TEACHING SUPPORT SERVICES REVIEW

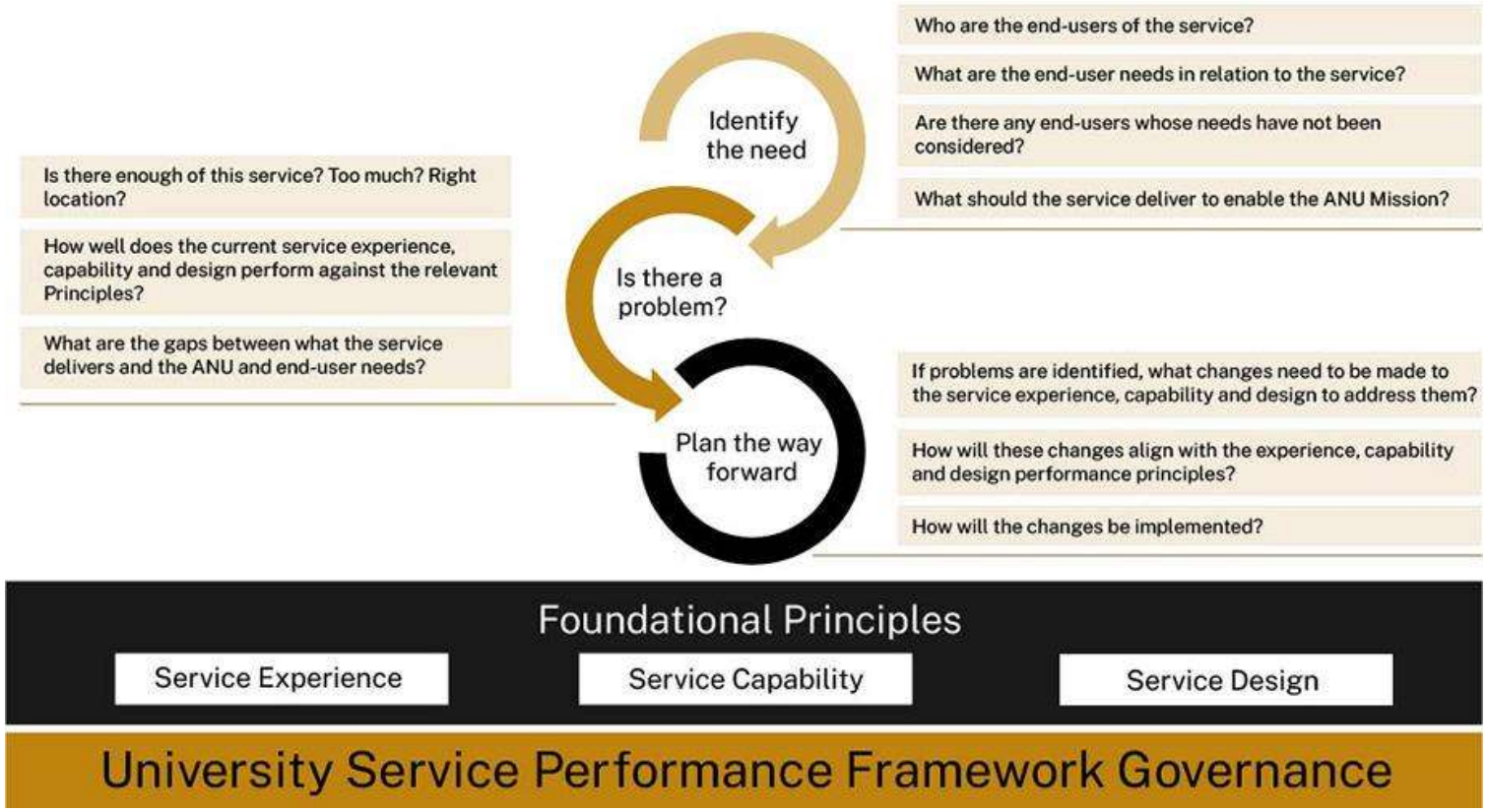
Australian National University

Agenda

