here is little agreement in the scholarly literature about how to measure the quality of teaching in higher education...” (DEEWR, 2008 p.35). Coates, Goedegebuure, van der Lees and Meek (2008) have suggested research-based processes that inform universities about student engagement are likely to provide reliable outcome-proxy indicators. These, in turn, are likely to offer evidence to institutions for guiding change. Deakin University is committed to taking a research-led approach to endeavours to enhance teaching and learning. This commitment guides the university’s focus on student engagement and teaching quality.

Diversity and multiculturalism as a driver

The diversity and multicultural nature of Deakin’s student population provides a strong driver for the focus on student engagement. With a history of policies and practices supporting inclusivity, resulting in approximate enrolments of 35,000 (2008 figures), the composition of the Deakin student body is noted for its diversity and its multicultural nature. These characteristics have been recognised to have “a significant influence on the approach to teaching and learning at Deakin and the development of the Deakin student experience” (Teaching and Learning Plan 2008-2012 p.3). Student engagement is particularly important in such an institutional context.

Identifying teaching that engages students

Based on extensive consultation and with reference to key strategic documentation (Deakin Strategic Plan, Deakin Teaching and Learning Plan 2008-2012), as well as reports and direction provided by the TQI Project, it was resolved that Deakin adopt aspects of the definition of student engagement developed by the Australian Council for Educational Research in their work around the Australasian Survey of Student Engagement (AUSSE). This definition was viewed as being both robust and capable of underpinning the ongoing development of a shared vision at Deakin on student engagement. The university subsequently opted into participation in the AUSSE from 2008 and has collected the first round of data from the AUSSE process.

Deakin notes that the following three AUSSE scales relate directly to the quality of teaching and teachers and which will help guide future resources and advice on student engagement:

- academic challenge — the extent to which expectations and assessment challenge students to learn
- student and staff interactions — the level and nature of students’ contact with teaching staff
- work integrated learning – the integration of employment-focused work experience into study (Devlin, Coates and Kinzie, 2007).



Deakin has undertaken a research-led approach to the project with the intention of promoting incentives that encourage a culture of excellence in teaching and learning within the institution. The TQI Project mapping of student engagement initiatives and activity has been completed (Appendix A). This includes documenting inputs, processes, outputs and outcomes, specified by the organisational level of the occurring activity, including attributing responsibility to individuals, schools, faculties , divisions and/or senior management. This mapping has informed the development of a suite of resources to assist staff to further engage students through teaching and learning activities.



PROJECT IMPLEMENTATION

Implementation of the project commenced in 2007. The need to reorient the project became clearer with the change in project leadership in mid-2008, itself in part an outcome of a major shift in strategic vision within a relatively short timeframe. Through a considered process of reflection on the implementation of the project, Deakin established that it was important to differentiate between engagement with students per se and the elements of student engagement that are directly related to teaching and teachers. Consequently it was determined it would be beneficial to examine the quality of support (through recognition, promotion and reward mechanisms) available to Deakin staff to encourage the embedding of student engagement processes within teaching. Work since undertaken has involved:

- examining and revising relevant policies and practices related to engagement that impact on the quality of teaching and learning
- establishing necessary infrastructure and systems to gather and interpret engagement data
- implementing strategies to begin to build a culture that values, recognises and rewards teaching quality related to student engagement.

Evaluation

Subsequently, Deakin determined a methodology for the on-going evaluation of the TQI Project based on the following indicators:

1. the extent to which 'student engagement' is included in the criteria for measuring teaching performance embedded in university policy and practice
2. the commencement of systematic gathering of valid, reliable data on student engagement
3. evidence of assistance to individuals and teams of teaching staff to engage students, for example, through the development of a suite of resources linked to engaging students
4. the commencement of benchmarking activities with like institutions that are focusing on student engagement
5. the inclusion of research on student engagement within the university research agenda.

1. The extent to which 'student engagement' is included in the criteria for measuring teaching performance embedded in university policy and practice

The first consideration impacting on Deakin's decision to be involved in the TQI Project was so that the university might examine its own policy and practices related to recognising and rewarding teachers and teaching that enhance student engagement.

Guided by the TQI Project requirements and in acknowledgement of Deakin's identified strategic priorities, the project team:

- identified relevant teaching and learning leaders and practitioners within Deakin to work within the project and to assist with dissemination throughout. *Relevant individuals were identified through campus visits and an extensive institutional review of staff profiles, particularly noting those with a focus on student engagement*



- interrogated current practice and identifying best practice in order to contribute to the process of recognising and rewarding excellent teachers and teaching related to student engagement. *A number of steps have recently been established to acknowledge quality teaching related to student engagement at Deakin, including documenting initiatives that promote student engagement (Appendix B)*
- identified a number of examples and exemplars of best teaching practice that emphasise student engagement. These are included in the mapping. *It is intended that these form the basis of a suite of resources to assist individuals and teams of teaching staff in engaging student*
- identified relevant policy points in relation to recognising and rewarding excellent teachers and teaching related to student engagement. *The Academic Promotions – Procedure, which facilitates academic career pathways based in part on the acknowledgement of quality teaching, has been renewed to provide further opportunities to highlight teaching that engages student*
- identified individuals and teams with a strong interest in student engagement, encouraging cross-institutional networking opportunities.

2. The commencement of systematic gathering of valid, reliable data on student engagement

Beyond confirming the importance of ensuring academic challenge, decades of research into higher education student learning and development has emphasised the value in examining how students integrate into institutional life and their involvement in educationally relevant, 'beyond-class experiences'. Measures of student engagement provide information about individuals' intrinsic involvement with their learning and the extent to which they are making use of educational opportunities. Student engagement data provides information on learning processes, is a reliable proxy for learning outcomes, and provides excellent diagnostic measures for learning outcomes, as well as for learning enhancement activities (Devlin *et al.*, 2007).

The Australasian Survey of Student Engagement (AUSSE) provides such data for participating institutions that is both generalisable and yet sensitive to particular institutional context. Validated for use in Australasian higher education the Student Engagement Questionnaire (SEQ), on which the AUSSE relies, provides quantitative information on the time and effort students devote to educationally purposeful activities and on students' perceptions of the quality of other aspects of their university experience.

In summary the SEQ is designed to measure six important but relatively untapped areas of Australasian university education. These are outlined below:

AUSSE SCALE	AREA OF INTEREST
Active learning	Students' efforts to actively construct knowledge
Academic challenge	Extent to which expectations and assessment challenge students to learn
Student & staff interactions	Level and nature of students' contact and interaction with teaching staff
Enriching educational experiences	Students' participation in broadening educational activities
Supportive learning environment	Students' feelings of legitimation within the university community



Work integrated learning

Integration of employment-focused work experiences into study

Deakin University commenced the systematic gathering of valid, reliable data on student engagement with the introduction of the AUSSE in 2008.

3. Evidence of assistance to individuals and teams of teaching staff to engage students

An exercise to evaluate, integrate, map and undertake gap analysis of existing practice linked to quality teaching — with an emphasis on student engagement — was undertaken and completed in August 2008. While it was very pleasing to uncover many excellent examples of work in this area, initiated by teaching staff working either independently or in small groups in each of the four faculties, it soon became apparent that much of this activity appeared to be known only to those within close proximity to the practitioners concerned. As a result, the need to ensure a comprehensive institutional approach to establishing a set of resources to engage students — that was both integrated into the institutional principles and easily accessible to assist all teaching staff — was identified.

The project team has worked towards addressing this matter in the following ways.

- Linking examples of good practice in teaching that engages students directly to the newly established Eight Principles of Teaching, Learning and the Student Experience which provides a guide to teaching at Deakin and effectively describes the meaning of 'excellence in teaching' at Deakin.
- Identifying and commencing steps to document and disseminate examples of good practice as an institutional priority, predominantly online, but where deemed appropriate, also by other means.

4. The commencement of benchmarking activities with like institutions that are focusing on student engagement

Two other pilot universities, University of South Australia (UniSA) and University of Tasmania (UTas), have also chosen a related aspect of 'engagement' on which to focus. Preliminary discussions with the TQI project officers at UniSA and Deakin were held at the TQI Project Workshop from 27-28 August 2008. It was apparent that UTas, straddling the key dimensions of diversity and engagement, was not in a position to commence benchmarking discussions due to ongoing internal activity to further clarify elements of their approach to the TQI Project. However, due to their emphasis on the learning community (and in particular graduate outcomes) there was some merit for further discussions with UniSA. A follow-up meeting was held between TQI project officers from Deakin and UniSA in Adelaide in September 2008. At this meeting the TQI mapping process and proposed TQI indicators were discussed in more detail.

In summary, it was discerned that while the commencement of appropriate benchmarking activities with other institutions focussed on student engagement was not immediately feasible, the potential for further benchmarking opportunities concerning practice-based learning was identified. Deakin will continue to actively support discussions to this end.



5. The inclusion of research on student engagement within the university research agenda

Deakin has set itself ambitious goals in terms of national leadership in the area of teaching and learning. To this end the university has expressed a strong commitment to positioning itself as an institution which supports Information and Communications Technology (ICT) — enabling forms of flexible education which may be used in the service of promoting student engagement. The proposed TQI Framework was considered to allow the evidence-based, research-led approach preferred by the university as it works towards the goal of contributing to discussion about student engagement at the national and international level. This has built upon the work undertaken at a national level during stage one of the TQI Project, which consisted of an extensive review of the available research literature and current teaching and learning indicators and measures from within Australia and internationally.

Deakin has noted that there has been a sharp increase recently in the level of interest in Australian higher education in research around student engagement, including how teachers and teaching might incorporate such engagement. This growth in interest is mirrored at the institutional level at Deakin with several small research teams seeking funding to investigate the impacts of various innovations in teaching and learning on student engagement and learning.

To date major research initiatives and outcomes have included:

- a professor appointed to the new position of Chair in Higher Education Research and charged with establishing an institution-wide higher education research group with a view to establishing a centre of excellence. The Higher Education Research Group (HERG), an institution-wide group of over 140 staff, is focused in part on the continuous improvement of teaching and learning, including student engagement, through scholarship and research. Student engagement is now one of the formally identified foci for this group
- the establishment of the College of Distinguished Deakin Educators (CDDE) with 47 fellows. As recognised leaders in teaching and learning, the role of fellows of this college is to contribute to both enhancing the learning experience of students and to scholarship and research at Deakin in the field of teaching and learning¹ including student engagement.
- a number of policy amendments have been made which are directly related to promoting the scholarship of, and research into, teaching and learning, including student engagement
- the internal Strategic Teaching and Learning Grant Scheme (STALGS) has been reviewed and guidelines that specifically encouraged projects that could contribute to improved student engagement were added to encourage staff to pursue this area. One group, including the project leader, won funds to investigate student engagement in online environments
- the theme for the 2009 Institute of Teaching and Learning Conference is related to student engagement. In 2008 over 160 staff participated in this conference. This number is likely to increase significantly with the introduction of the HERG and an institution-wide focus on higher education research.

There is little doubt that TQI Project has been useful in supporting the inclusion of research on 'student engagement' within the university research agenda at Deakin.

