Present: Associate Professor Mehmet Kizil (in the Chair), Ms Yonna Cowan, Mr Doug Malcolm, Dr Terry Maybury, Ms Miranda Mariette, Professor David Mee, Associate Professor Carl Reulsema, Ms Lauren Smith (for Dr Maybury), Associate Professor Mingxing Zhang. Mrs Lamb.

Apologies: Professor Andrej Atrens, Associate Professor Lydia Kavanagh, Professor Ross McAree, Professor Richard Morgan, Dr Surya Singh, Associate Professor Martin Veidt.

Minutes: The minutes of the meeting held on 22 February 2012, having been previously circulated, were taken as read and confirmed.

Welcome: Members welcomed Ms Yonna Cowan to the Committee. Ms Cowan is a Transition Adviser from the University’s Student Services Directorate.

Business arising out of the minutes

The following items were actioned from the meeting on 22 February –

- Congratulations sent to staff with high SECaT scores
- Referral to SECaT Subcommittee and to Heads of Division
- CTQA Report sent to the Faculty
- Changes to Courses and Programs
- Thank you to admin team regarding reduction in errors in examination papers

1. Review of Mining Engineering courses

The Division of Mining Engineering planned to review the elective course offerings in the BE (Mining) with the view to rationalising electives to reduce teaching loads as well as investigate the possibility of mining engineering students undertaking MECH2410 – Fundamentals of Fluid Mechanics instead of MINE2101 – Fluid Mechanics. Discussion between the Head of School and Mining Engineering staff would be held in the near future with the view to implementing changes for 2013.

2. Changes to Courses and Programs

Members endorsed the following changes to the course catalog for MECH4301 – Materials Selection to take effect from Semester 2 2012 –

- Pres: ENGG1020 or MATE1000 or PHYS1002 or ENGG1200 (ENGG1200 + ENGG1400)
- Assessment: Examination, tutorials, project report, final examination

Members noted that Executive approval was obtained to change the following –

(a) Change to course description for ENGG4011 – Professional Engineering Project

The change had been requested to make it clear that non-CEED students (e.g. SCUT Study Abroad students) could enrol in the course. The description was:

A major investigation or research project or a significant design task in industry that integrates technical, commercial and other factors. This will include an assessment of the risk associated with the project including the conduct of the project. Projects must be approved prior to enrolment. Available only to students undertaking CEED or industry based engineering thesis programs.

The change is set out below.
2. Changes to Courses and Programs (cont’d)

(b) Change to course description for MINE3121 – Mining Geomechanics

The change was requested to remove reference to soil geomechanics as this content had been moved to another course. The description was:

Stress & strain; elastic & inelastic behaviour; plane stress & strain; analytical & closed form methods. Soil components & phase relationships, soil fabric & clay minerals, compaction, strength & bearing capacity; earth retaining structures. Behaviour of rock & rock mass, in-situ stress & its measurement; collection & analysis of data; rock mass classification methods; limit equilibrium, probabilistic & numerical methods; applications of geomechanics.

The change is set out below.

This course will introduce you behaviour of intact rock & rock mass, in-situ stress & its measurement; collection & analysis of data; rock mass classification methods; rock slopes; time dependent & dynamic behaviour of rock; probabilistic & numerical methods; applications of geomechanics.

(c) Review of the postgraduate suite of programs in Minerals Resources

Dr Maybury briefed members on possible changes to the postgraduate suite of programs in Mineral Resources which were recommended as part of the 2011 review of the programs. It was anticipated that changes to the programs would be submitted to the next meeting of the Committee. Changes to the course catalog, which had been submitted for consideration, were withdrawn until the review report was finalised.

(d) Master of Engineering Science - Power Generation

The Head of School reported that a meeting had been held recently regarding the Master of Engineering Science - Power Generation. The program agreement was under review and options were being considered regarding the new agreement.

4. Report from the Review of Graduate Attributes Subcommittee

At its meeting on 15 June 2011, the School’s Teaching and Learning Committee endorsed the formation of the Graduate Attributes Subcommittee. The Subcommittee’s Terms of Reference were to:

- Analyse graduate attributes for each course and identify gaps (if present);
- Identify courses where corrections may be required;
- Analyse graduate attributes at the plan level and identify gaps (if present);
- Identify any corrections which may be required;
- Analyse requirements for Engineers Australia.

The subcommittee made two recommendations.

Recommendation 1:
It is recommended that the course profile review form is modified to include a metrics to explicitly and efficiently evaluate the link between graduate attributes, learning objectives and assessment tasks.

Recommendation 2:
It is recommended that the number of learning objectives for a course be kept between 4 - 10.

Members endorsed the report and noted that mapping of learning objectives to the Engineers Australia’s Stage 1 competencies would most likely be a recommendation from the upcoming Engineers Australia accreditation visit. The Faculty’s Teaching and Learning Development Program (TLDP) would hold a workshop to assist staff with this exercise.

Members thanked Mr Steve Coombs from the School of Chemical Engineering with his assistance in preparing the matrices and charts which assisted with the review report.
5. Report from the SECaT Review Subcommittee

At its meeting on 15 June 2011, the School’s Teaching and Learning Committee endorsed the formation of the SECaT Review Subcommittee. The Subcommittee’s Terms of Reference were to:

- Undertake an annual review of the outcomes of the previous year’s SECaT results;
- Identify issues and/or themes;
- Recommend actions and identify responsible officers; and
- Report to the Teaching and Learning Committee.

The Subcommittee made 7 recommendations -

Recommendation 1:
It is recommended that the Faculty or School hold a workshop for teaching staff where examples of effective feedback are given and assistance provided to staff to assist them to develop effective feedback mechanisms.