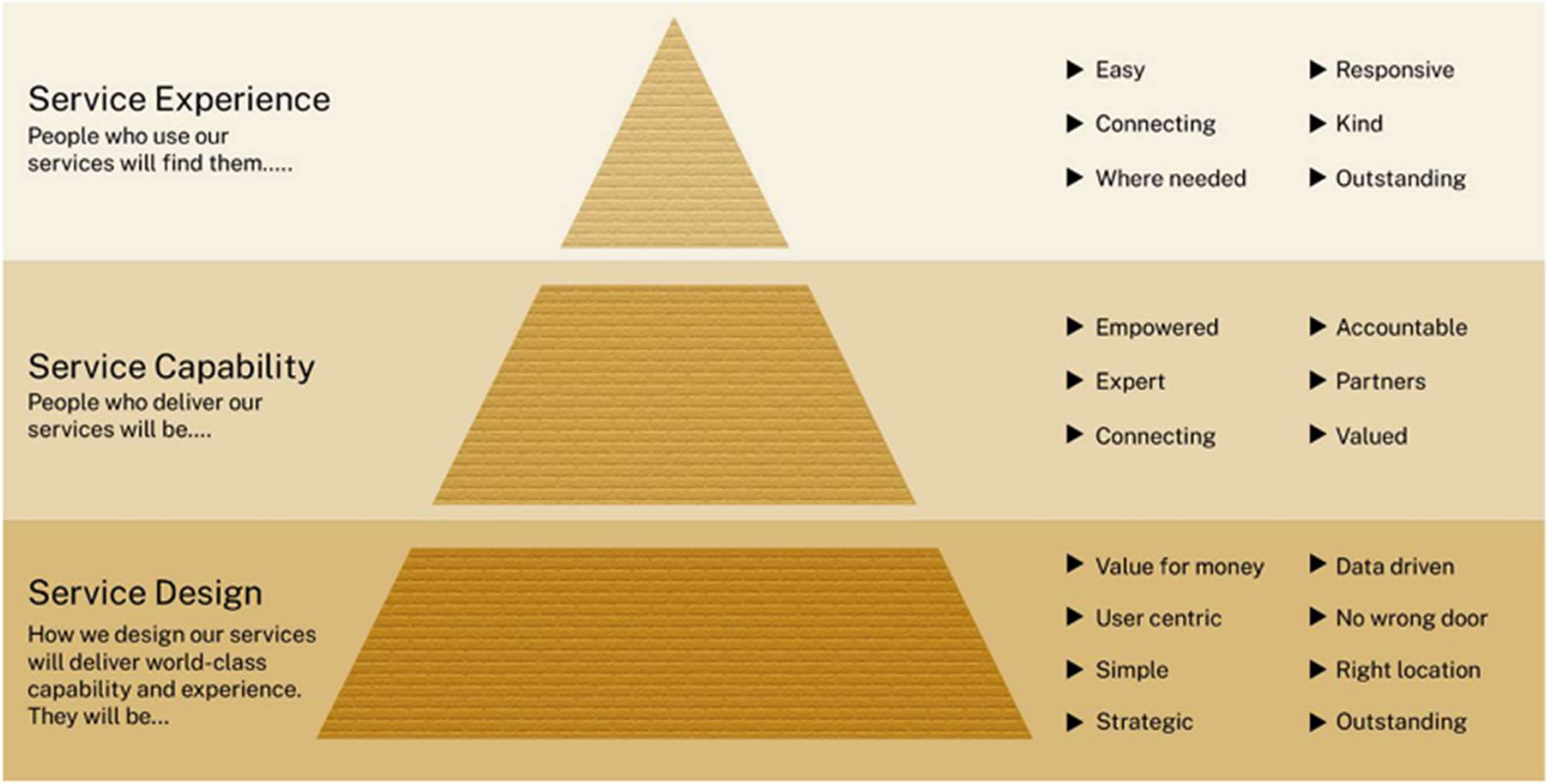
01	Background
02	Method
03	Current State
04	Recommendations
05	Next Steps