¹ Refer to website: <http://www.deakin.edu.au/itl/college/index.php>



Stakeholder participation

In an 18-month period, Deakin University undertook significant change in the area of teaching and learning incorporating a number of overarching initiatives. First, the new Teaching and Learning Plan emphasised ambitious national goals. Second, a suite of teaching performance based indicators - on which \$2 million in funds will be allocated to faculties - has been introduced. In providing evidence of teaching performance each faculty may choose to focus on a number of areas, including student engagement. Third, joint appointments between the central Institute of Teaching and Learning (ITL) and each of the four faculties of the university were initiated. The role of the joint appointees is to work strategically to assist ITL and faculty staff to meet the university's teaching and learning goals. Fourth, eight new Principles of Teaching, Learning and The Student Experience were developed as a recommendation following the development of a Teaching and Learning Quality Framework and the process of embedding these principles has commenced. Fifth, the College of Distinguished Deakin Educators (CDDE) was established with 47 fellows (with a plan to increase the number to 60 by December 2008). As recognised leaders in teaching and learning, the role of fellows of this college is to contribute to both enhancing the learning experience of students and to the scholarship and research at Deakin in the field of teaching and learning (Devlin, Brockett and Nichols, in press).

Given that Deakin was already committed to a major change agenda and experiencing a shifting culture, a crucial factor was how potential stakeholders might be encouraged to contribute to the TQI Project. A major pragmatic issue was the time available for individual staff to participate. To overcome this challenge, the project manager, relying upon an extensive institutional knowledge, identified a body of dedicated individuals noted for their leadership and/or interest in the field of teaching and learning with an emphasis on student engagement in particular. These individuals were then contacted in person with a number of follow-up face-to-face meetings undertaken to discuss matters related to their participation and to communicate and disseminate information regarding the TQI Project.

A database of staff, both academic and professional, as well as Deakin University Student Association members was established with representation at all levels including those directly involved in coal-face teaching that engaged students and those who played a more supportive role in student engagement. Invitations to a one-day workshop were then issued with the purpose of seeking expert input and feedback on the project as well as on Deakin's policies and practices in relation to teaching related to student engagement. Given that the day was held during peak teaching time and on one campus (Burwood) requiring many to travel, the turnout of over 50 per cent (55 participants) of those recorded on the database, including the deputy vice-chancellor (academic) and the chair in higher education research, was considered positive validation of the university's commitment to recognising and rewarding teachers and teaching that engages students.

A particularly positive outcome from that event has been the number of cross-institutional network opportunities since reported by participants who have continued to meet through various forums and who provide ongoing contributions both directly and indirectly, via their discussions, to the project. The project manager continues to monitor this activity and maintain close links with the leading teaching and learning practitioners involved.

Mapping against the TQI Framework

The TQI Framework developed by Chalmers (2007, p.99) as a tool to interrogate institutional practice was initially set aside because of the significant changes in the area of teaching of learning experienced by Deakin throughout 2007 and most of 2008. In this context, contact with key areas of the university was established by the project manager to ensure the latest data required to inform the project could be systematically reviewed and analysed as it became available. This proved to be time-consuming as changing staff roles and competing



requests from other areas of the university required repeat contact to be maintained to ensure the accuracy and appropriateness of the information to the needs of the project as well as the strategic vision of the university.

Deakin successfully completed the mapping exercise reconciling a range of data sources (see Appendix).

Dissemination and communication strategies

Due in part to the significant changes that took place at Deakin in relation to teaching and learning at the same time as the pilot phase of the TQI Project, dissemination and communication have not been as effective as originally intended. This is an aspect of the project on which the university will focus in the next 18 months and discussions with the Planning Unit about dissemination of the AUSSE results, once available in the appropriate format, have commenced. Given Deakin's focus on research-led change, the outcomes of these discussions will provide a blueprint for action in terms of recognising and rewarding teachers and teaching that engages students.

The university has noted the ALTC report *Strategies for effective dissemination of project outcomes* (2005) and in particular seeks to develop and support leadership and management capacity building programs that incorporate a distributed and multi-level leadership in the area of student engagement. For example, Deakin is committed to recognising the pivotal role of sessional staff as often being 'front and centre' in terms of interaction with students and, therefore, key to ensuring high level engagement. Discussions on how the current suite of online professional development resources may be supplemented to include student engagement are in progress and will continue.

In the next phase, we will consider locating champions to sponsor and/or support professional development programs that focus on student engagement. These programs might include workshops, seminars and mentoring programs. The Operational Plan for 2009 now includes the establishment of an academic mentoring program so there is scope to embed a focus on student engagement in that strategy. The Joint Appointments (JAs) between the Institute of Teaching and Learning (ITL) and each of the four faculties might be best placed to take leadership here, although this will need to be discussed with the JAs and the incoming new director of ITL. The completion of a database of staff members who are interested and/or active in student engagement may also provide avenues of ongoing dissemination and communication, as will the Higher Education Research Group.

Other possible considerations for ongoing dissemination and communication include the development of an additional award for teaching that engages students and building student engagement into the Graduate Certificate of Higher Education (GCHE). These ideas will necessitate discussion with the deputy vice-chancellor (academic) and the school of education, who coordinate the GCHE.

Resourcing of future work related to the TQI Project will need to be discussed as will balancing the priorities of this project against those of the university. In many cases, the work undertaken in the earlier phase will be embedded and will continue. For example, the AUSSE data has been collected in 2008 and the university has committed to a biennial administration. Another example is the establishment of the sub-group focused on student engagement within the HERG. So too, the resources developed to assist staff to make use of the existing expertise within Deakin can be made available online and promoted through existing committees and networks to encourage further thinking and work around student engagement through teaching. And all of these examples will flow into ongoing consideration of recognising and rewarding teaching and teachers focused on student engagement.



PROJECT OUTCOMES

This project focused on rewarding and recognising quality teaching in higher education through systematic implementation of indicators and metrics on teaching and teacher effectiveness. The project facilitated a number of outcomes in the specific dimension of teaching and teacher effectiveness on which Deakin has concentrated efforts — student engagement.

The outcomes achieved from the project, or towards which the project contributed to date have comprised the:

1. option to include student engagement in reports for the Deakin Teaching Performance Incentive Fund allocation
2. commencement of collection of valid, reliable data on student engagement
3. inclusion of scholarship and research around student engagement in the university's higher education research agenda
4. expansion of the teaching-related criteria on which promotion decisions are made to include the scholarship of, and research into, teaching and learning, incorporating student engagement
5. addition to the internal Strategic Teaching and Learning Grant Scheme (STALGS) guidelines of specific encouragement of projects that could contribute to improved student engagement
6. the inclusion of student engagement in the collective university community lexicon and discussion.

Outcomes and outputs related to each of these six areas are detailed below.

1. The option to include student engagement in reports for the Deakin Teaching Performance Incentive Fund allocation

A Teaching Performance Incentive Fund (TPIF) was introduced at Deakin University in 2007. An amount of \$1 million was allocated to the faculties, essentially on the same basis as the national Learning and Teaching Performance Fund (LTPF). The amount allocated was increased to \$2 million in 2008. The aim of the TPIF is to help drive a culture of excellence in teaching and learning at Deakin University. A new allocation model for 2009 was devised by teaching and learning leaders from Deakin, with expert input from an external consultant.

For 2008, allocation of funds was based solely on output measures, specifically the comparative performance against the criteria used in the LTPF. It was decided that allocation based on such a limited output measure restricts the ability of the process to act as a driver for development of learning and teaching. Thus for 2009, the range of output measures was increased to include some that relate to currently enrolled students, for example, some aggregated student evaluation of teaching and units data, Course Experience Questionnaire (CEQ) data relating to field of study and evidence of improvement in student satisfaction indices. A number of input measures are also now included as a catalyst to increase action in these areas. The basic premise is that there are activities that are likely to improve teaching, such as involvement in staff development, and that faculties should be rewarded if they can be shown to be actively achieving in these indicators.

Summary of indicators for 2009

The Learning and Teaching Performance Indicators (LTPIs) for the 2009 budget are outlined below. Each is weighted differently (weightings not shown here).



Output indicators (50 points)

- LTPI 1: Faculty aggregate score on the 2007 LTPF results.
- LTPI 2: Results on the 2007 CEQ Good Teaching Scale for undergraduate programs compared to field of study results of national averages in the disciplinary category.
- LTPI 3: Percentage change in the faculty aggregate scores when comparing the 2006-2007 CEQ Overall Satisfaction Scales.
- LTPI 4: Percentage of units in the faculty with an average agree/strongly agree rating for Student Evaluation of Teaching and Units (SETU) question 1 of at least 70 per cent. All units with at least 30 responses will be included together with units of 15 or more responses if greater than 50 per cent of students enrolled in the unit have responded.
- LTPI 5: Change in the percentage of units in each school from 2006-2008 with an average agree/strongly agree rating across SETU questions 2, 5 and 7 of at least 70 per cent. All units with at least 30 responses will be included together with units of 15 or more responses if greater than 50 per cent of students enrolled in the unit have responded.

Input indicators (50 points)

- LTPI 6: Faculty plan to support professional development related to teaching and learning of new, on-going and sessional staff and its implementation including evidence of staff involvement.
- LTPI 7: Documentation to describe the current implementation of 10 of the actions listed in the University Teaching and Learning Plan that are considered most important to the faculty, including how the success of these actions will be evaluated and the quality of the strategies in place to improve the student learning experience in the faculty.
- LTPI 8: Each school to describe three examples of activities or strategies that best illustrate the school's recognition of any of the Deakin Principles of Teaching, Learning and the Student Experience.

It is LTPI 8 where the intersection with the TQI project occurs. Deakin's Principles of Teaching, Learning and the Student Experience are:

1. **Focus upon learning outcomes.** Our student experience will provide graduates with generic and discipline-specific attributes and knowledge that equip them for employment, further study, life-long learning, research and life in the community.
2. **Recognise and celebrate student diversity.** Our student experience will recognise the different learning needs of all students and will be tailored to support a diverse student population. Diversity adds significant value to the learning experiences of all students.
3. **Courses that are relevant and future-oriented.** Our courses are designed first and foremost to be relevant to the career and life aspirations of students, equip students to adapt to an ever-changing global environment and be informed by high quality, contemporary research and consultation with industry, employers and government.
4. **Courses that are flexible.** Our courses will provide, where appropriate, opportunities for students to extend and shape their own learning experience by providing flexible timing and delivery of courses, course structures, subjects and assessment processes.
5. **Teachers who are innovative and motivate students to learn.** Our teachers value and practise innovative ways of creating learning experiences, taking into account



student interests and professional needs, and will employ motivational strategies to encourage their students to learn, resulting in an engaging student experience.

6. **Teachers who are scholarly and professional.** Our teachers are committed to and informed by research and scholarship in relation to teaching, participating in regular professional development and striving for continuous improvement of their teaching.
7. **A learning environment that is flexible and responsive to student support needs.** Our learning environments are flexible, student-centred and accessible to our diverse range of students, utilising appropriate technology to enhance teaching and learning and providing student support services which are responsive to student needs.
8. **A learning environment which provides engagement with the university community.** Our learning environment is welcoming and engages all students in all aspects of university life so that they are fully connected members of a vital learning community.

