

## THE AUSTRALIAN NATIONAL UNIVERSITY

### A Plan for the Management of Education at ANU to 2009

#### 1. Introduction

The Australian National University (ANU) is Australia's most research-intensive university, with an outstanding international research reputation, attracting many international visitors and engaging in a wide range of collaborative arrangements with universities in Australia and overseas. In education, our undergraduate students and students in postgraduate coursework and research degrees benefit from the teaching which is embedded in, and exploits this, research culture.

The ANU's primary educational objective is to become the university of educational choice for the top students locally, nationally and internationally, by offering a unique range of research-led degree programs through learning environments based on interactive inquiry.

As a research-led university, the Australian National University offers the following educational opportunities:

- Opportunities to learn through inquiry and discovery rather than simple transmission of knowledge.
- Training in the skills necessary for oral and written communication at a level that will serve the student both within the University and in professional and personal life.
- Appreciation of arts, humanities, sciences, and social sciences, and the opportunity to experience them at any intensity and depth the student can accommodate.
- Careful and comprehensive preparation for whatever may lie beyond graduation, whether it is graduate study, professional development, or first employment professional experience.

But as a research-intensive university it can offer more to its undergraduate and postgraduate students, including:

- The expectation of, and opportunity for, work with talented senior researchers;
- Access to first-class facilities in which to pursue research, such as laboratories, libraries, studios, communication and information systems, and concert halls;
- The choice of many options among fields of study and directions to move within those fields, including areas and choices not found in other kinds of institutions;
- Opportunities to interact with people at every level of accomplishment, from first year students to senior research staff.

In addition, education at ANU promotes the development of discovery-led thinking through all courses, positioning ANU as an ideal University for those wanting an education informed by recent research.

Degrees are offered by coursework and research. Principle educational offerings are:

**Bachelor (with or without Honours).** Graduates will be characterised by the attributes acquired through their exposure to a learning environment based on discovery. They will, therefore, understand the detail of a least one discipline, and understand how knowledge is developed through scholarship. They will have developed, and attested, communication skills, team-working skills, problem-solving skills, and an understanding of research methods.

**Bachelor Honours Degrees.** Honours graduates will have conducted a substantial research project as part of their undergraduate studies.

**Master** degrees by coursework take students to the advanced levels of knowledge in their particular area of interest, or introduce graduates in one field of study to knowledge in another.

**Research Higher Degrees** (including Master and Doctorate) allow candidates to research an area in depth, making a contribution to knowledge as well as developing and extending their skills as researchers.

The University also offers **certificate, diploma and professional doctoral** coursework.

Education at ANU is characterised by the view that research-based knowledge provides a fundamental basis for national and international citizenry. ANU graduates will be prepared to contribute to their societies as skilled and knowledgeable individuals.

## 2. The Plan's Foundations

The view adopted at ANU is that learning is a process of change. Discovery is the driver of students' educational experience. Through discovery, the learning that occurs at ANU is not only about the acquisition of knowledge but is a mind-changing and life-changing experience. This derives from an opportunity to learn through interactive inquiry-based learning environments rather than those in which the student is merely a passive recipient of information.

## 2.1 Values

Specifically, ANU education is characterised by:

- Its basis in research and scholarship;
- Its national and international orientation;
- A climate of intellectual rigour;
- Its distinctive programs, which blend fundamental, professional and contextual learning;
- Equity in student access;
- High levels of communication between the University, its staff and students;
- Continuous improvement of its quality.

## 2.2 Principles for effective teaching and learning in undergraduate, honours and postgraduate courses at ANU.

Our aim is for programs and courses at the ANU to be exemplified by:

- The provision of explicit and appropriate learning outcomes for every course, including both the subject-specific and the transferable capabilities the course aims to develop;
- The creation of discovery-based learning environments, rather than environments in which the student is merely a passive recipient of information;
- The provision of interdisciplinary contexts and connections stemming from the subject matter;
- Courses which foster a deep approach to learning, reflective practice, and develop a spirit of inquiry in the student;
- Courses which develop critical thinking, conceptual understanding, and an awareness of the contingent nature of knowledge;
- Opportunities for research experience early in the degree (including first year, where appropriate);
- Technology-enabled opportunities for learning; and
- The creation of opportunities, where appropriate, for practice-based learning through internships, work-practice and work-placement, and other flexible arrangements.

