Getting Started in Teaching@SCU
Centre for Teaching and Learning
Acknowledgements

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All information contained in this resource was correct at the time of its publication. Information is updated annually.
Welcome to Southern Cross University – Australia’s most progressive and connected regional research university. You are joining one of the world’s best young universities, as assessed by the Times Higher Education rankings across teaching, research, citations, international outlook and industry income.

I look forward to the contribution you will make to build upon this success. We aim to give our students a transformative learning experience backed by strong pedagogy and scholarship.

Southern Cross University is proud of its reputation for providing learning experiences that are tailored to the needs of our students, while maintaining the highest academic standards. We aim to deliver a personalised approach, focusing on students as individuals and on their future careers.

This resource is a practical guide on how to start your teaching at Southern Cross University. It contains many tips to assist you begin your important work as a teacher in the university setting.

I also strongly encourage you to explore the range of resources and approaches on offer at SCU which will enhance the academic excellence of your practice. Very best wishes for your success and fulfilment.

Professor Adam Shoemaker
Vice Chancellor
Southern Cross University 2017
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How to use this resource

This resource is provided by the Centre for Teaching and Learning to help you get started in your academic teaching role – be it as a lecturer, tutor, marker, unit assessor, lab demonstrator, etc. – and your work, providing students with a fulfilling and rewarding educational and life experience. This booklet provides guidance in relation to:

- the context of the University, its governance and structures
- effective teaching and learning at Southern Cross University
- support services in the area of learning and teaching
- professional learning for staff in relation to teaching and learning.

Throughout the resource, website addresses and contact details are included to help you find out more information to support your areas of interest. Your immediate supervisor in your school and staff in the Centre for Teaching and Learning are available to support you in your teaching role at the University.
Southern Cross University (SCU) is a university that values its teaching staff and aims to give students the best possible learning experience. We believe being at university is a rich time in a person’s life on many different levels. Southern Cross University has a firm commitment to excellence in teaching.

The University’s Strategic Plan 2016–2020 articulates values in the areas of scholarship, innovation, social justice, ethical behaviour, sustainable practice, and engagement.

The mission statement describes the underpinning philosophy that sits beneath all teaching and academic endeavours at the University:

*We equip our students to live a life they value and to be effective global citizens.*

*We do this by creating inspirational and engaged learning experiences.*

*We create and apply knowledge in partnership with our communities in fields that are regionally relevant and globally significant.*

*Our aim is to give all students, however they are studying and wherever they are living, an engaged, high quality academic experience backed up by a proactive service culture and a personal touch.*
A snapshot of Southern Cross University

Southern Cross University started as the Lismore Teachers College in 1970 and became the Northern Rivers College of Advanced Education in 1974. In 1989 the College became the University of New England – Northern Rivers. This relationship lasted until Southern Cross emerged in its own right as a university in 1994.

Today, SCU is thriving with students enrolled across five campuses and through online and distance education. The campus locations are at:

- Lismore
- Coffs Harbour
- Gold Coast
- Sydney
- Melbourne

plus collaborative partnerships in Sydney and Melbourne.

SCU has a rich and varied student cohort. Our students come from across Australia and overseas. Here are some 2016 statistics about our student population:

The total SCU student cohort background represents more than 50 countries, with fourteen percent (14%) of domestic students born overseas – a measure of Australia’s rich, multicultural society.

Seventy-one percent (71%) of all SCU students are undergraduates. Of these undergraduates, two-thirds (66%) are female and approximately one-third (34%) are male.

International students studying at SCU represent seventeen percent (17%) of the total student population. Of these, twenty-one percent (21%) are international students studying offshore and seventy-nine percent (79%) are studying at a SCU campus in Australia.
What is teaching at SCU?

Teaching is a scholarly activity that makes learning possible. It is informed and revitalised by scholarship, research, consultancy or professional practice.

Teaching is conceptualised broadly at SCU to encompass the diversity of modes and activities that support student learning.