Student engagement is mentioned specifically in principles five and eight and can be seen to be related to all of the remaining principles. In providing evidence of teaching performance, especially through LTPI 8, each faculty may choose to focus on a number of areas of teaching, including student engagement.

2. The commencement of collection of valid, reliable data on student engagement

As mentioned earlier, data on the three scales of particular interest are now being collected by Deakin and will inform decisions about future directions, including the way in which efforts made by individuals, schools, faculties and divisions toward enhancing student engagement may be recognised and rewarded.

3. The inclusion of scholarship and research around student engagement in the university's higher education research agenda

As mentioned earlier, this has occurred and is being monitored by the project leader, who is also the Chair in Higher Education Research and the leader of the Higher Education Research Group (HERG).

4. The expansion of the teaching-related criteria on which promotion decisions are made to include the scholarship of, and research into, teaching and learning, incorporating student engagement

In mid 2008 the promotion criteria related to teaching at Deakin were reviewed and renewed. The changes included the addition of the Australian Learning and Teaching Council (ALTC) criteria of effective teaching, which specify, under 'Approaches to teaching that influence, motivate and inspire student to learn', ways in which a staff member might encourage student engagement through the enthusiasm shown for learning and teaching.

5. The addition to the internal Strategic Teaching and Learning Grant Scheme (STALGS) guidelines of specific encouragement of projects that could contribute to improved student engagement

Also in mid 2008, Deakin's internal Strategic Teaching and Learning Grant Scheme (STALGS) was reviewed and guidelines that specifically encouraged projects that could contribute to improved student engagement were added to encourage staff to pursue projects in this area. Specifically, projects that could contribute to improved student transition, engagement, retention progression and/or success were explicitly given as examples of categories of projects which may be supported by the scheme.



6. The inclusion of student engagement in the collective university community lexicon and discussion

As mentioned earlier, enormous change has taken place at Deakin over an 18-month period prior to and including the time at which the TQI Project commenced. But while Deakin was evidently already heavily committed to, and active in, enhancing student engagement and recognising and rewarding teachers and teaching focused on student engagement, joining the TQI Project provided the opportunity for the university to further highlight and develop this work. Focusing on student engagement through the project has had a significant impact in terms of further increasing interest and activity in this area, both formally and informally. As an example, the recent *Student surveys on teaching and learning Final Report* (Barrie, Ginns and Symons, 2008) has helped inform discussions of the current SETU Working Party. As a result of the one-day cross-institutional forum on student engagement conducted in May 2008, individuals were able to meet and become aware of each other's work, facilitating the formation of networking opportunities.

In sum, a significant cultural change has taken place at Deakin and coupled with involvement in the project; this has allowed university level and university-wide conversations about student engagement to begin to take place. More than that, the conversations have contributed to changes in policy and practice that are likely to result in ongoing high quality student engagement as part of teaching and learning. While the major internal drivers and resulting changes would have taken place regardless of Deakin's involvement in the TQI Project, the latter provided an extremely positive additional dimension, and particular focus, to the changes.



PROJECT OUTPUTS

The major output from the project has been the Student Engagement Database (Appendix B), where existing strategies and resources within Deakin to further enhance student engagement through teaching have been mapped against the university's Eight Principles for Teaching, Learning and the Student Experience. This database is a live resource to which we will continue to add and which we will continue to refine over the next stage of the project. It contextualises examples, exemplars, suggestions and advice on how to engage students in the teaching and learning context and ideas that staff may wish to pursue in order to engage students. This is all located within the institutional policy framework, thereby increasing the likelihood of take-up and dissemination of these ideas. Further, the ideas, strategies and resources have all come from existing excellent practice within Deakin, ensuring institutional ownership and, again, increased likelihood of uptake. We intend to develop two versions of this database – one for internal use and a generic version designed as a template, for use by other universities.



PROJECT IMPACTS

Stage 2 of the TQI project involved the trialling of the proposed framework by eight universities over 18 months, ending December 2008. The framework recognises that universities will be in different phases of development and allows institutions to account for diversity of practice based on factors such as size and location, which inevitably impact upon priorities and strategies (Chalmers, 2007a p99). It is important to note that Deakin was already heavily committed to, and active in, student engagement prior to joining the TQI Project. However, the proposed framework has provided the opportunity to further develop this work as the act of focussing on student engagement has had a significant impact in terms of further increasing interest and activity in this area. The impact is documented more specifically in earlier sections and includes the outcomes and outputs.

It is evident from Deakin's experience to date that to focus effectively on student engagement and bring about the changes necessary to embed the concept in teaching recognition and reward policies and practices, a concurrent focus on institutional climate and systems is required. The inter-relationships between the dimensions of the teaching quality framework developed as part of the original national project have become 'real' for Deakin.

Deakin sees student engagement as a critically important dimension of teaching and learning. Participation in the TQI Project has provided a valuable means to begin to robustly evaluate teaching and learning related to student engagement within the university in a way that is both systematic and transparent. By documenting the process and sharing experiences with other pilot universities and more widely, it is anticipated that a process that is transferable not only to other dimensions of teaching and learning within Deakin, but perhaps also to other universities might be possible in the future.



PROJECT SUSTAINABILITY

Deakin places a great deal of emphasis on informed decision-making. This can only be achieved over time and relies on collecting and analysing data to identify actual (as opposed to presumed) teaching and learning activity. It is critical that the processes and outcomes arising from the participation in trialling the TQI Framework have Deakin ownership and it is commendable that the TQI Project recognises this. The proposed framework is capable of both providing a systematic and structured methodology by which institutions may interrogate their policies and practices and accommodating the amendment of tools and ideas to suit the particular context and circumstances of each university. This flexibility increases the likelihood that the project's outcomes are both sustainable and transferable.

Deakin has identified the following strategies that have the potential to sustain institutional awareness of, and commitment to, recognising and rewarding teaching that engages students.

1. Appointment of the current project leader in a continuing role to promote scholarship and research around student engagement both within and beyond Deakin. As Chair, Higher Education Research, the project leader is well placed to promote inclusion of research on student engagement within the university research agenda.
2. Appointment of part-time administrative staff member to contribute to ensuring ongoing support and monitoring of TQI outcomes, particularly the further development of resources to assist teachers who wish to enhance student engagement and providing consideration of and advice on how student engagement may be included as part of the Performance Planning and Review (PPR) process.
3. Utilisation of flexible delivery to continue to disseminate data, resources and information related to TQI outcomes, in particular those associated with recognising and rewarding quality teachers and teaching with an emphasis on student engagement. This will include the establishment, development and monitoring of a dedicated online presence and the ongoing maintenance of the Student Engagement Database.
4. Encouragement of staff to nominate themselves/others in recognition of good teaching that is linked closely with student engagement. This encouragement will occur through appropriate committees and various communication mechanisms such as existing newsletters, websites and Wikis.
5. Leveraging the work of the College of Distinguished Deakin Educators to sustain the institutional conversation around teaching that engages students.
6. Ensuring that, wherever appropriate, the terms of reference for key university committees (Deakin Student Sub-Committee, Deakin Teaching and Learning Committee) acknowledge and promote the ongoing importance of student engagement at Deakin.
7. The choice of student engagement as the key theme for the 2009 Institute of Teaching and Learning Conference.
8. Encouragement of staff to continue to make use of the resources and initiatives of the Higher Education Research Group to focus their scholarship of and research into teaching on student engagement.
9. Having won the bid to host the 2010 Higher Education Research and Development Society of Australasia (HERDSA) Conference, the possibility of the inclusion of a stream of papers within the conference focused on changes in student engagement (subject to consultation with members of the organising committee on the HERDSA executive and from other universities).



The likelihood of the project sustainability is also enhanced by contributing to national and international conversations about recognising and rewarding teaching and teachers. Members of the project team and steering group recently presented a conference paper on Deakin's experience of being involved in the TQI Project at the Education Research Group of Adelaide (ERGA) Conference in Adelaide in September 2008. The same group then had a refereed journal article on the project outcomes accepted for publication in the *Journal of Higher Education Policy and Management* in November 2008, to appear in print in 2009.

Finally, the funding arrangement within an institution will ultimately impact upon the sustainability of project outcomes. At Deakin the outcomes to date have been embedded within institutional policy and practice. Over the next phase, these changes will be carefully monitored to ensure sustainability and where possible, further development within the funding priorities of the university.



PROJECT TRANSFERABILITY

Very early in the project Deakin highlighted the need for a consultative, cross-institutional approach involving a wide range of identified stakeholders. This was to ensure the TQI Project was seen to have the capacity to deliver value for a diverse range of individuals and teams committed to teaching and learning and also be capable to support the identified strategic objectives of the institution. Many of the stakeholders had input into the mapping exercise, which proved highly useful in adding focus for staff already interested in teaching and learning with a specific emphasis on student engagement when they met for a one-day forum in May 2008. In particular, the ability to draw not only academic and general staff but also students to the forum indicates the willingness within the wider Deakin community to interact on the topic of teaching for student engagement. By deliberately ensuring those attending were teamed with participants outside their normal area of operation, the discussion was both lively and informative and there was 'buy-in' from relevant members of the university community.

The high level of interest and involvement in the student engagement forum suggests the possibility that the same approach and methodology might be successfully applied to other areas such as assessment, institutional climate and systems and/or diversity. By completing the mapping process, supplemented by input from the wider Deakin community and guided by an audit of current policy, procedure and practice, the suite of resources linked to principles, the Student Engagement Database, the framework for which may be adopted and adapted either within Deakin or by other universities.

Ultimately, it is conceivable that as more universities commit to open dialogue based on a shared understanding, opportunities for benchmarking will emerge and this will further facilitate the transference of the TQI Project outcomes within the higher education sector. In the interim, all Deakin stakeholders will receive a 'package' at the end of Deakin's participation in trialling the TQI Framework, outlining the resources and tools available as a result of their participation and seeking further feedback and commitment to similar TQI initiatives in the future. This, too, should contribute to the sustainability of the project outcomes.

Deakin appreciates that the TQI Project is an ambitious endeavour in the area of teaching and learning and recognises that the level of diversity within the higher education sector has affected the outcomes of the project. Participating in the pilot has relied upon each institution committing the time and resources necessary to identify how the TQI Framework might best benefit their own existing strategic objectives. Given the diversity within the sector, the vast array of possible starting points and how the framework may, by necessity, be amended to accommodate individual institutional context and circumstances, identified project outcomes are meaningful primarily to the individual institution. How easily the outcomes might be transferable to other institutions will depend on how closely universities consider the outcomes from another university align with their own priorities and contexts.

Several of the pilot institutions involved in trialling the TQI Framework interrogated quite separate areas of emphasis within each of the key dimensions of the framework. This has also affected project outcomes. Institutional climate and systems, for example, had a substantial body of previous work on which a number of suggested quality indicators already existed. In comparison, engagement (and more specifically student engagement) had less existing work on which to build. As more institutions commit to the TQI Framework, the more relevant and accessible their activity will become and this will aid the transference of project outcomes of each dimension.