## 2.3 Graduate Outcomes

The ANU advances the intellectual and creative capacity of its graduates through broad-based research and discovery-based education:

- In the disciplines fundamental to all knowledge – the humanities, the sciences and the social sciences;
- In a spectrum of professional disciplines and creative arts;
- By studying Australia in its various contexts.

ANU graduates are prepared for work, further learning and responsible citizenship. They are welcome anywhere. They have well-developed communication, teamwork, analytical and problem-solving skills, and the confidence to apply these skills creatively to the problems they will face.

#### 2.4 Benefits to Students of Education at ANU

An ANU education challenges all students, through single or combined degrees, to find the particular mix of the fundamental, professional and contextual study that contributes to their personal and professional identities.

Through their engagement in education in these areas, ANU students will be able to customize their educational experience to study at Bachelor level or to be articulated from Bachelor to Master and through to Doctoral level. In the course of this engagement, they will be exposed to a learning environment based on discovery. They will therefore understand the detail of a least one discipline and understand how knowledge is developed through scholarship.

#### 2.5 Objectives for Education

Building on these foundations, objectives have been set for Education in *ANU by 2010*. These objectives are:

- To challenge and extend students in a supportive environment;
- To guide students' self-directed learning;
- To encourage learning through personal interactions in formal and informal settings;
- To prepare reflective, analytical and questioning graduates;
- To educate the leaders of the future.

## THE PLAN

### Themes

From the objectives stated in *ANU by 2010*, seven key themes have been identified which are explicitly articulated in both the Education Management Plan and the Research Management Plan. These common themes allow us to link our research and our educational activities, consistent with our value to **provide a broad-based research and discovery-led education**. The key themes are:

#### *1. Research primacy*

Draw on the ANU's level of research-intensivity – unique among Australian universities – as the basis for its strength and distinctiveness in both research and education.

#### *2. National leadership*

Lead the nation in the quality and impact of ANU research and the quality and distinctiveness of ANU education, as befits ANU's role as the national university.

#### *3. International standing*

Be among the world's best universities in the quality of ANU research and education.

#### *4. Flexibility and diversity*

Ensure that research and education at the ANU remain flexible and responsive to the needs of the nation, its staff and its students, and in their diversity reflect the distinct strengths and ethos of the University.

#### *5. Accountability*

Assure itself of the demonstrable quality of research and education at the ANU.

### 6. *Equity*

Ensure equity of access and conditions for all ANU staff and students.

### 7. *Support for staff and students*

Ensure that all staff and students receive appropriate support for their research and education.

## **3. Objectives, Strategies, Indicators and Targets**

The culture of discovery and the University's values permeate all planning. All of the principles outlined in *ANU by 2010* must underpin the plans of each ANU College.

At the University level, a number of common objectives, strategies, indicators and targets give effect to these principles. Each College may choose to focus annually on a subset of strategies to achieve its goals, and to monitor its performance and meet targets in relation to these strategies. The Education Management Plan that follows captures the aspirations of *ANU by 2010*, and is a guiding document for the formulation of College plans.

## Education Management Plan

### 1. Research primacy

Draw on the ANU's level of research-intensivity – unique among Australian universities – as the basis for its strength and distinctiveness in both research and education.