In the SCU context teaching aims to ensure that students are provided with effective learning opportunities regardless of location. It encompasses a wide range of approaches including face-to-face teaching with large and small groups, technology-mediated teaching, one-to-one consultations, postgraduate supervision, supervising students’ experience in work-based settings, advising students, assessing students’ work, providing feedback on students’ progress, preparing teaching and course materials, and contributing to curriculum design and development.

Course profile

SCU terminology uses ‘course’ to mean program of study and ‘unit’ to refer to a subject within a course. SCU provides a range of undergraduate courses that include arts, hotel and resort management, clinical sciences, education, contemporary music, business, business administration, environmental science, exercise science and nutrition, Indigenous studies, law, midwifery, nursing, psychology, podiatry, speech pathology, sport and exercise science, engineering and visual arts. Postgraduate coursework and research degrees are also available in many disciplines.
The Southern Cross University Handbook

The handbook details available courses and provides unit descriptions. It will be useful for you to read about the course within which you are teaching and the units of study that make it up. You can find a link to the current handbook and the current teaching calendar in the quick links section on the SCU home page.

Modes of teaching and delivery

At SCU students may study in different ways. They might be on campus, at several campuses, they may study completely or partially online and study can include practicums and placements. You may encounter all modes in the units you teach. Students may also enrol through one of SCU’s educational collaborators. Educational collaborations can be either Australian or offshore.

Internationally, SCU has a range of collaborative relationships with institutions in a number of other countries. Ask the course coordinator in your teaching area what educational collaborations are in place for the course in which you are teaching.
### Graduate attributes

Southern Cross University's graduate attributes inform the skills, knowledge, ethics and values that are systematically taught and assessed in our programs. A list of these attributes is provided below:

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual rigour</td>
<td>A commitment to excellence in all scholarly and intellectual activities, including critical judgment</td>
</tr>
<tr>
<td>Creativity</td>
<td>An ability to develop creative and effective responses to intellectual, professional and social challenges</td>
</tr>
<tr>
<td>Ethical practice</td>
<td>A commitment to sustainability and high ethical standards in social and professional practices</td>
</tr>
<tr>
<td>Knowledge of a discipline</td>
<td>Command of a discipline to enable a smooth transition and contribution to professional and community settings</td>
</tr>
<tr>
<td>Lifelong learning</td>
<td>The ability to be responsive to change, to be inquiring and reflective in practice through information literacy and autonomous self-managed learning</td>
</tr>
<tr>
<td>Communication and social skills</td>
<td>The ability to communicate and collaborate with individuals, and within teams, in professional and community settings</td>
</tr>
<tr>
<td>Cultural competence</td>
<td>An ability to engage with diverse cultural and Indigenous perspectives in both global and local settings</td>
</tr>
</tbody>
</table>
Governance and management structures at SCU

The governing authority of Southern Cross University is the Council that is responsible for the management of the University’s affairs. The Chief Executive Officer, the Vice Chancellor, reports to the Council.

The Academic Board provides advice to the Council on academic matters.

Currently, the six academic schools and the two colleges report to the Vice Chancellor:

- School of Arts and Social Sciences
- School of Environment, Science and Engineering
- School of Health and Human Sciences
- School of Law and Justice
- School of Education
- School of Business and Tourism
- Gnibi College of Indigenous Australian Peoples
- SCU College.

The Deputy Vice Chancellor (Academic), in addition to other roles, has overall responsibility for teaching and learning and is advised in this role by the Director, Centre for Teaching and Learning. The organisational units reporting to this role include:

- Centre for Teaching and Learning
- Digital Resources
- Equity and Diversity Office
- Student Engagement and Retention Team (SERT)
- Planning, Quality and Review
- SCU Engagement
- UniLife
- Chaplaincy
- Student Representation.

The Deputy Vice Chancellor (Research) has responsibility for research at SCU. The role is supported by the Office of Research, and the Graduate School and the major Research Institutes report directly to this office. More information about
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SCU’s research areas is available at scu.edu.au/research/index.php/66.

SCU International reports to the Pro Vice Chancellor (International and Enterprise) and provides support to international students from pre-departure to settling in Australia.