PROJECT FUTURE PLANS

Establishment of a platform for further development and change

The university's involvement in the project has created a platform for further development and change. Some of the possibilities here include:

- the future strategic use of the Student Engagement Database to assist teachers to foster student engagement
- a focus on student engagement in academic staff development, including sessional staff induction and professional development
- the possibility of further highlighting student engagement activities in promotion applications
- the potential to further highlight achievements in relation to student engagement in internal teaching award applications
- benchmarking activities with the universities focused on student engagement in teaching.

Preliminary work on assessing the viability of capturing a very wide range of teaching and learning initiatives that promote student engagement has also begun. It is intended that this resource be available online alongside the other resources already mentioned and that all be readily accessible to stakeholders interested in recognising and rewarding teachers and teaching that engages students at Deakin.

In ongoing academic staff development programs, the university would particularly like to focus on supporting and developing sessional staff, who are often 'front and centre' in terms of interaction with students and, therefore, key to ensuring high level engagement. Discussions about how this might be achieved are currently taking place with an emphasis on how the TQI Project may contribute to the development of a suite of academic development initiatives specifically targeting sessional staff.

It is also intended that individual achievements in relation to student engagement in applications for promotion and teaching awards will be further highlighted in the future. Deakin is considering the introduction of an additional institutional award focused on achievements in the area of student engagement as well as expanding current criteria for such recognition and reward systems.

Deakin will continue to actively encourage participation in all initiatives that promote student engagement, nationally and internationally such as the 2009 Higher Education Research and Development Society of Australasia (HERDSA) conference in Darwin, which has as its theme The Student Experience. A number of staff from Deakin are seeking support to attend this conference and a number who have been involved in the project are considering developing a paper informed in part by the university's participation in trialling the TQI Framework. Further, the 2009 Deakin Teaching and Learning Conference hosted by the Deakin Institute of Teaching and Learning will run with the theme 'Enhancing Student Engagement in Teaching and Learning at Deakin University'.

Finally, Deakin will actively continue to seek external benchmarking opportunities with appropriate partner universities who are similarly focused on student engagement.



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Promoting excellence in higher education

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Appendices

TEACHING QUALITY INDICATORS PILOT PROJECT

DEAKIN UNIVERSITY

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APPENDIX A

Rewarding and recognising teaching and teachers, related to student engagement.

Overview

The purpose of this mapping activity was to examine Deakin University's policy and practices around recognising and rewarding teachers and teaching related to student engagement.

This document outlines the mapping of seven key dimensions of student engagement selected by the Deakin University Teaching Quality Indicator Project Steering Group. Each identified dimension was considered in light of the following:

- the newly established Deakin University Eight Principles of Teaching, Learning and the Student Experience¹
- the 2008 Deakin Strategic Plan: Delivering Effective Partnerships
- the 2008 Deakin Operational Plan
- the Deakin Teaching and Learning Plan 2008
- relevant institutional policies and procedures currently in use
- current Deakin reports and related material associated with student engagement
- outcomes from a Deakin University-wide forum on student engagement.

Deakin's experience to date has indicated that to focus effectively on student engagement and bring about the changes necessary to embed the concept in teaching recognition and reward policies and practices, a concurrent focus on institutional climate and systems is required.

Definitions

Significant discussion on the definition of 'recognise' took place as part of the mapping process. On the basis of this discussion, it was decided that a broad understanding of the term would underpin the mapping exercise. In creating the matrix that follows, 'recognising' was considered as both 'supporting' and 'acknowledging'. The thinking is that in order for teaching staff to be recognised they must have the support of the university and access to opportunities to advance their skills, improve their abilities and, in turn, enhance the student experience. The university can then further acknowledge teachers through its policies and procedures such as annual awards, membership to the College of Distinguished Deakin Educators and access to promotional opportunities. Recognition, therefore, includes supportive activities such as the provision of resources and professional development as well as the more commonly understood acknowledgements used by universities to recognise excellent teaching.

¹ <http://www.deakin.edu.au/staff/teaching/index.php>

Institutional perspective

Practices and processes established to develop a shared understanding of engagement

At Deakin University it is understood that to establish a shared understanding of engagement that understanding must be reflected across all levels of the institution, faculties, schools, units, general and teaching staff. This understanding is highlighted in the Teaching and Learning Plan 2008 which clearly states the institutional objectives of student engagement.

Objectives include:

- explicit goals and initiatives that relate to engagement
- a cyclic student survey, including the introduction of the Australasian Survey of Student Engagement (AUSSE) and staff survey on institutional climate/student engagement (review of and reports from) and the data collection and analysis of Student Evaluation of Teaching Units (SETU)
- the course/discipline level development of course documents and induction for staff on student engagement
- regular review of engagement data and trends.
- establishing elements in Performance Planning and Review (PPR) that relate to engagement
- the establishment of teaching activities, assessment tasks and resources that challenge students and encourage engagement; in their learning, with the institution, their peers, teachers and staff.

Institutional practices and processes already in place include the Strategic Teaching and Learning Grant Scheme (STALGS), Teaching and Learning Plan operational targets and strategies, the redevelopment of the academic staff selection and promotion policy, internal teaching excellence awards, the creation of the College of Deakin Distinguished Educators and the newly created joint appointments who liaise between the Institute of Teaching and Learning and each faculty.

The relevant Deakin Principle of Teaching, Learning and the Student Experience referred is Principle five (Teachers):

Teachers who are innovative and motivate students to learn – Our teachers value and practise innovative ways of creating learning experiences, taking into account student interests and professional needs, and will employ motivational strategies to encourage their students to learn, resulting in an engaging student experience.

Deakin University Teaching Quality Indicators Engagement Matrix

Key Dimension: Practices and processes established to develop a shared understanding of engagement.

2008 Emphasis: Student Engagement – Institutional perspective.

Task: Establish a shared understanding of Student Engagement at Deakin and translate that understanding to every level of the university climate and systems.

Rationale: 2008 Deakin University Strategic Plan Introduction by the Vice-Chancellor (p.9) 'Over the next five years, the University will further develop its understanding of 'partnerships' and '**engagement**'

Strategic: Recognise and support initiatives that involve consultation and open communication to ensure Deakin establishes a climate where student engagement is understood, promoted and celebrated.

	Institutional Level	Faculty/Division Level	Course/Discipline Level	Teacher Level
	Teaching & learning (T&L) plan clearly articulates institutional understanding/objectives of student engagement.	Faculty T&L plan clearly articulates understanding of student engagement.	Understanding of engagement is expressed in course design, development and resources.	Understanding of engagement is expressed in teaching environment.
Inputs ¹ Reflect human, financial & physical resources	Explicit goals & initiatives that relate to engagement. Funding allocations. Develop best practice in dissemination of information and awareness of audience preferences etc.	Staff meetings & induction to develop shared meaning of engagement & learning community. Initiatives that relate to engagement & learning community.	Development of course includes practical methods promoting engagement & utilising the learning community. Establish activities to support learning community development across cohorts, years/levels for staff & students.	Establish teaching activities, assessment tasks & resources that are challenging, encourage engagement & purposeful learning, inclusive of the learning community.
Outputs ¹ Quantity or numerical – data/rate	Cyclic student & staff survey on institutional climate/student engagement & learning community.	Student progress rate/graduation rate, SETU/CEQ scores	Student progress rate/graduation rate, SETU/CEQ scores	Student progress rate/graduation rate. SETU/CEQ scores.
Outcomes ¹ Measure quality of processes & results	Data collected from comprehensive student experience survey. Annual report on indicators & trends across a range of data including student retention, engagement etc.	Regular review of engagement data and trends.	Review trend data by year/course.	SETU and CEQ results.
Processes ¹ Means used to deliver	Cycle of systematic reporting of engagement data & plans including funding allocations to reporting & improvement processes. (Note PhillipsKPA rec 36) Fund awards for teaching excellence.	Establish PPR elements that relate to engagement. Cycle of systematic reporting of engagement data & plans including funding allocations to reporting & improvement processes.	Design and development of courses clearly expresses understanding of student engagement.	Meet PPR requirements.

¹ Definitions for these, in line with the intention of the project, have been provided as guidance by Denise Chalmers, *Defining performance indicators for teaching and learning in higher education 2008*.

Key Dimension: Practices and processes established to develop a shared understanding of engagement.

2008 Emphasis: Student Engagement – Institutional perspective

	Institutional Level	Faculty/Division Level	Course/Discipline Level	Teacher Level
	Teaching & learning (T&L) plan clearly articulates institutional understanding/objectives of student engagement.	Faculty T&L plan clearly articulates understanding of student engagement.	Understanding of engagement is expressed in course design, development and resources.	Understanding of engagement is expressed in teaching environment.
Evidence²	Deakin Operational Plan 2008. Teaching and Learning operational plan targets points 1.2 & 1.6, page 2. STALGS ⁵ project ^A	Faculty T&L plan that shows strategies to develop student engagement. Faculty teaching awards.	Resources and course designs that show strategies and processes designed to reflect understanding of student engagement.	Resources and teaching strategies that reflect student engagement.
T&L Component³	Teaching & Learning Plan 2008 Figure 2, point 8, A learning environment which provides engagement with the university community. Strategies and Actions; point 2 ^B	Faculty T&L plan revised annually. Annual faculty teaching awards that include student engagement.	Courses and resources show student engagement component based on Faculty T&L plan/goals.	Resources and teaching strategies that reflect Faculty and University T&L plans/goals
Responsibility⁴	1.2. Vice-President and Deputy Vice-Chancellor (A) (DVC(A)) assisted by Librarian, Director ITL, and Chief Operating Officer. 1.6. DVC(A); Director, ITL.	Faculty heads.	Course teams/designers	Teacher

² Evidence – where exists in practice, eg documentation, policies, exemplars, workshops, forums

³ T&L Component – refers to elements of student engagement that are *directly related* to teaching and teachers

⁴ Responsibility – identifies who, at each level, is accountable within the operational context, i.e. the ‘on the ground’ authority.

⁵ The Strategic Teaching and Learning Grant Scheme (STALGS) aims to proactively support academic staff in their pursuit of the University’s teaching and learning goals through the provision of grants for projects of strategic importance to the University. Each STALGS project leader will be a Deakin Teaching Fellow. Refer to website; <http://www.deakin.edu.au/itl/grants/stalgs.php>

Provide online learning resources & communication tools that support student engagement and a quality learning experience.

Deakin's strategic goal is

'To work in partnership with students, staff, industry, employers and governments to ensure that Deakin's academic programs are of high quality, relevant, informed by contemporary research and create a unique Deakin student experience; and to be recognised as a national leader in flexible education.' (Deakin University Strategic Plan 2008 p16)

To be recognised as a leader in flexible education Deakin must provide contemporary resources for, and pursue excellence and relevance in, its online learning experience. This is achieved through existing support services such as:

- Professional Development in Online Teaching offered through the Institute of Teaching and Learning, available to all teaching staff including sessional appointments. How to and help services are provided to students.
- The audit of online services usage and logged times.
- Australian Council on Open, Distance and E-learning (ACODE) benchmarking with comparable institutions.