01 BACKGROUND

ANU Service Performance Framework



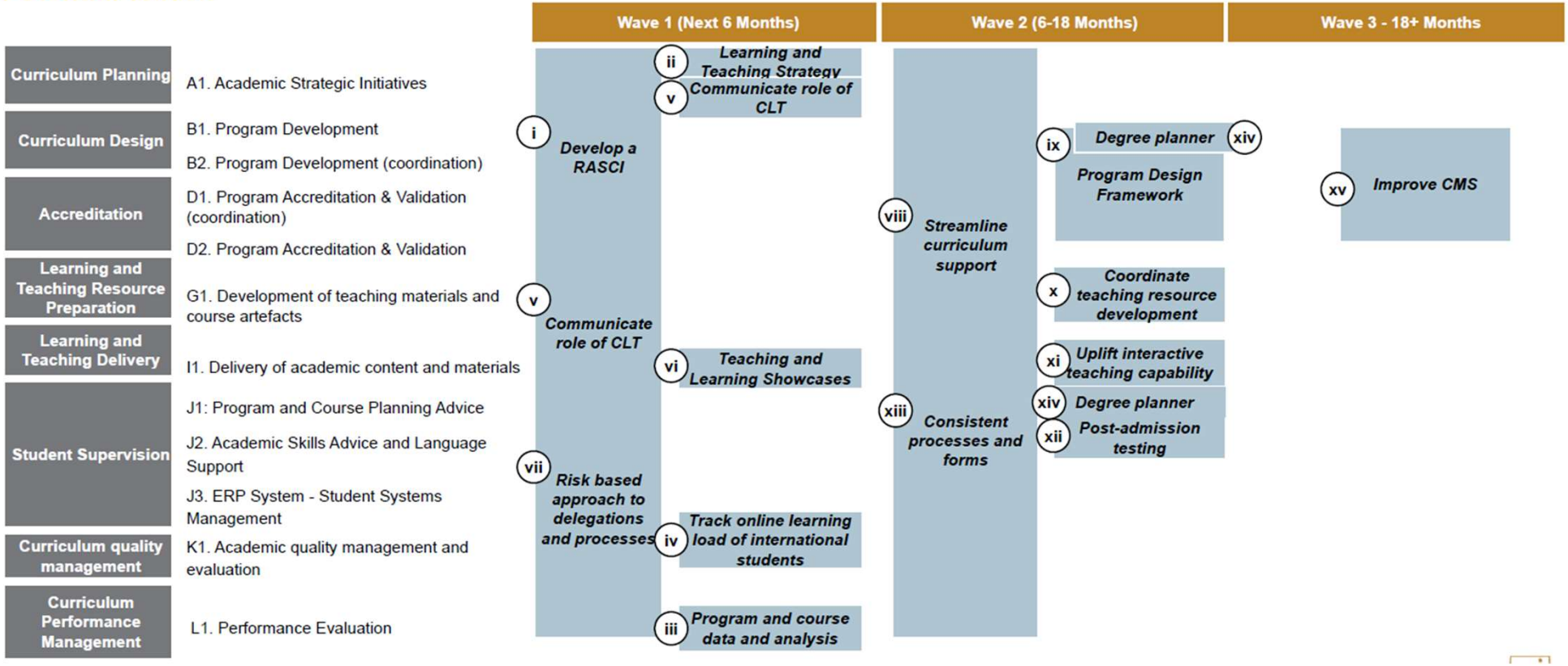
ANU Service Performance Framework
Service Principles



ANU Service Performance Framework
Teaching Support

After proof points are built it would involved significant activity in the 6-18 month horizon

Potential Waves



02 METHOD

1. Survey of CLT staff – service based - completed
2. Benchmarking with other institutions - completed
3. UniForum data - completed
4. Current state mapping - completed
5. Future state definition – not completed

03 BENCHMARKING

Benchmarking

- Survey was sent to all Australian universities
- Six responses received – QUT, JCU, Swinburne, UQ, Macquarie, CDU
- Current challenges include learner engagement, academic integrity, academic professional development framework & digital transformations
- QUT is implementing a new LMS that will deliver a mandatory first year undergraduate experience
- CDU calls out the linking of L&T Design with Quality units
- CDU completed a review 18 months ago that re-centralised many of the design staff

04 UNIFORUM

UniForum – Normalised wFTE

TD08 Course & Program design and developm't	05B	79
	06C	78.6
	09F	104.4
	10Ne	79.4
	13Al	104.8
	ANU	107.7
TD09 Module and content development & management	05B	138.7
	06C	54.8
	09F	56
	10Ne	93.9
	13Al	119
	ANU	73.9
TD10 In-class setup & delivery	05B	175.8
	06C	98
	09F	142.9
	10Ne	116.2
	13Al	75.8
	ANU	80.2
TD11 Specialised dry learning space setup & delivery	05B	111.8
	06C	61.4
	09F	92.3
	10Ne	98.1
	13Al	119
	ANU	61.1
TD15 Digital learning environment svcs	05B	193.8
	06C	111.5
	09F	55.1
	10Ne	86.2
	13Al	65.4
	ANU	141.2
TD16 Learning analytics & teaching quality eval.	05B	151.3
	06C	34.7
	09F	105.9
	10Ne	97.7
	13Al	114.3
	ANU	193.7
TD17 Teaching cap. Enhancement	05B	206
	06C	89.7
	09F	147.2
	10Ne	72.1
	13Al	96.1
	ANU	181.5