The Office of the Executive Director, Information and Physical Resources oversees the information and physical resources of SCU, including those supporting our teaching. This includes the University Library, Technology Services, Student Administration Services and Facilities Management and Services.

You can access more information about these and other aspects of the Executive structure at the University at scu.edu.au/about/index.php/10.

Generally, each school has the following academic positions to support teaching:

- Head of School
- Deputy Head of School
- School Director Teaching and Learning
- Course Coordinator(s)
- Unit Assessor(s).

The roles and responsibilities of each of these positions are available at staff.scu.edu.au/hr/index.php/25.

As a teacher new to SCU you may be asked to be a lecturer, member of a teaching team, unit assessor or course coordinator. Look to colleagues in your discipline in these roles for advice or support. You will be introduced to your school’s administration officer who can provide you with information about the support and processes connected with teaching and learning in your school.
Policies relevant to teaching and learning

As an academic at SCU you need to be aware of key policies and rules that provide structures for teaching and learning. It is appropriate for you to become familiar with those policies that have a relationship to your role as a teacher at the University.

SCU has a policy library where you can access all the policies relevant to your role at the University: policies.scu.edu.au

If you have contact with International students, you will need to understand your statutory responsibilities for these students. These can be found on the SCU International website: scu.edu.au/international
SCU College

SCU College is an academic teaching unit of the University. The College offers domestic and international students pathways through university studies and beyond, providing many students with a seamless entry into a range of SCU’s Bachelor degrees. The aim is to bring the opportunity of university study to as many people as possible. Accordingly it offers these courses:

- **Preparing for Success at SCU Program** (PSP), offered on campus or by distance education, is an intensive 12-week program to equip students with academic skills appropriate for University.
- English language programs for international students which offer a diverse suite of general English, English for Academic Purposes and educational study tours at all three campuses: Gold Coast, Lismore and Coffs Harbour.

- Award programs include the Bachelor of Contemporary Studies, and also associate degrees and diplomas which are University awards in their own right or a step towards a Bachelor’s degree for eligible students. Visit the College site at [scucollege.scu.edu.au](http://scucollege.scu.edu.au).
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Learning and teaching and the University’s Strategic Plan

Goal 1 of SCU’s Strategic Plan 2016–2020 states that the University will ‘work side-by-side with our students to ensure they develop skills to be life-long learners who are agile in adjusting to futures and technologies they never imagined, and the values to be responsible global citizens.

We inspire our students by being nimble and innovative. It is vital we adopt radically new ways of facilitating learning, from the flipped classroom, to digital and interactive content delivery, to more relevant forms of assessment’.
‘Community engaged learning’ and ‘engaged learning’ are terms used synonymously at SCU to describe experiential learning activities that are designed for students that utilise a range of community contexts. Engaged learning is an umbrella term that includes community and work contexts across a diversity of modes, from individual professional placements where students experience work as an ‘employee’ or ‘client’ (e.g. work integrated learning) to group projects that work collaboratively with a partner organisation (e.g. service learning or community integrated learning). A ‘community’ is considered to be a group of people external to the University who are defined by geography, interest, practice, affiliation or identity. Through engagement with our communities we create inspiring student learning experiences, innovative and relevant research and, ultimately, stronger and more vibrant communities and regions.

Undergraduate degree programs are expected to provide opportunity for students to undertake an element of community engaged learning. Community engaged learning units should have a clearly defined set of objectives, which take into account Graduate Attributes. Through the team at SCU Engagement, support is available to assist academic staff to design, deliver and review their units to incorporate community engaged learning elements. Please contact space@scu.edu.au for more information.
Live Ideas

At Southern Cross University we are committed to making a significant contribution to our regions through student experience partnerships with partner organisations. Our partners have meaningful “real-world” learning contexts that are invaluable to our students, ensuring they have the right skills and experience to be engaged citizens, to make an impact in their communities, and be work ready. Live Ideas provides engaged, authentic, project-based learning opportunities for students via an online project noticeboard and supporting partner engagement program. Live Ideas provides a single referral point for partner organisations to propose student projects. Live Ideas streamlines the workload associated with partner liaison and project definition. Projects are moderated and, once approved, published on the Live Ideas website: liveideas.org.au