<i>Objectives</i>	<i>Strategies</i>	<i>Indicators</i>
Ensure that discovery-based education underpins the ANU's undergraduate provision.	Continue the development of and increase recruitment to undergraduate and postgraduate coursework programs with a significant component of genuine research.	<ol style="list-style-type: none"> <li>1. PhB programs and Bachelor Honours degrees.</li> <li>2. Number of postgraduate coursework programs with a significant component of research.</li> </ol>
	Make real the notion that ANU is an education-intensive research institute by integrating educational provision across the Faculties and Research Schools.	<ol style="list-style-type: none"> <li>1. Involvement of IAS staff in teaching and supervision and in the development of the undergraduate curriculum.</li> <li>2. Number of instances of cross-university supervision of students.</li> </ol>
The educational programs of Colleges are linked to their research directions.	Refine course approval processes to ensure that the relationship between each College's research activity and educational programs is made explicit.	<ol style="list-style-type: none"> <li>1. Match between research and learning demonstrated through the course approval process.</li> </ol>
Ensure that the ANU Honours degree is attractive, distinctive and a genuine research qualification.	Monitor Honours provision to ensure it remains accessible to the most research oriented students at ANU and other universities, as a pathway for postgraduate study.	<ol style="list-style-type: none"> <li>1. Completions and academic record of students taking Honours.</li> <li>2. Percentage of ANU Honours graduates progressing to HDR.</li> </ol>
Ensure that higher-degree-by-research students retain a distinctive and valued role in the ANU academic community.	Prioritise recruitment into HDR programs.	<ol style="list-style-type: none"> <li>1. HRD recruitment trends.</li> <li>2. HDR students as a percentage of total student numbers.</li> </ol>

	Ensure that HDR students receive high-quality supervision from leading researchers both within and across Colleges.	<ol style="list-style-type: none"> <li>1. Number of staff completing supervisory training.</li> <li>2. Completion rate improvement matched to supervisors' undertaking supervisory training.</li> <li>3. ANUDEQ/PREQ evaluation data.</li> </ol>
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## 2. National leadership

Lead the nation in the quality and impact of ANU research and the quality and distinctiveness of ANU education, as befits ANU's role as the national university.

<b>Objectives</b>	<b>Strategies</b>	<b>Indicators</b>
Pioneer programs that are distinctive in a national context, and those that reflect the ANU's unique size, location, collegiality, research strengths, and position as Australia's only national university.	Develop programs – in particular for highly able students - that cannot be replicated by any other Australian university.	<ol style="list-style-type: none"> <li>1. PhB and Bachelor Honours degree programs.</li> <li>2. Alumni are positioned for national and international leadership positions by virtue of the distinctiveness of their programs.</li> <li>3. Cross-disciplinary programs.</li> </ol>
	Maintain and enhance internships and other work-based programs that take advantage of the ANU's position in the National Capital.	<ol style="list-style-type: none"> <li>1. Recruitment to and student evaluation of internship programs.</li> </ol>
Offer programs that equip graduates for leadership within the Australian professional, academic and cultural communities.	Ensure that curricula meet the needs of employers and the nation.	<ol style="list-style-type: none"> <li>1. Graduate Destination Survey results, compared to national averages, for:               <ol style="list-style-type: none"> <li>(a) level of full-time employment for graduates; and</li> <li>(b) alumni survey results.</li> </ol> </li> </ol>
	Ensure that the ANU graduates are among the best equipped nationally for further academic study.	<ol style="list-style-type: none"> <li>1. Graduate Destination Survey results for students in postgraduate study, compared to national average.</li> </ol>

### 3. *International standing*

Be among the world's best universities in the quality of ANU research and education.

<b><i>Objectives</i></b>	<b><i>Strategies</i></b>	<b><i>Indicators</i></b>
Ensure that the content, quality and delivery of ANU courses and programs are comparable with the best internationally.	Individual disciplines to undertake selective benchmarking with relevant disciplines at international institutions.	<ol style="list-style-type: none"> <li>1. Benchmarks met in course content and assessment standards.</li> <li>2. Statistics on admission of ANU graduates into postgraduate programs at high-quality international institutions.</li> </ol>
Ensure that the qualifications and experience of ANU teaching staff are comparable with leading international universities.	Individual disciplines to undertake selective benchmarking of staff qualifications with relevant disciplines at national and international institutions.	<ol style="list-style-type: none"> <li>1. Comparability with international and national institutions in terms of proportion of staff: <ul style="list-style-type: none"> <li>• Holding doctoral qualifications</li> <li>• Holding teaching qualifications</li> <li>• That are members of learned societies, recipients of major awards and prizes, or in other ways are internationally recognised to have contributed to their discipline.</li> </ul> </li> </ol>

### 4. *Flexibility and diversity*

Ensure that research and education at the ANU remain flexible and responsive to the needs of the nation, its staff and its students, and in their diversity reflect the distinct strengths and ethos of the University.