UniForum – TD17 Teaching Cap. Enhancement

Organisational Unit	wFTE	Organisational Unit	wFTE
ANU Online	3.437	Medical School Directorate	2.7837
CAP CartoGIS Services (2)	0.1923	Menzies Branch Library	0.3231
CAP Education Services	1.3195	Physics Education Centre	1.034
CASS Administration	1.4905	Pro Vice-Chancellor Education	0.5807
CBE Administration	1	Professional Services Group	0.5218
CEIST	2.5117	Promoting Excellence	0.4781
Centre for Learning & Teaching	11.231	Res Schl of Population Health	0.591
Centre for Teaching & Learning	0.4876	School Administration	0.3
Chifley Branch Library	0.5269	School of Computing	0.1033
CHM Administration	0.1087	School of Cybernetics	0.2238
Cyber Institute	0.0592	School of Engineering	0.0819
Engagement and Client Services	1.5804	Science Teaching & Learning	0.5
Fenner School of Environ & Soc	0.2	Staff Education	0.2892
Hancock Branch Library	0.2	Student Administration	0.2238
Information Literacy Program	2.2543	Student Centre	0.3923
Law Library	0.1554	Grand Total	35.18

05 CURRENT STATE

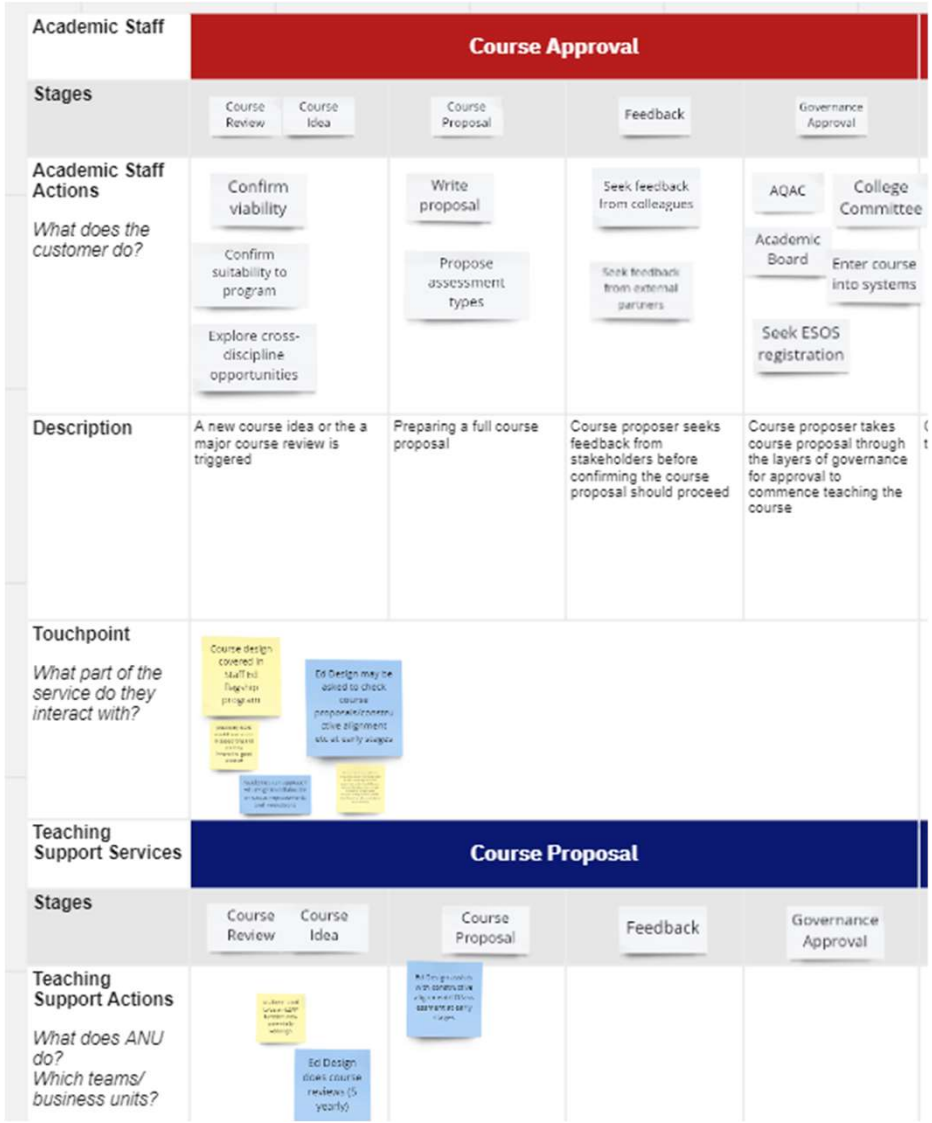
Current State Mapping

- Two workshops – one with CLT, one with Colleges
- Academic Student Journey of course management

- Pain points & Opportunities

- Workshops did not allow for significant discussion of the pain points or opportunities

- Mapped feedback from surveys into the journey prior to the session with CLT


Academic Staff
Course Approval
Stages
Course Review
Course Idea
Course Proposal
Feedback
Governance Approval
Academic Staff Actions
What does the customer do?
Confirm viability
Confirm suitability to program
Explore cross-discipline opportunities
Write proposal
Propose assessment types
Seek feedback from colleagues
Seek feedback from external partners
AQAC
College Committee
Academic Board
Enter course into systems
Seek ESOS registration
Description
A new course idea or the a major course review is triggered
Preparing a full course proposal
Course proposer seeks feedback from stakeholders before confirming the course proposal should proceed
Course proposer takes course proposal through the layers of governance for approval to commence teaching the course
Touchpoint
What part of the service do they interact with?
Course design covered in
Ed Design may be asked to check course
Teaching Support Services
Course Proposal
Stages
Course Review
Course Idea
Course Proposal
Feedback
Governance Approval
Teaching Support Actions
What does ANU do?
Which teams/ business units?
Ed Design does course reviews (5 yearly)

Pain points

Opportunities

06 RECOMMENDATIONS

Role Clarity

- Relaunching CLT with clarity on the baseline service offered by the team across all service areas to all who seek the service