The university also reviews and responds to SETU results that relate directly to online learning, resources and services, and conducts peer-review reports for units and courses.

Further to the above the Teaching and Learning plan 2008 clearly states it will;

'Increase the use of easy to use online technologies that allow increased interaction of students, irrespective of mode of environment, in educationally sound ways.' and *'Further develop an integrated online learning environment that gives staff and students access to a wide range of tools necessary to support online learning.'* (Deakin University Functional Area Plan, Teaching and Learning 2008 pp19 & 20)

The relevant Deakin Principle of Teaching, Learning and the Student Experience referred is Principle seven (Learning Environment):

A learning environment that is flexible and responsive to student support needs –
Our learning environments are flexible, student-centred and accessible to our diverse range of students, utilising appropriate technology to enhance teaching and learning and providing students support services which are responsive to student needs.

Deakin University Teaching Quality Indicators Engagement Matrix

Key Dimension: Online learning resources & communication tools that support learning while promoting communication based on quality processes which support quality student engagement.

2008 Emphasis: Student Engagement – Institutional perspective

Task: Establish an online and flexible learning environment and online resources that are engaging, relevant and interactive.

Rationale: A learning environment that is flexible and responsive to student support needs – Our learning environments are flexible, student-centred and accessible to our diverse range of students, utilising appropriate technology to enhance teaching and learning and providing students support services which are responsive to student needs. Teaching and Learning Principle 7.

Strategic: To work in partnership with students, staff, industry, employers and governments to ensure that Deakin’s academic programs are of high quality, relevant, informed by contemporary research and create a unique Deakin student experience; and to be recognised as a national leader in *flexible* education.⁶

	Institutional Level	Faculty/Division Level	Course/Discipline Level	Teacher Level
	Provision & promotion of e-learning & communication tools/resources that support formal & informal learning of teaching & peer group interaction. Philosophical underpinnings & relevance; the student as the co-learner.	Online resources for students & staff to develop understanding of engagement. Redesign pedagogical strategies.	Promote engagement, relevance & quality in online learning. Redesign pedagogical strategies.	Integration of resource & communication tools into teaching activities that promote & provide skills & learning development.
Inputs Reflect human, financial & physical resources	Provide student & staff help services & resources and staff development to produce those services & resources.	Develop supportive learning & PD environment (for staff). Recognition of the various dimensions to engagement and different modes of study provide different opportunities.	Peer review of learning resources, scheduled online activities etc.	Provide clear expectations for support & contributions for both staff & students. Consider mentor/peer support. Create discussions by posing questions &/or post ‘starters’ & maintain online interactions. Be active in PD of online skills.
Outputs Quantity or numerical – data/rate	ACODE benchmark with comparable institutions, courses.	Review and respond to SETU results.	Review and respond to SETU results.	Review and respond to SETU results. Student retention/graduation and online interaction.
Outcomes Measure quality of processes & results	Who uses what and why. Long term approach – check 12 months later, quality of packages and relevance of programs. Audit using ACODE benchmarking framework.	Who uses what and why.	Who uses what and why.	Review quality of contributions and consider mentor/peer support.
Processes Means used to deliver	Audit of usage and time logged into various resources. For example, library, e-learning, communication tools.	Audit of usage and time logged into various resources. For example, library, e-learning, communication tools – breakdown to faculty/division level.	Peer review reports for units, courses. Audit of usage and time logged into various resources. For example, library, e-learning, communication tools – breakdown to course level.	Actively increase knowledge and skills relating to online resources and communication tools. Peer/mentor support/programs.

⁶ Deakin Goal, Strategic Plan 2008 Page 16.

Key Dimension: Online learning resources & communication tools that support learning while promoting communication based on quality processes which support quality student engagement.

2008 Emphasis: Student Engagement – Institutional perspective

	Institutional Level	Faculty/Division Level	Course/Discipline Level	Teacher Level
	Provision & promotion of e-learning & communication tools/resources that support formal & informal learning of teaching & peer group interaction. Philosophical underpinnings & relevance; and the student as the co-learner.	Online resources for students & staff to develop understanding of engagement. Redesign pedagogical strategies.	Promote engagement, relevance & quality in online learning. Redesign pedagogical strategies.	Integration of resource & communication tools into teaching activities that promote & provide skills & learning development.
Evidence	In supporting the educator – DSO workshops ^C . Professional Development modules, online, available to staff. Contemporary Online Teaching cases. In supporting the student: basic 'how to' in using DSO, getting help ^D .	Resources, tools and materials available.	Resources, tools and materials available that support learning and student engagement.	Relevant resources, tools and materials used in teaching.
T&L Component	Teaching and Learning Plan 2008, 1.5. Strategies and Actions; points 6.7, 7.1, 7.4 and A.2. ^E			
Responsibility	Director, ITL; Director, KMD; Deans.	KMD, Deans, faculty heads.	Course teams/designers	Teacher

Recognition, and fostering of, communities around and across disciplines which engage students

Deakin recognises the importance of an active and engaging learning community. Plans, strategies and goals to promote a learning community across the university include:

- Support and encourage, across the university, meetings of informal groups of staff with shared interests in advancing aspects of teaching, learning and the student experience.
- Ensure strong and active Advisory Boards for all courses, and where appropriate for schools/disciplines.
- STALGS projects.
- Engaging students to become independent learners: creating an integrated learning experience.
- Measuring the number of communities, the number of units with industry linkages, the number of students actively engaged, graduate student satisfaction and level of engagement.

The relevant Deakin Principle of Teaching, Learning and the Student Experience referred is Principle eight (Learning Environment):

A learning environment which provides engagement with the university community – Our learning environment is welcoming and engages all students in all aspects of university life so that they are fully connected members of a vital learning community.

Deakin University Teaching Quality Indicators Engagement Matrix

Key Dimension: Recognition & fostering of communities around & across disciplines which engage students.

2008 Emphasis: Student Engagement – Institutional perspective

Task: Encourage and support the establishment of learning communities across the university.

Rationale: A learning environment which provides engagement with the university community – Our learning environment is welcoming and engages all students in all aspects of university life so that they are fully connected members of a vital learning community. Teaching and Learning Principle 8.

Strategic: At Deakin it is recognised that student engagement and the building of an inclusive learning community is a cornerstone to continuing success.

	Institutional Level	Faculty/Division Level	Course/Discipline Level	Teacher Level
	Recognise, facilitate and support communities around and across disciplines which engage students. Encourage and support staff (range of roles) students, community, industry, alumni to be active members of a community of learners.	Facilitate and support communities around and across disciplines which engage students. Encourage and support a community of learners.	Assist in the facilitation and support of communities.	Actively participate in communities.
Inputs - Reflect human, financial & physical resources	Establish systems to support disciplinary/trans-disciplinary communities; promote scholarship in discipline and induction of new staff, graduate students into research and teaching teams; encourage staff/students, industry/alumni to be active members of community of learners.	Establish disciplinary communities for staff and graduate students to engage on research and teaching and learning in the discipline on a regular basis. Encourage and recognise mentoring of new staff, new career academics. Recognise, develop and maintain linkages/relationships outside the university.	Provide opportunities for staff, students and graduate students to meet and participate around the research and teaching of the course of study. Guest speakers/lecturers – clubs, societies, and associations; creating a learning community.	Take an active role in engaging, mentoring others, in research and teaching of the discipline as well as engaging with others across the relevant disciplines. Publish and carry out scholarly activities.
Outputs - Quantity or numerical – data/rate	Number of communities. Number of students actively engaged. Measure student services demand and supply. Number of services and number of students using them. Number of referrals from academic staff.	Number of communities. Number of student actively engaged. Measure student demand and supply.	Number of units that have industry linkages, communities.	Number of teachers actively involved in communities, mentoring others and engaging across relevant disciplines.
Outcomes - Measure quality of processes & results	Community activity levels. Graduate student satisfaction and engagement survey.	Staff satisfaction.	Number of invitations from industry and community.	
Processes - Means used to deliver	Staff engagement survey.	Staff engagement survey.	Staff engagement survey.	Actively involved in staff surveys. Actively involved in communities.

Key Dimension: Recognition & fostering of communities around & across disciplines which engage students.

2008 Emphasis: Student Engagement – Institutional perspective

	Institutional Level	Faculty/Division Level	Course/Discipline Level	Teacher Level
	Recognise, facilitate and support communities around and across disciplines which engage students. Encourage and support staff (range of roles) students, community, industry, alumni to be active members of a community of learners.	Facilitate and support communities around and across disciplines which engage students. Encourage and support a community of learners.	Assist in the facilitation and support of communities.	Actively participate in communities.
Evidence	Deakin Operational Plan 2008. Teaching and Learning operational plan targets points 1.4 and 1.8. STALGS project. ^F	Strategies and goals are incorporated into faculty T&L plan.	Strategies and goals are incorporated into course development.	Strategies are incorporated into course delivery and pedagogy.
T&L Component	Teaching and learning Plan 2008, Section 3. ^G ITL initiative – Teaching and learning communities. ^H			
Responsibility	Operational Plan component – Vice President assisted by DVC(A) T&L component - Deans and Chair Academic Board (AB)	According to faculty T&L Plan initiatives. Joint Appointments	Course Teams	Teachers

Student Perspective

Ability to measure student engagement using standard instruments and scales to ascertain meaningful relationships between same (triangulation of CEQ, AUSSE, university-based student surveys)

Deakin participates annually in SETU surveys and the Course Experience Questionnaire (CEQ). From 2008 the AUSSE will be integrated with existing survey processes to further inform Deakin on student engagement.

The Teaching and Learning operational plan targets include:

- Design and implement a system for Deakin to establish its own evidence base to enhance the student experience,
- Ensure that the Working Group of the Academic Board, established in 2007 with responsibility for the on-going maintenance and development of the SETU, focuses on the improvement of the quality of the SETU and CEQ data to recognise good performance, the encouragement of best practice and innovation and the enhancement of outcomes.
- Develop a comprehensive policy and strategy about surveying students in relation to all aspects of their student experience.

The relevant Deakin Principle of Teaching, Learning and the Student Experience referred is Principle six (Teachers)

Teachers who are scholarly and professional – Our teachers are committed to and informed by research and scholarship in relation to teaching, participating in regular professional development and striving for continuous improvement of their teaching.

Deakin University Teaching Quality Indicators Engagement Matrix

Key Dimension: Ability to measure student engagement using standard instruments and scales to ascertain meaningful relationships between same (triangulation of CEQ, AUSSE, university-based student surveys).

2008 Emphasis: Student Engagement – Student perspective

Task: Have processes in place to measure and analyse student engagement and participate in AUSSE.

Rationale: Commence the collection of valid and reliable data on student engagement.

Strategic: Embedding enhanced quality assurance and quality improvement processes, including regularly reviewing course quality, coherence and relevance and systematically seeking the views of students in a manner which is visible to and valued by them. Teaching and Learning Plan 2008, strategy 6, page 18.