<b><i>Objectives</i></b>	<b><i>Strategies</i></b>	<b><i>Indicators</i></b>
Target research and education programs that draw on whole of University expertise and ensure that "we teach what we research"	Determine areas of institutional strength and student demand leading to collaborative program and course development.	<ol style="list-style-type: none"> <li>1. Number of new courses drawing on Research Schools and Faculties.</li> <li>2. Number of new academic developments that draw from more than one academic unit.</li> </ol>

Articulate the distinctive qualities of ANU graduates across the range of courses and programs at the ANU.	Specify learning outcomes for courses and explicitly link assessment to these learning outcomes	1. Number and quality of courses with explicit learning outcomes and their alignment with assessment.
Increase the diversity of the ANU's sources of high-quality students.	Diversify admissions arrangements to enable speedy recruitment of able students (including on-the-spot offers) and flexible modes of entry.	1. Admissions processing times for direct entrants. 2. Percentage of students entering through non-UAI pathways.
	Project the image of quality to prospective students and to the national and international communities.	1. Entry scores benchmarked against Go8. 2. % of 1 <sup>st</sup> preference applicants in top 5% achievers.
	Diversify sources of international students.	1. Number and origin of international students.
	Develop additional ANU scholarships and maintain ANU National Undergraduate Scholarships; increase promotion of all scholarships throughout Australia and overseas.	1. Number of additional scholarships.
	Work to consolidate all tertiary preparatory programs currently offered at ANU under the umbrella of a University Foundation College.	1. Recruitment and progress statistics for students enrolled at ANU College. 2. Pathways to ANU College preparatory programs developed in collaboration with ANU.

### 5. Accountability

Assure itself of the demonstrable quality of research and education at the ANU.

<b>Objectives</b>	<b>Strategies</b>	<b>Indicators</b>
Assure ourselves of the quality of education and education management at the ANU through a range of robust and transparent QA mechanisms.	Implement a cycle of annual reports and five-year reviews of local academic areas, monitoring qualitative and quantitative indicators against appropriate national and international benchmarks in relevant disciplines.	1. University-wide reviews of academic activities. 2. College-level academic reviews.

	Conduct periodical reviews of all aspects of undergraduate education to ensure the suitability and standards of educational provision, linkage with research, and the efficiency and appropriateness of processes, including those governing admissions, progression, inter- and intra-institutional combination, timetabling, etc.	1. Implementation of the Review of Undergraduate Education (2002).
	Conduct periodical reviews of all aspects of graduate education to ensure the suitability and standards of educational provision, linkage with research, and the efficiency and appropriateness of processes, including those governing admissions, progression, inter- and intra-institutional combination, timetabling, etc.	1. Implementation of the recommendations of Working Party on HDR (2005) 2. Implementation of the Review of Postgraduate Coursework Education (2005)
	Develop a university-wide Code of Practice for higher degree research supervision, which standardises processes for the conduct of supervision, the appointment of supervisory panels, the development of a supervisory compact, provisional candidature and annual reviews of candidature.	1. Ensure implementation of the Code. 2. Success of the code attested by ANUDEQ/PREQ survey data.
Consult regularly with staff and staff representatives.	Maintain and, where necessary, establish processes for student consultation at area and University level.	1. Documentation of student consultation and representation on committees, in reviews.
	Ensure regular questionnaire-based student evaluation of all teaching, and that such feedback informs planning and development of courses.	1. Percentage of courses evaluated using internal course evaluation instruments. 2. Evidence that internal evaluation results, and CEQ/GDS/PREQ evaluation results, inform the annual planning/review cycle.

## 6. Equity

Ensure equity of access and conditions for all ANU staff and students.