There are lots of different projects to choose from, from small volunteer projects, to more in-depth independent study or research projects. Staff and students can search through projects and when they find a live idea that suits, express interest in joining the project. The search function allows users to filter opportunities by location, teaching session, duration, mode of contact and search via keyword or unit code. If you would like to link Live Ideas to your curriculum, from a small assignment brief through to a larger community-based project, please contact liveideas@scu.edu.au for more information.
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Getting connected to relevant systems at SCU

When you begin your role as a teacher at SCU you will need to become familiar with the systems that are used to deliver courses. Access, login and passwords will be provided to you.

General induction is provided by Human Resources. A quick guide for casual academic staff provides further information that is useful for both continuing and casual appointments: scu.edu.au/admin/hr/index.php/84

SCU currently delivers units through the Learning Management System (LMS) provided by Blackboard (Bb). For information and training on how to use this LMS go to scu.edu.au/drclr/index.php/3.

The most important IT system for teaching is MySCU. This system has portals for staff and students. It is through MySCU located in the Blackboard system that you will access the learning sites for the units you will teach.

Keeping up to date at SCU

Keep an eye out for Discover SCU which will arrive in your inbox monthly with news of various activities at the University.

HeadsUp is a newsletter produced by the Centre for Teaching and Learning three times a year. It contains reports, information about teaching and learning events, resources, and university-wide project updates.
Teaching at SCU is varied and offers many challenges and rewards. The duties you will be expected to undertake are dependent upon the context of your teaching. In this section you will focus on issues associated with teaching and learning in higher education and find practical suggestions for strategies that you can adopt to make yourself a more effective teacher. You will also be directed to other resources for further research and discussion.

What does it mean to be an effective teacher?

According to Ramsden (2003, p. 89), an effective teacher:

- has a desire to share a love of the subject with students
- has an ability to make the material being taught stimulating and interesting
- has a facility for engaging with students at their level of understanding
- has a capacity to explain the material plainly
- has a commitment to making it absolutely clear what has to be understood, at what level, and why
- shows concern and respect for students
- has a commitment to encouraging student independence
- has an ability to improvise and adapt to new demands
- uses teaching methods and academic tasks that require students to learn actively, responsibly, and cooperatively
- uses valid assessment methods
- focuses on key concepts, and students’ understandings of them, rather than ’covering the ground’
- gives the highest quality feedback on student work
- has a desire to learn from students and other sources about the effects of teaching and how it can be improved.
The key to effective teaching is knowing your discipline and knowing your students, understanding who they are and what they already know, considering how they learn and what motivates them to do so.

How do the characteristics of my students affect how I teach and how they learn?

**Surface, deep and strategic approaches to learning**

Students do not all approach their learning in the same way. Ramsden (2003) identifies three types of approaches to learning: a surface approach, deep approach and a strategic approach.

**Surface learners** focus on the detail of tasks with the intention of passing assessments and tests and getting through the subject. They may not see beyond the immediate activity towards an overall or holistic understanding of the topic. Learning may be more superficial and not promote understanding. This results in shorter retention of knowledge.

**Deep learners** look at the significance of what they are being taught and attempt to make sense of it, connecting information and thinking into the topic. They look for the overall meaning and attempt to process information in a holistic way. Students who typically adopt a deep approach would:

- try to find connections between the subject material and their own experience
- focus on the overall meaning of the material and how it integrates with other knowledge.

**Strategic learners** organise their learning with the objective of achieving a high or positive outcome. They may use a combination of both deep and surface learning.
Strategies depending on the tasks at hand. There are times in a student’s life when it may serve them to be a strategic learner, for example, when they have large chunks of information to learn or when they are time poor. This strategy when closely allied with deep approaches can deliver both success and good understanding of a subject.

