Present: Associate Professor Mehmet Kizil (in the Chair), Professor Andrej Atrens, Ms Yonna Cowan, Associate Professor Lydia Kavanagh, Dr Michael Kearney, Professor Ross McAree, Professor David Mee, Dr Surya Singh, Ms Jean Swaka, Associate Professor Martin Veidt. Mrs Kim Lamb.

Apologies: Mr Doug Malcolm, Ms Kylie Pettit, Associate Professor Carl Reidsema, Associate Professor Mingxing Zhang.

Welcome: Members welcomed Ms Jean Swaka to the Committee as a student representative and Dr Michael Kearney as a new staff member. Both were thanked for their interest in teaching and learning and for volunteering to serve on the Committee.

Minutes: The minutes of the meeting held on 3 June 2013, having been previously circulated, were taken as read and confirmed.

Business arising out of the minutes

The following items were actioned from the meeting on 3 June 2013 and submitted to the Board of Studies in Engineering to take effect from Semester 1 2014 -

- Change of semester for MECH2410 and inclusion of MECH2410 in the BE (Mining Engineering) and BE (Mining and Geotechnical Engineering) course lists.
- Addition of MECH3106 to Semester 1 (Semester 2 offering would be retained).
- Change of semester for MECH4480;
- Change of course title and semester of offer for MECH4470.
- Addition of a #8 research project in the Master of Engineering Science and Master of Engineering Science (Management) in the ‘undeclared’ field.
- Introduction of the BE/ME in the fields of Mechanical Engineering, Mechanical and Aerospace Engineering, and Mechanical and Materials Engineering.

The following items were actioned from the meeting on 3 June 2013 -

- Clarification regarding the possibility of fees for domestic students in the BE/ME. A response from the Academic Registrar was expected shortly.

Items outstanding

- Changes to courses and programs – Mineral Resources suite of programs

3. Changes to Courses

a. Inclusion of MATH2001 in the BE course list

The Faculty of Science planned to introduce MATH2001 – Advanced Calculus and Linear Algebra as an advanced version of MATH2000 – Calculus and Linear Algebra II in Semester 1 2014. The course would be compulsory for students undertaking the mathematics major within the Bachelor of Science. The course was also intended for physics and engineering students who wished to study more mathematics courses, or quantitative courses in their own disciplines. The course aimed to provide students with a deeper understanding of mathematics through a greater emphasis on derivations and expanded topics. Members noted the comparative syllabus provided in the agenda papers.

MATH2001 students would attend all MATH2000 lectures, plus an additional lecture each week. The lectures would be available on Echo 360, and copies of notes given in lectures would be posted online. MATH2001 students would attend dedicated tutorials, with assignments and tutorial sheets specifically designed to cater to the greater depth of the course. MATH2001 students would also sit separate mid-semester and end of semester exams. Care has been taken to ensure that the additional material would not overload students.

Members recommended that MATH2001 – Advanced Calculus and Linear Algebra be inserted into the Bachelor of Engineering as an optional course for Bachelor of Engineering students in all plans offered through the School (i.e. students enrol in either MATH2000 – Calculus and Linear Algebra II or MATH2001) from Semester 1, 2014.
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Not for general publication

3. Changes to Courses (cont’d)
   b. Change to course description of MECH2210 – Intermediate Mechanical & Space Dynamics

   Members noted that executive approval was granted to change the course description for MECH2210 – Intermediate Mechanical & Space Dynamics from Semester 2, 2013. This was done to correct a copy/paste error.

   c. Change to BE/ME course list preamble in the BE/ME (Mechanical Engineering)

   Members noted that executive approval was granted to (i) insert a preamble to the BE/ME course lists and (ii) change the course list preamble for the BE/ME (Mechanical Engineering) to make it more clear to students that they needed to complete either MECH3750 or MECH4460. A further change to the preamble to further clarify Level 1 course limits would also be made.

   d. Cancellation of courses: Mineral Resources postgraduate suite of programs

   Members noted that the Deputy Vice Chancellor (Academic) had approved the cancellation of the following courses in Semester 2 2013 –

   - LAWS7911 – Mining Environmental Regulation was cancelled owing to the lack of a course coordinator. A replacement course was identified and enrolled students were notified.
   - MINE7034 – Minerals Industry Risk Analysis was cancelled owing to low enrolments. The one student enrolled was able to enrol in another course.

   e. Inclusion of METR3100 – Sensors & Actuators as an advanced elective in the BE (Mining Engineering) course list from Semester 1, 2014.

   Members noted that executive approval was granted to include METR3100 – Sensors and Actuators in the BE (Mining Engineering) course list from Semester 1 2014. The inclusion of this course enabled mining students to more readily take advantage of the School’s expertise in mining automation. ENGG1300 – Introduction to Electrical Systems was a recommended prerequisite for METR3100 and while it ENGG1300 was not compulsory in the BE (Mining Engineering), it has been agreed that students would be encouraged to enrol in it in Year 1 in an available elective slot.

   The addition of ENGG1300 needed to be inserted into the Bachelor of Engineering Year 1 program guide so that students were aware of this recommendation.