	Institutional Level	Faculty/Division Level	Course/Discipline Level	Teacher Level
	Administer student engagement survey. Use for benchmarking institution.	Review faculty scores. Use for benchmarking.	Review engagement scores for course and campus.	Review scores for course, year level.
Inputs - Reflect human, financial & physical resources	Identify to whom and when to administer. Review and identify areas for focus. Establish systems of reporting and response.	Review and respond to faculty scores.	Review and respond to demographic differences eg. International students, entrance scores, campuses, year level.	Actively respond to survey scores and review practices that facilitate engagement. Actively seek discussion and feedback.
Outputs - Quantity or numerical – data/rate	Survey results broken down by faculty, course, year level, campus. Trend analysis.	Survey results for faculty.	Survey results for course/discipline/units.	Survey results for teacher/teaching and unit.
Outcomes - Measure quality of processes & results	Benchmark institution processes and results. Number of students actively taking part in survey.	Compare course results for each scale across courses in faculty. Compare to other faculties.	Compare results for each scale across courses, compare to other courses.	Compare results.
Processes - Means used to deliver	Administer student engagement survey. Report to students and actively seek feedback.	Actively support student involvement in surveys. Report to students and actively seek feedback.	Actively support student involvement in surveys. Report to students and actively seek feedback.	Actively support student involvement in surveys. Report to students and actively seek feedback.

Key Dimension: Ability to measure student engagement using standard instruments and scales to ascertain meaningful relationships between same (triangulation of CEQ, AUSSE, university-based student surveys).

2008 Emphasis: Student Engagement – Student perspective

	Institutional Level	Faculty/Division Level	Course/Discipline Level	Teacher Level
	Administer student engagement survey. Use for benchmarking institution.	Review faculty scores. Use for benchmarking.	Review engagement scores for course and campus.	Review scores for course, year level.
Evidence	Deakin Operational Plan 2008; Teaching and Learning operational plan targets; point 1.11 and 1.12 Communication, marketing and 'positioning' point 6.11. ¹	Faculty plan includes review of and response to survey outcomes.	Course/discipline review processes established.	Active participation in review of scores.
T&L Component				
Responsibility	1.11. Vice-President assisted by Head, Planning Unit and Director, ITL. 1.12. Chair, AB. 6.11. Vice-President assisted by DVC(A).	Deans, faculty heads.	Course teams and designers.	Teachers

Support (formal and informal processes acknowledged) for learning communities initiated and/or predominantly led by students.

Participants of the Student Engagement Forum held May 2008 noted the following:

- define what a 'learning community' is, at institutional, faculty, course/discipline and teaching levels;
- ensure the learning community is both dynamic and constant;
- support initiatives that appropriately reflect the learning community in institutional policies and procedures;
- create and develop networks and partnerships; engage external industry, professional;
- community and alumni resources; such as guest lecturers/speakers, to assist on projects etc.; and
- develop institutional guidelines on approach and commitment to the learning community and gain approval at all levels, such as at Council, Academic Board, Teaching and Learning Committee etc.

At present support for a learning community is evident in the Deakin Operational Plan 2008 Teaching and Learning target:

Establish student feedback panels which meet with course and unit co-ordinators at least twice a year.

And the Functional Area Plan, Teaching and Learning 2008:

Expand the number of communities of practice in relation to teaching and learning supported through both online and physical forums.

Deakin University Teaching Quality Indicators Engagement Matrix

Key Dimension: Ability to measure student engagement using standard instruments and scales to ascertain meaningful relationships between same (triangulation of CEQ, AUSSE, university-based student surveys).

2008 Emphasis: Student Engagement – Student perspective

Task: Establish support systems which aid in student led initiatives in learning communities across the university.

Rationale: The Deakin learning environment is 'flexible and *student centred*' and aims to engage students in 'all aspects of university life'. Principles (7&8) of teaching, learning and the student experience.

Strategic: Providing a supportive and accommodating environment for Deakin's diverse student population in order to create a unique and valued Deakin student experience.

	Institutional Level	Faculty/Division Level	Course/Discipline Level	Teacher Level
	Define learning community; must be dynamic and constant. Reflect that definition in institutional policies and procedures and support of learning communities	Define learning community at the faculty/division level. Reflect that definition in faculty/division policies and procedures.	Define learning community at the course/discipline level. Reflect that definition in course/discipline policies and procedures.	Define learning community at the teacher and teaching level. Reflect that definition in teacher and teaching procedures.
Inputs - Reflect human, financial & physical resources	Develop institutional guidelines on approach and commitment to learning community and gain approval at all levels; Council, AB, T&L c'tee, student experience c'tee etc. Create a learning community through links with external and internal communities. Support (funding, physical & philosophical) the creation and development of networks and partnerships with external and internal communities.	Develop faculty/division guidelines on approach and commitment to learning community. Create and develop networks and partnerships with external and internal communities; form linkages.	Develop institutional guidelines on approach and commitment to learning community. Create and develop networks and partnerships with external and internal communities.	Develop teacher and teaching guidelines on approach and commitment to learning community. Engage external industry, professional, community and alumni resources; guest speakers/lecturers, assist on projects. Assist students in making judgements about the value of information, arguments or methods, such as examining how others gather & interpret data and assessing the soundness of their conclusions.
Outputs - Quantity or numerical – data/rate	Consider the number and forms of learning communities. Measure the number of industry linkages, alumni, groups, disciplines, societies actively contributing.	Consider the number and forms of engagement/learning communities.	Consider the number and forms of engagement/learning communities.	Consider the number and forms of engagement/learning communities.
Outcomes - Measure quality of processes & results	Student satisfaction and number and effectiveness of learning communities.	Student satisfaction and number and effectiveness of learning communities.	Student satisfaction and number and effectiveness of learning communities.	Student satisfaction
Processes - Means used to deliver	Expand the number of communities of practice in relation to teaching and learning supported through both online and physical forums.	Actively support learning communities across the faculty	Actively support learning communities across disciplines.	Actively support learning communities at the class level.

Key Dimension: Support (formal and informal processes acknowledged) for learning communities initiated and/or predominantly led by students.

2008 Emphasis: Student Engagement – Student perspective

	Institutional Level	Faculty/Division Level	Course/Discipline Level	Teacher Level
	Define learning community; must be dynamic and constant. Reflect that definition in institutional policies and procedures.	Define learning community at the faculty/division level. Reflect that definition in faculty/division policies and procedures.	Define learning community at the course/discipline level. Reflect that definition in course/discipline policies and procedures.	Define learning community at the teacher and teaching level. Reflect that definition in teacher and teaching procedures.
Evidence	Deakin Operational Plan 2008. Teaching and Learning operational plan targets point 1.10. ^J	Establishment of learning communities within the faculty.	Establishment of learning communities at a course and discipline level.	Actively involved in student led initiatives to establish learning communities at a class level.
T&L Component	Teaching and Learning plan 2008. Strategies and Actions point 4.5, and A.2. ^K			
Responsibility	1.10. Deans. 4.5. Director, ITL and Associate Deans (T&L)	Deans, faculty heads	Course/discipline teams	Teacher

Support (formal and informal processes acknowledged) for diverse student cohorts through recognition of said student diversity.

The relevant Deakin Principle of Teaching, Learning and the Student Experience referred is Principle two (Students):

Recognise and celebrate student diversity – Our student experience will recognise the different learning needs of all students and will be tailored to support a diverse student population. Diversity adds significant value to the learning experiences of all students.

Deakin has several strategies in place in support of student diversity:

- the provision of student diversity related Professional Development and in particular the Teaching and Learning modules:
 - Teaching approach;
 - Dealing with student diversity at Deakin;
 - Teaching effectively for cultural diversity;
 - Understanding student learning, and
 - Drawing on and responding to diversity.
- two active STALGS projects:
 - ‘Providing choices for learners and learning - alternative pedagogical approaches within units to recognise diversity in learning foundations’; and
 - ‘Appropriate strategies for improving Culturally and Linguistically Diverse Student outcomes in healthcare professional placements’.
- the 2008 Teaching and Learning plan also includes a range of strategies and actions which have a strong focus on student diversity.

Deakin University Teaching Quality Indicators Engagement Matrix

Key Dimension: Support (formal and informal processes acknowledged) for diverse student cohorts through recognition of said student diversity.

2008 Emphasis: Principle 2 - Recognise and celebrate student diversity – Our student experience will recognise the different learning needs of all students and will be tailored to support a diverse student population. Diversity adds significant value to the learning experiences of all students.
Student Engagement – Student perspective

Task: Recognise, support and encourage student diversity through university policy, procedure and practice.

Rationale: To champion higher education equity and access in the broader community; to be an exemplar of an inclusive organisation committed to the principles of social justice and fair treatment of its members; and to ensure that Deakin's teaching, research and services address the diversity of the Australian and Deakin University communities and to enable all staff and students to realise their potential irrespective of background or personal circumstances.⁷

Strategic: Providing a supportive and accommodating environment for Deakin's diverse student population in order to create a unique and valued Deakin student experience. Teaching and Learning Plan 2008, strategy 11, page 21.

	Institutional Level	Faculty/Division Level	Course/Discipline Level	Teacher Level
	Recognition of and responsive to the student diversity that exists across the university. Cater to that diversity through strategic support, encouragement and practice.	Recognition of and responsive to the student diversity that exists at a faculty level.	Recognition of and responsive to the student diversity that exists at the course/discipline level.	Recognition of and responsive to the student diversity at the class level.
Inputs - Reflect human, financial & physical resources	Establish enrolment and retention practices that encourage diversity of student body. Establish services that support the different needs of diverse students relevant to location, origin, background. Create social opportunities and spaces. Provide resources	Establish services, support, and facilities that recognise different groups of students and their needs and interests. Establish systems for identifying students at risk and engaging with them early; mentoring, advising, learning support etc. Recognise cohort needs and implement strategies to suit. Create social opportunities and spaces, breakdown the barriers of religion, race, culture, attitudes.	Establish mentoring support with other students. Allocate staff advisor and monitor workload. Provide student ownership and develop involvement in learning processes.	Plan learning experiences that provide opportunities for students to work with different students and be introduced to different ways of thinking in an educationally and emotionally supportive environment. Use a diversity of resources and selection of readings (not western dominated). Create interaction both face to face and online.
Outputs - Quantity or numerical – data/rate	Diversity – characteristics with retention, attrition. Amount of budget allocated. Number of activities, functions. Number of students utilising services, support.	Retention rate. Student satisfaction.	Retention rate. Student satisfaction.	Student progress rate. Student satisfaction.
Outcomes - Measure quality of processes & results	Reflection of diversity in assessments services and resources.	Reflection of diversity in assessments services and resources.	Reflection of diversity in assessments services and resources.	Student satisfaction with teaching services by program, characteristics.
Processes - Means used to deliver	Implementation of policies and processes that recognise support and encourage student diversity across the university.	Implementation of policies and processes that recognise support and encourage student diversity at a faculty level.	Course design and resources that recognise support and encourage student diversity at a course and discipline level.	Teaching and teaching resources that recognise support and encourage student diversity at a class level.

⁷ Deakin Goal, Strategic Plan 2008 Page 24.

Key Dimension: Support (formal and informal processes acknowledged) for diverse student cohorts through recognition of said student diversity.