<i>Objectives</i>	<i>Strategies</i>	<i>Indicators</i>
Ensure equitable access to the ANU for students and staff of both sexes and from all ethnic and socio-economic backgrounds, and people with a disability.	Maintain and strengthen current recruitment policy and practice for students and staff from equity access groups.	<ol style="list-style-type: none"> <li>Recruitment trends by program for: <ul style="list-style-type: none"> <li>Indigenous students</li> <li>Women in Engineering, IT and Economics and Commerce</li> <li>Students from rural and isolated Australia</li> <li>Students from low socio-economic backgrounds.</li> <li>Students with a disability</li> <li>Students whose main language background is other than English.</li> </ul> </li> </ol>
	Maintain and as student numbers grow, expand the staffing and support structures of the Jabal Centre, and consolidate its central community and geographical focus on campus.	<ol style="list-style-type: none"> <li>Indigenous student evaluation of the Jabal Centre's provision.</li> </ol>
	Promote awareness among the public and potential students of special access schemes for educationally disadvantaged# students and modify and expand these schemes as required. # ACT does not have low SES indicators (post codes)	<ol style="list-style-type: none"> <li>Number of access schemes.</li> <li>Percentage of students entering the ANU through access schemes.</li> <li>Results and attrition rates of students who have entered through access schemes.</li> </ol>
	Intensify recruitment and access opportunities for indigenous students at the postgraduate level, through facilitating access to intermediate awards, better information and counselling services, more systematic contact with relevant Aboriginal communities and through the provision of dedicated scholarships.	<ol style="list-style-type: none"> <li>Number of indigenous postgraduate applicants.</li> <li>Number of indigenous postgraduate students.</li> </ol>

Ensure clear and equitable principles govern all aspects of education for all ANU teaching staff and students.	Implement the ANU Teaching and Learning Code of Practice (2006), and the ANU policies on equity and diversity and ethical conduct in teaching and learning contexts. Extend cross-cultural communication training to all teaching staff	<ol style="list-style-type: none"> <li>1. CEQ/ANUSET student evaluation results in relevant categories (e.g. clarity of goals, assessment processes, etc.).</li> <li>2. An inclusive curriculum in all Colleges.</li> </ol>
	Ensure clear and robust complaint procedures for all students and staff	<ol style="list-style-type: none"> <li>1. Accounts, within the limits of confidentiality, of the successful operation of new complaint procedures (2006).</li> </ol>

### 7. *Support for staff and students*

Ensure that all staff and students receive appropriate support for their research and education.

<b><i>Objectives</i></b>	<b><i>Strategies</i></b>	<b><i>Indicators</i></b>
Enhance the teaching expertise of all staff.	Encourage staff to experiment with, evaluate and hence develop effective approaches to teaching and learning, both on and off campus with assistance from a range of technical and educational providers structured to provide complementary services.	<ol style="list-style-type: none"> <li>1. Participation statistics by academic area in programs provided by e.g. CEDAM, Division of Information Services, HR and others.</li> <li>2. Staff uptake of training in flexible teaching and learning technology</li> </ol>
	Encourage research into teaching and learning practice in specific disciplinary contexts.	<ol style="list-style-type: none"> <li>1. Research output in the area of teaching and learning.</li> </ol>
	Encourage staff to attain formal teaching and learning qualifications.	<ol style="list-style-type: none"> <li>1. Staff completion of the Graduate Certificate in Higher Education and other award programs.</li> </ol>
	Monitor appointment and promotion processes and outcomes to ensure the criterion of teaching excellence, which includes excellence in supervision, is given due weight.	<ol style="list-style-type: none"> <li>1. Percentage of academics promoted with demonstrated excellence in teaching.</li> </ol>

	Affirm the importance to the University of good teaching through the Vice-Chancellor's Award for Excellence in Teaching and the public recognition of recipients of awards at graduation ceremonies and other events. Increase the value of teaching awards and link strategically internal awards to national recognition processes.	<ol style="list-style-type: none"> <li>1. Number of applications for Vice-Chancellor's teaching or supervision Awards.</li> <li>2. Value and number of Vice-Chancellor's Awards for Excellence in Teaching and numbers of applications to National Teaching Awards.</li> </ol>
Support students' learning through a range of academic support services University-wide and at local level.	Maintain and enhance student access to and benefits from the Academic Skills and Learning Centre.	<ol style="list-style-type: none"> <li>1. Student evaluation and uptake of ASLC services.</li> </ol>
	Maintain and enhance the provision of study skills support at local level, in particular the support of students making the transition to higher education.	<ol style="list-style-type: none"> <li>1. Attrition rates by local area.</li> <li>2. First Year Experience Questionnaire results by local area.</li> </ol>