- Better coordination between CLT and Colleges – regular opportunities to collaborate and co-design services, to share news, and to discuss gaps in services so they are filled in the right spot
- One stop shop approach by CLT – improved website, improved communication/enquiry channels, data analytics
- CLT to be the leaders of education design & teaching support services – must take ownership of the discussions
- Formally adopt the Hub and Spoke service model for Learning Design and other CLT services, where CLT is the Hub and Colleges are the Spokes

Teaching Experience

- Develop a new induction program for new teaching academics which can be commenced at any time and provides support across a variety of services with links to student administration processes
- More communication from leaders
- Easy access to support self-service options
- Professional development/training framework to be developed and offered annually for the whole teaching academic lifecycle

Systems

- Improved system support guides & training
- Consistent course site templates and support
- ‘Safe spaces’ to test and pilot innovations for academics
- Improved learning analytics
- Real time tracking of student concerns and issues
- Pre-teaching testing of all teaching spaces to ensure they are fine to use from week 1 on
- Equipment that works in rooms

SELT & Teacher Recognition

- Simplified student feedback mechanisms throughout a course and program
- Clearly mapped developmental journey for all who teach at ANU
- Promotion of excellence in teaching practice and sharing practice
- Improved accountability for SELT outcomes – poor teaching to see consequences, good teaching to see recognition

Structural Changes

- No major recommendations came from the workshops on changes to services offered by CLT
- Continuing Education is excluded from similar teams at other institutions and this should be under consideration for ANU
- Current distribution of Teaching Support staff across ANU could point to inefficiencies and may be a symptom of a lack of clarity of CLT role rather than intent. Tying this to role clarity may reduce the reliance on staff in Colleges/Schools

04 NEXT STEPS

Where to next?

- Provide the current state map to workshop attendees
- Future state
  - Define the future state
  - Play back future state to workshop attendees
  - Develop list of actions needed to achieve future state
  - Implement future state
- Relaunch CLT
- Develop Communication plan for relaunch and post-launch
- Establish networks/communities of practice

THANK YOU

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