2008 Emphasis: Principle 2 - Recognise and celebrate student diversity – Our student experience will recognise the different learning needs of all students and will be tailored to support a diverse student population. Diversity adds significant value to the learning experiences of all students.
Student Engagement – Student perspective

	Institutional Level	Faculty/Division Level	Course/Discipline Level	Teacher Level
	Recognition of and responsive to the student diversity that exists across the university. Cater to that diversity through strategic support, encouragement and practice.	Recognition of and responsive to the student diversity that exists at a faculty level.	Recognition of and responsive to the student diversity that exists at the course/discipline level.	Recognition of and responsive to the student diversity at the class level.
Evidence	PD available 'Understanding diversity in students and student learning', STALGS projects ^L .	Policies and processes that recognise support and encourage student diversity at a faculty level.	Course design and resources that recognise support and encourage student diversity at a course and discipline level.	Teaching and teaching resources that recognise support and encourage student diversity at a class level.
T&L Component	Teaching & Learning Plan 2008, Introduction part 1.3, Figure 2 point 2, and Strategies & Actions; points 11 & 15. ^M			
Responsibility	11. Deans, assisted by the Vice-President. 15. DVC(A), Chair, AB and Deans.	Deans, faculty heads	Course teams/designers	Teacher

Communication with students on formal study expectations (including the criteria on which they are based with explanation of rationale)

The two relevant Deakin Principles of Teaching, Learning and the Student Experience referred are:

- Principle one (Students):

Focus upon learning outcomes - Our student experience will provide graduates with generic and discipline-specific attributes and knowledge that equip them for employment, further study, life-long learning, research and life in the community.

- Principle three (Curricula):

Courses that are relevant and future-oriented – Our courses are designed first and foremost to be relevant to the career and life aspirations of students, equip students to adapt to an ever-changing global environment and be informed by high quality, contemporary research and consultation with industry, employers and government.

Deakin's commitment is also expressed in the 2008 Teaching and Learning plan with a range of strategies and actions aimed at:

- Ensuring clarity of understanding of course structures;
- refining the new transition model and programs; and
- establishing student feedback panels which will meet with course and unit coordinators at least twice a year.

There are also a number of institutional student support services available through

- Deakin Studies Online (DSO);
- the 'Current Student' website with practical study support and study skills suggestions; and
- face-to-face services available on-campus (eg. Deakin Division of Student Life which provides study skills and transition assistance).

Deakin University Teaching Quality Indicators Engagement Matrix

Key Dimension: **Communication with students on formal study expectations (including the criteria on which they are based with explanation of rationale).**

2008 Emphasis: **Student Engagement – Student perspective**

Task: (To) ensure the delivery of an excellent student experience and (to) enhance the University's teaching and research performance by providing a range of high quality, innovative, responsive and efficient academic support and information services for students and staff.⁸

Rationale: **Focus upon learning outcomes** - Our student experience will provide graduates with generic and discipline-specific attributes and knowledge that equip them for employment, further study, life-long learning, research and life in the community. Teaching and Learning Principle 1.

Strategic: Establishing a learning environment and culture which eases the transition to higher education and fosters student engagement and success, ethical behaviour and overall satisfaction by creating a connected community of teachers and learners. Teaching and Learning Plan, strategy 1.2 page 16.

	Institutional Level	Faculty/Division Level	Course/Discipline Level	Teacher Level
	Produce a range of resources for students to learn about engagement and its importance in the quality of their learning. Increase awareness across the University, of existing support services – and develop best practice in dissemination of that information.	Provide staff and students with a range of resources that provide clear information about formal study expectations, services and support available.	Produce a range of resources; course outlines, course materials, unit guides with clear expectations and information relating to study expectations.	Provide clear explanations and advice relating to course expectation, assignments, and content. Understand the services and support available to the student.
Inputs - Reflect human, financial & physical resources	Provide students with clear definitions about/of expected hours of study for courses and units plus enrolment information.	Academic advisors to include information on expectations of formal study when advising students.	Provide students with course and unit expectations at the beginning of each study period with planned reminders. Actively seek feedback from students.	Advise students of expected hours of formal learning, online, staff contact, group work etc. Students discuss grades or assignments with teaching staff. Actively seek feedback from students.
Outputs - Quantity or numerical – data/rate	Student survey data of reported time spent in study reviewed against expected hours of study. Establish trends against student demographic data. Retention/graduation rates.	Student progress. Retention/graduation rates.	Student progress. Retention/graduation rates.	Student progress. Retention/graduation rates.
Outcomes - Measure quality of processes & results	Ask the student at the beginning of their study and again at the end, what they know about studying at university, what they have learned about themselves and the process of study.	Faculty level student satisfaction.	Student satisfaction with course materials.	Student satisfaction with unit. Student satisfaction with teaching and teacher. Student learning outcomes.
Processes - Means used to deliver	Student support services, DSO, Division of Student Life.	Resources and support services.	Course outline, study guides and assessment outlines clear and easy to understand.	Clear assessment tasks; make time available to the student after class.

⁸ Deakin Goal, Strategic Plan 2008 Page 28.

Key Dimension: **Communication with students on formal study expectations (including the criteria on which they are based with explanation of rationale).**

2008 Emphasis: **Student Engagement – Student perspective**

	Institutional Level	Faculty/Division Level	Course/Discipline Level	Teacher Level
	Produce a range of resources for students to learn about engagement and its importance in the quality of their learning. Increase awareness across the University, of existing support services – and develop best practice in dissemination of that information.	Provide staff and students with a range of resources that provide clear information about formal study expectations, services and support available.	Produce a range of resources; course outlines, course materials, unit guides with clear expectations and information relating to study expectations.	Provide clear explanations and advice relating to course expectation, assignments, and content. Understand the services and support available to the student.
Evidence	Deakin Operational Plan 2008. Teaching and Learning operational plan targets point 1.13. Deakin Strategy Plan 2008 1.6 ^N	Range of resources that provide clear information about formal study expectations, services and support available.	Range of resources; course outlines, course materials, unit guides with clear expectations and information relating to study expectations.	Clear explanations and advice relating to course expectation, assignments, and content.
T&L Component	The Teaching and Learning plan 2008' Section 3 page 12. ^O			
Responsibility	1.13. Vice-President and Deans. Section 3. Vice-President, assisted by Deans, assisted by Director, Division Student Life, Chair, AB; DVC(A).	Deans, faculty heads.	Course Teams.	Teachers.

Footnotes

- A Evidence:**
Deakin Operational Plan 2008.
Teaching and Learning operational plan targets;
Point 1.2, page 2: Develop and implement a strategy for the provision of new types of physical and virtual learning spaces to further increase learning and networking opportunities for all students.
Point 1.6, page 2: Develop a 'quality kit' for course teams, providing information, resources and other guidance to assist them in their responsibilities.
Faculty teaching awards; recognition of teaching excellence
<http://www.deakin.edu.au/itl/awards/faculty.php>.
STALGS project - Improving the level of student engagement in lectures via a mobile-phone based audience response system: a trial of first-year IT units
<http://www.deakin.edu.au/itl/grants/stalgs.php#three>.
- B Teaching & Learning Component:**
2. Establishing a learning environment and culture which eases the transition to higher education and fosters student engagement and success, ethical behaviour and overall satisfaction by creating a connected community of teachers and learners.
- C Evidence:**
In supporting the educator with DSO workshops; hands on opportunity to practice using specific tools in DSO: <http://www.deakin.edu.au/itl/dso/help-training/workshops.php>.
Contemporary Online Teaching cases: <http://www.deakin.edu.au/itl/teach-learn/cases/index.htm>.
- D Evidence:**
In supporting the student; Communicating Online
<http://www.deakin.edu.au/dso/student/communicating/index.php>.
Getting Help with DSO <http://www.deakin.edu.au/dso/student/help/index.php>.
Accessing and contributing online
<http://www.deakin.edu.au/dso/student/content/index.php>. Current student online assistance and resource area: Student Connect, an online resource area for current students http://studentconnect.deakin.edu.au/connect_PROD/webconnect.
Basic 'how to' for Blackboard, eLive, iLecture & social software
<http://www.deakin.edu.au/dso/student/vista/index.php>.
- E Teaching & Learning Component:**
1.5. Key Drivers of Teaching and Learning at Deakin.
A New Conception of Flexible Education Based on Educational Choice, page 5.
Strategies and Actions, pages 19 & 20:
Point 6.7: Develop procedures and guidelines for both print and online teaching materials to clarify areas where compliance is essential and variation possible.
Point 7.1: Increase the use of easy to use online technologies that allow increased interaction of students, irrespective of mode of environment, in educationally sound ways.
Point 7.4: Further develop an integrated online learning environment that gives staff and students access to a wide range of tools necessary to support online learning.
A.2: Teaching, Learning and Student Experience Support Services; Knowledge Media Division and Library, page 26.
- F Evidence:**

Deakin Operational Plan 2008.

Teaching and learning operational plan targets:

Point 1.4, page 2: Develop and commence implementation of a comprehensive plan to improve graduate employment outcomes.

Point 1.8, page 3: Support and encourage meetings across the university of informal groups of staff with shared interests in advancing aspects of teaching, learning and the student experience.

STALGS project - Engaging students to become independent learners: creating an integrated learning experience: <http://www.deakin.edu.au/itl/grants/stalgs.php#three>.

G Teaching & Learning Component:

Deakin University Functional Area Plan.

Teaching and Learning 2008, Section 3:

Point 1.4, page 12: Ensure strong and active Advisory Boards for all courses, and where appropriate for schools/disciplines.

H Teaching & Learning Component:

Teaching and learning communities <http://www.deakin.edu.au/itl/tlc/index.php>.

I Evidence:

Deakin Operational Plan 2008.

Teaching and Learning operational plan targets:

Point 1.11, page 3: Design and implement a system for Deakin to establish its own evidence base to enhance the student experience and to respond effectively to the reality of student diversity across Deakin's campuses.

Point 1.12, page 3: Ensure that the Working Group of the Academic Board established in 2007 with responsibility for the on-going maintenance and development of the SETU focuses on the improvement of the quality of the SETU data to recognise good performance and the encouragement of best practice an innovation and the enhancement of outcomes.

Communication, marketing and 'positioning':

Point 6.11, page 8: Develop a comprehensive policy and strategy about surveying students in relation to all aspects of their student experience.

J Evidence:

Deakin Operational Plan 2008.

Teaching and learning operational plan targets:

Point 1.10, page 3: Establish student feedback panels which meet with course and unit co-ordinators at least twice a year.

K Teaching & Learning Component:

Strategies and Actions:

Point 4.5: Expand the number of communities of practice in relation to teaching and learning supported through both online and physical forums.

L Evidence:

PD modules available online through ITL: Student diversity.

Approaches to teaching that influence, motivate and inspire students to learn <http://www.deakin.edu.au/itl/pd/tlmodules/teaching-approach/index.php>.

STALGS projects - Providing choices for learners and learning - alternative pedagogical approaches within units to recognise diversity in learning foundations: Appropriate strategies for improving Culturally and Linguistically Diverse Student outcomes in healthcare professional placements: <http://www.deakin.edu.au/itl/grants/stalgs.php#three>.