4. SECaT Results – Semester 1 2013

   The SECaT survey instrument was introduced on a University wide basis in Semester 1 2010. Information supplied with the agenda papers included Semester 1 SECaT (course) results for courses administered by the School, a Faculty-wide comparison of Semester 1 results and historical data (2010-2013).

   Members discussed Semester 1 2013 SECaT course results for courses administered through the School and noted that overall satisfaction (% agreeing with Question 8) was above the UQ threshold of 70% in 21 of 26 courses offered with the remaining 5 courses being above 50%. It was notable that all School courses surveyed were above an overall average score of 3.5 (for question 8); this was the highest results across the Faculty and the first time a School in the Faculty had achieved this result. This was a marked improvement over previous semesters and members congratulated those who achieved results above the threshold score of 70%.

   Members reviewed the comparative SECaT data for all currently offered courses in the School for the time period Semester 1 2010 - Semester 1 2013. There were some courses that appeared to be in decline and the reasons for this would be investigated. In addition, those courses showing improvement should be also analysed in the event the reasons for improvement could help others. It was noted that in 2012, the Faculty followed up on lower performing courses and those who followed up on this and took advantage of the Teaching and Learning Development Program (TLDP) showed improvement in the subsequent semester. The TLDP remained accessible to staff.
4. SECaT Results – Semester 1 2013 (cont’d)

The student representative suggested that students might be more concerned with the individual teachers’ scores which were only available to the Head of School, the individual teaching staff and in some cases, their supervisors as these were part of staff performance and not a Committee matter per se. The Head of School indicated that individual teaching results were routinely discussed at annual reviews and were included in applications for promotion in accordance with UQ policy. The Head of School also indicated that the School took these matters seriously and the School was working diligently toward improvement in all areas of performance, including teaching.

One suggestion to address improvement for subsequent semesters could be for a student or group of students to meet with the course coordinator to discuss potential improvements to a course such as being able to see working examples in design project course (e.g. a field trip). This was endorsed by the Committee.

5. Most Effective Teacher Nominations

Each semester, the Faculty asked students who were awarded the “Dean’s Commendation for High Achievement” to nominate their most effective teacher in that Semester. School staff received 26 nominations for teaching in Semester 2 2012. Members congratulated staff who received the nominations. It was agreed that staff who received effective teacher nominations should be congratulated via the School Newsletter as well as being congratulated individually.

6. School Teaching Awards

Each year the School called for nominations for teaching awards in the categories of “Excellence in Teaching” and “Citation for Outstanding Contributions to Student Learning”. Winners in the School were automatically forwarded to the Faculty for the corresponding Faculty awards.

Winners were given a $2500 prize with funds transferred to their consulting accounts. A new stipulation was that the funds need to be spent in the year of award as there were budget implications should the funding be carried over from one year to the next.

Three staff nominated for teaching awards. Members discussed the applications and noted that two applicants were new staff with 1-2 years' experience at UQ. While both applicants had excellent results during their tenure, there was not yet a demonstrated, sustained track record.

The third applicant was a long standing member of staff. The application highlighted good performance in some courses; however, there were other courses where there had been lower results.

It was agreed that no awards would be made in 2013 and that the scheme be reviewed for 2014.

Members agreed that there should be some sort of award for new staff who make a more immediate impact yet who did not yet meet the criteria for the current awards. In addition, consideration might be given to awarding longstanding members of staff who performed well which might include input via student nomination.

7. Faculty Teaching and Learning Development Funding

Members noted that applications were invited for the annual EAIT Faculty TQA development funding which was available for Teaching and Learning projects and innovations that would enhance the quality of teaching and learning in the Faculty. The Faculty has funding of $250,000 available for allocation in 2013, for use in 2014. The Faculty Teaching and Learning Committee would consider all applications and make a recommendation to the Executive Dean on allocation of the funds in November, 2013.

Members noted that successful applications have been from groups that worked across discipline or school boundaries.
8. **International student enrolment requirements**

Members were reminded that it was a federal government legislative requirement (ESOS Act) that international students studying on shore (i.e. with a student visa) must enrol in #8 each semester unless (i) an intervention plan was in place or (ii) there compassionate or compelling reasons existed, both of which must be documented and approved at the Faculty level by the Associate Dean (Academic).

9. **Teaching and Learning Forum**

The EAIT Faculty Teaching and Learning Forum would be held on 27 November 2013 at the Hillstone facility at the St Lucia Golf Club. The forum included two “Innovations Showcases”, a workshop, and a report from each school.

Ross McAree would give the School's report.

10. **Graduate Teaching Assistant program**

The Director, First Year Engineering advised members that the Faculty launched a Teaching Assistant program to provide contextualised professional development for postgraduate students across the engineering schools. The program was open to all RHD students with the goal to encourage the next generation of excellent teachers, increased student engagement, and provision of support to teaching staff. Participants were engaged in key Year 1 engineering courses and the program could be expanded into later years.

It was agreed to obtain additional information on this program with the view to introducing it into the School in 2014.