Recommendation 2:
It is recommended that the School create a “teaching resources” website where teaching resources can be placed and that the website be linked to relevant UQ and/or Faculty websites.

Recommendation 3:
It is recommended that the Faculty consider undertaking a project to ascertain students’ views on what constitutes effective feedback and other SECaT indicators.

Recommendation 4:
It is recommended that, as part of the annual performance review, teaching staff discuss the SECaT course and teaching results with their supervisor and submit a plan to improve low scores where applicable.

Recommendation 5:
It is recommended that all new teaching staff be provided with a mentor who is able to assist with staff development in teaching.

Recommendation 6:
It is recommended that an induction for ResTeach staff be introduced in 2013 and that teaching performance be reviewed prior to any subsequent ResTeach appointment.

Recommendation 7:
It is recommended that the Teaching and Learning Committee continue to monitor and report on SECaT results.

The Director, First Year Engineering had provided advice that Recommendations 1, 2, 5 and 6 would be done under the auspices of the Faculty’s Teaching and Learning Development Program. Recommendation 3 would also be discussed with the Faculty.

Members endorsed the report.

6. Most Effective Teacher Nominations – Semester 2 2011

Each semester, the Faculty invited students who received a Dean’s Commendation for High Achievement (GPA of 6.00 or higher in a semester) to nominate a staff member who they believe was the most effective teacher in that semester.

Nominees from the School were -
6. **Most Effective Teacher Nominations – Semester 2 2011 (cont’d)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Course</th>
<th>Nominations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Bill</td>
<td>MECH3200</td>
<td>1</td>
</tr>
<tr>
<td>Dr Meng</td>
<td>MECH4500</td>
<td>1</td>
</tr>
<tr>
<td>A/Prof Peter</td>
<td>MECH4500</td>
<td>1</td>
</tr>
<tr>
<td>Dr Alex</td>
<td>MECH2410</td>
<td>2</td>
</tr>
<tr>
<td>Mr Edmund</td>
<td>MECH2700</td>
<td>1</td>
</tr>
<tr>
<td>Prof David</td>
<td>ENGG1010</td>
<td>1</td>
</tr>
<tr>
<td>A/Prof Paul</td>
<td>MECH2210</td>
<td>1</td>
</tr>
<tr>
<td>A/Prof Paul</td>
<td>MECH3200</td>
<td>1</td>
</tr>
<tr>
<td>Prof John</td>
<td>MECH2210</td>
<td>4</td>
</tr>
<tr>
<td>A/Prof Martin</td>
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</tr>
<tr>
<td>A/Prof Martin</td>
<td>MECH2210</td>
<td>1</td>
</tr>
<tr>
<td>Mr Iain</td>
<td>METR4202</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total for School</strong></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

Members congratulated the nominees and agreed that this should be promulgated via the School Newsletter.

7. **Teaching and Learning Budget 2013**

Each year the School submitted a budget request for the following year. The Teaching and Learning Budget was submitted to the Head of School in mid-September following the finalisation of the course catalog before 1 September each year.

Course coordinators would be asked to submit requests for the following for each course –

- Tutor hours
- Guest lecturers (hours and rate)
- Consultants
- Consumables
- Field Trips
- Software
- Equipment
- Workshop hours
- Exam invigilators
- Catering

The School made separate provision for the following labs and activities –

- Aerospace Lab
- Applied Mechanics Lab
- Flight Test Program
- Mech Labs (45-207, 106)
- Thermo and Mech Labs
- Mechanical Workshop (UG)
- Mechatronics Lab
- TV Krok Lab (software)
- HVAC Lab
- UQ Mine Site

Members noted that the University budget process involved increased scrutiny on expenditure variances from the budgeted amounts and it was very important to ensure that accurate expenditure was provided as part of the budget.
12. **Report from the Director, First Year Engineering**

   Associate Professor Reidsema spoke to the Director’s Report.

   - **ENGG1100 – Engineering Design.** The demonstration day was successful again. The mining/mechanical project has drawn much praise from industry this year and the majority of the students again enjoyed this experience.
   - **ENGG1200 – Engineering Modelling & Problem Solving.** This course would be offered for the first time in Semester 2, 2012. Details on projects were yet to be finalised. There would be a lot of resources available on line and 6-7 hours of lectures delivered.
   - Discipline-specific lunches would be running again in the first few weeks of Semester 2.

13. **Report from the University Librarian**

   Ms Mariette provided a verbal report to the Committee and asked that the report be circulated to all members of the School via the School newsletter.

   **(a) Course Materials**

   UQ Library’s Course Materials service processed readings lists and other course material requests to support courses taught on the St Lucia campus. Semester 2 reading materials or texts for Course Reserve should be submitted to coursematerials-stlucia@library.uq.edu.au.

   Further information was available on the Library’s website under Teaching Support: http://www.library.uq.edu.au/teaching-support/information-for-course-coordinators

   **(b) Information Skills Resources**

   The Library was keen to promote its Information Skills online tutorials and resources to students to help with their assignments or research at the point of need. An effective way of achieving this was to make them available through individual BlackBoard course sites, possibly in a Library Resources folder. Examples included:
   - Understand the types of information suitable for your assignments
   - Discover your library's research content with SUMMON
   - How to find the full text of a particular journal article
   - Can't I just Google?
   - Peer reviewed journal articles: What are they? Why do you need them? How do you find them?
   - Evaluating information sources
   - Referencing style guides

   **(c) E text books**

   Some publishers were approaching schools promoting e texts books with features such as interactive tutorials and quizzes. The Library was often unable to purchase such texts due to licensing restrictions on the interactive content or publishers placing restrictions on sales to libraries. Further information was available from the Associate Director, Teaching & Learning Service (TALS).