M Teaching & Learning Component:

Section 1, 1.3 Student Diversity at Deakin page 3 and Figure 2, point 2, Recognise and celebrate student diversity, page 9.

Strategies and Actions, pages 21 and 24:

Point 11: Providing a supportive and accommodating environment for Deakin's diverse student population so as to create a unique and valued Deakin Student Experience.

Point 15: Providing learning experiences that encompass international and intercultural perspectives and experiences and contribute to an institutional culture of diversity and inclusiveness.

^N **Evidence:**

Deakin Operational Plan 2008.

Teaching and Learning operational plan targets;

Point 1.3, page 3: Simplify academic rules for large enrolment courses to improve consistency and ease of application and better understanding by students of course structures.

Deakin Strategy Plan 2008, Section 01, page 16; Embedding enhanced quality assurance and quality improvement processes, including regularly reviewing course quality, coherence and relevance and systematically seeking the views of students in a manner which is visible to and valued by them.

^O **Teaching & Learning Component:**

The Teaching and Learning plan 2008' Section 3, page 12: Providing a broad range of contemporary and relevant teaching programs, including generalist degrees, which prepare multi-skilled graduates who are able to enter the workforce or go on to further study; focused professional undergraduate programs; and flexibly delivered postgraduate programs, all of which will ensure that Deakin is known for its proactive approach and its agile response to workforce demands.

Deakin Documentation

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Deakin University, (2008) *Operational Plan*, Deakin University, Geelong.

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- Academic Courses Enabling Policy.
- Academic Progress.
- Academic Promotion 2008 Policy.
- Attributes of Excellent Courses Procedure.
- Attributes of Excellent Courses Policy.
- Deakin Advantage – Extract from The Deakin University Style Guide.
- Evaluation of Teaching and Units.
- International and Culturally Inclusive Curricula.
- Reward and Recognition Procedure.
- Reward and Recognition.

Deakin University, (2008) *Principles of Teaching, Learning and the Student Experience*, Deakin University, Geelong.

Deakin University *Review of Teaching and Learning Final Report (2007)* KPAPhillips Pty Ltd. Deakin University, Geelong. Agenda Paper 14 PRC07/86.

Deakin University, (2008) *Strategic Plan; Delivering Effective Partnerships*, Deakin University Geelong

Deakin University Teaching Quality Indicators Project: Student Engagement Forum Outcomes, May 2008.

Institute of Teaching and Learning (ITL) information and support documents, available through ITL website. Deakin University; <http://www.deakin.edu.au/itl/>

Palmer, S. *Report for SETU Working Party* (Sept 2008) Deakin University.

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Appendix B

The Student Engagement Database Strategies and resources to enhance student engagement

The national Teaching Quality Indicators Project, funded by the Australian Learning and Teaching Council, in which Deakin University has been involved since 2007 focused on rewarding and recognising quality teaching in higher education. The project facilitated a number of outcomes in the specific dimension of teaching and teacher effectiveness on which Deakin has concentrated efforts – student engagement.

This document is one of those outcomes; it is a collection of strategies and resources to enhance student engagement that have been collated from Deakin teaching staff and through extensive consultation across the university. The document is designed to be used as a support for teachers, providing suggestions for ways in which staff might increase student engagement through teaching and learning activities.

In order to ensure the ideas put forward are linked to Deakin's policies and practices related to recognising and rewarding excellent teaching, the strategies gathered have been mapped against Deakin's 8 Principles for Teaching, Learning and the Student Experience.

Deakin aims to be Australia's most progressive university, internationally recognised for the relevance, innovation and responsiveness of its teaching and learning. The Principles of Teaching, Learning and the Student Experience were developed to help Deakin achieve its ambitious goal of becoming a national leader in teaching and learning and in the provision of high quality education.

A common feature of the eight principles is that the end goal is to provide an excellent student learning experience. The Principles are linked to the four 'commonplaces' of teaching and learning: students, teachers, curriculum and the learning environment. This document provides strategies and resources that are applicable in all four places.

Staff are encouraged to consider the strategies outlined here within their own discipline and unit contexts. We would be very pleased to hear from staff members who have additional strategies, suggestions or resources to contribute to this shared resource.

	PRINCIPLE	Possible Strategies to enact Principle/Student Engagement	Existing Deakin Resources
1	<p>Focus upon learning outcomes <i>Our student experience will provide graduates with generic and discipline-specific attributes and knowledge that equip them for employment, further study, life-long learning, research and life in the community.</i></p>	<ul style="list-style-type: none"> • Integrate resource & communication tools into teaching activities that promote & provide skills & learning development. • Encourage partnerships for the student to gain experience elsewhere. • Find a real world focus: Engage guest lecturers from external industry, professional, community and alumni networks, clubs and societies; generate small group learning opportunities and link to said networks. • Support the building of evidence for life, eg. Student (e-)portfolios, industry/professional partnerships. 	Dale Holt workshop PPT.
2	<p>Recognise and celebrate student diversity <i>Our student experience will recognise the different learning needs of all students and will be tailored to support a diverse student population. Diversity adds significant value to the learning experiences of all students.</i></p>	<ul style="list-style-type: none"> • Plan learning experiences that provide opportunities for students to work with different students and be introduced to different ways of thinking in an educationally and emotionally supportive environment, eg. Field studies, group tasks/assignments, use of technology and media. • Use a diversity of resources and selection of readings (not western dominated). • Create interaction both face-to-face and online. • Understand student challenges and learning styles. 	Range of resources available through Institute of Teaching and Learning (ITL) website.
3	<p>Courses that are relevant and future-oriented <i>Our courses are designed first and foremost to be relevant to the career and life aspirations of students, equip students to adapt to an ever-changing global environment and be informed by high quality, contemporary research and consultation with industry, employers and government.</i></p>	<ul style="list-style-type: none"> • Maintain contact with students on work placement or work experience; eg. Regular emails; create opportunity for those students to interact, eg. An asynchronous forum/blog space. • Establish a professional engagement program. • Link students across year levels. • Develop links with, and involve industry, professional and alumni. • Employ the diversity that exists within the university, courses, and classrooms. • Consider workplace practicum such as business locations, internships, fieldwork. • Engage with industry; barbecues and social events; camps; professional week; identify major streams/groups; excursions; field trips; mini conferences. • Bring external sources into the university. • Seek relevance and recognise that students appreciate real world focus. • Seek external input regarding relevance. • Have student input as to delivery approaches and assessment preferences. • Be seen to respond to student input. • Develop a “quality kit” for course teams, providing information, resources and other guidance to assist them in their responsibilities. 	Radbourne & Westrup – Designing & Delivering a Course Quality Framework in Higher Education: The Deakin Experience. PPT. ITL website support information.

4	<p>Courses that are flexible <i>Our courses will provide, where appropriate, opportunities for students to extend and shape their own learning experience by providing flexible timing and delivery of courses, course structures, subjects and assessment processes.</i></p>	<ul style="list-style-type: none"> • Seek relevance; project based learning, collaborative teaching and learning tasks for assessment; involve alumni in assessment; peer assessment of presentations. • Seek alternatives to essays that have a real world focus. • Allow students to find meaning in what they are studying and to develop own goals. • Be aware of lifeworld differences. • Look at other learning contexts. • Use modern technologies. • Have student input as to delivery approaches and assessment preferences. 	<p>Designing and developing flexible courses at Deakin: An overview. PPT.</p>
5	<p>Teachers who are innovative and motivate students to learn <i>Our teachers value and practise innovative ways of creating learning experiences, taking into account student interests and professional needs, and will employ motivational strategies to encourage their students to learn, resulting in an engaging student experience.</i></p>	<ul style="list-style-type: none"> • Encourage active formal contribution by students. • Give ownership, and be responsive to student needs. • Actively engage student feedback. • Increase knowledge in flexibility, diversity and the many ways of teaching, learning and resource provision. • Passionate teachers create engagement. • Develop a sense of community within own classroom, online, in units/courses. • Develop communication skills. • Recognise that the learning context, level and size of cohort necessitates different strategies, sizes of groups and staff/student ratio. • Develop strategic plans that recognise student engagement. 	<ol style="list-style-type: none"> 1. Terry Timberlake's 'Teaching Tips' available through ITL website. 2. Judy Nagy's sound clip on CDDE website. 3. Staff exercising 'choice'; students' exercising 'choice': wholly online learning at an Australian University. Holt and Palmer. PPT. 4. Quality postgraduate learning & teaching innovation, creativity & formative evaluation. J. Westrup. Interactive presentation. PPT.
6	<p>Teachers who are scholarly and professional <i>Our teachers are committed to and informed by research and scholarship in relation to teaching, participating in regular professional development and striving for continuous improvement of their teaching.</i></p>	<ul style="list-style-type: none"> • Engage colleagues; interact with industry; join academic clubs and societies; associations in subject areas; seek out professional development; develop philosophical underpinnings; develop pedagogical strategy. • Engage with all teaching staff/consider mentoring sessional staff – encourage a teacher community. • Consider employing other staff to support online learning. • Consider your work and life balance. 	<ol style="list-style-type: none"> 1. Holt and Palmer SETU PPT. 2. Professional Development for Casual Academic Staff (PDCAS) T. Timberlake. PPT. 3. Using the course experience questionnaire (CEQ) to improve teaching. (or at least the DEST view of it) A. Farley. PPT. 4. Scholarship Seminar, D. Holt. PPT.

7	<p>A learning environment that is flexible and responsive to student support needs <i>Our learning environments are flexible, student-centred and accessible to our diverse range of students, utilising appropriate technology to enhance teaching and learning and providing students support services which are responsive to student needs.</i></p>	<ul style="list-style-type: none"> • Identify and support international students who are lonely and isolated. • Be responsive to and proactively support students with particular needs. • Actively develop a supportive learning environment; peer to peer mentoring; peer networks; discipline communities. • Project oriented/problem based learning, focus and feedback to rest of class. • Seek team building opportunities. • Develop associations on subject areas. • Create opportunity for student input, ownership and involvement with learning processes. 	<ol style="list-style-type: none"> 1. Terry Timberlake's 'Teaching Tips' available through ITL website. 2. Using ICT in and around the on-campus classroom to enhance interactivity experiences at undergraduate level: The Interactive Multi-choice Quiz. PPT. 3. Range of resources available through ITL website.
8	<p>A learning environment which provides engagement with the university community <i>Our learning environment is welcoming and engages all students in all aspects of university life so that they are fully connected members of a vital learning community.</i></p>	<ul style="list-style-type: none"> • Staff profile on DSO (with photo). • Help students understand why they are learning the content they are taught. • Have a student centred approach and a two-way responsibility. • Build a collaborative learning community. • Create social and intellectual connections; create opportunities for social discussions online; generate the opportunity for small group discussions. • Recognise and support student representation on committees and provide information about representative responsibilities, expectations etc. 	<ol style="list-style-type: none"> 1. Holistic conversation - Listening, discourse and student learning success & satisfaction. J. Westrup. Interactive activity-based workshop. PPT. 2. Range of resources available through ITL website.