It also needs to be remembered that rote learning or memorisation of vocabulary, facts or figures is often considered a negative strategy and reflective of a surface approach. However, in many disciplines such memorisation is a key to applying understanding or using a concept. As such, intelligent use of rote learning can be a stepping stone to deep learning.

**What you can do**

You can encourage students to adopt a deep approach to their learning in a number of ways.

- Be aware of students’ workloads. Students may not have time to understand the material when overloaded with assessment and/or reading tasks. Try to take into account the amount of work you are asking students to undertake and their time constraints, and be aware, yours is not the only unit they are studying!

- Adopt an approach to teaching that allows students to feel in control of their learning by providing them with a choice in what and how they learn, and how they are assessed. Often, this increases their motivation.
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- Provide students with clear goals, learning outcomes and resource materials as this will help them to plan and develop their learning strategies and is likely to lead to meaningful learning.
- Get students to take an active part in their learning through activities such as interacting with other students, researching and presenting projects to their peers, etc., rather than simply sitting back and passively listening, watching or lurking online.
- Ensure that assessment tasks are aligned to the unit outcomes and activities. This means ensuring that the assessment tasks actually enable students to develop their thinking, meet the unit outcomes and demonstrate the quality of their learning.

**Diversity in student profile**

Students at Southern Cross University come from a wide variety of educational and cultural backgrounds. The diversity of the student cohort sometimes may be seen as a challenge to learning. For example, students who were educated in a different culture can find the transition to learning at an Australian university difficult. Not only do they need to cope with a different language, but they may experience cultural shock especially in relation to different expectations of the roles of teachers and fellow students. However, student diversity can be an advantage to teaching and effective learning. It may allow students to:

- challenge assumptions about how things are, what they mean, and how we should learn
- provide alternative views
- provide support for less experienced students
- provide opportunities for more advanced students to further develop their own understanding
- develop critical thinking skills
- enhance students’ negotiation skills.
In all cases, we must strive to provide a learning environment that is inclusive for all students, where different racial and cultural backgrounds, gender, language, educational and life experiences, and physical abilities are all accommodated.

What you can do

Good teaching approaches are those that benefit all students. These approaches can include:

► helping students understand what it means to learn in your subject
► providing opportunities for learning in groups, in person and online
► allowing students time to think about and/or discuss questions before answering
► assisting students to develop academic skills relevant to the discipline
► providing clear expectations and standards

► providing visual backup – PowerPoint™ slides, diagrams, notes
► encouraging recognition of different thinking and writing styles
► working with students to examine the requirements of assessment questions
► giving quick, constructive and positive feedback on students’ learning.

Note that it is the responsibility of the teacher to make sure students treat each other in an inclusive fashion, intervening when it is appropriate. Learning environments must be safe.
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Teaching basics

If you have not taught at a university before, you may feel hesitant. Everything is new; there seem to be so many constraints on your time with so much to know and do, yet you want to be a ‘good teacher’.

Teaching requires a range of skills, including time management, managing small groups, interpersonal and communication skills, presentation skills, questioning strategies and so on. Some of these you may already have, but others you will need to learn. Teaching at university is a continual learning experience even for experienced teachers, so do not expect perfection from the start!

What you can do

It is normal to feel anxious, so share your concerns and talk through the issues with someone you trust. Even experienced teachers can feel nervous before their first class of the year.

If you are a new casual teacher, talk with your unit assessor. If you are engaged to teach on a continuing appointment, you need to be proactive and find a mentor in your school – someone you can relate to and who challenges you to be the best you can be. Such people exist throughout SCU and most staff are more than happy for you to approach them.

You can also establish a small network of ‘first-timers’ or others teaching in a similar area.

There are some basics of teaching that can serve as starters, and many quality resources that help with specifics and expand on the theory that underpins teaching and learning. The list of references at the end of this section is a place to start.

You can attend one of the advertised Support for Teaching@SCU two-hour workshops that are offered just before
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Sessions 1 and 2 across SCU campuses. You can also enrol in the Foundations of University Teaching Practice (FUTP) program available to all staff, and specially designed for new staff, where you can take one module or complete the six modules to gain a Statement of Attainment that recognises 130 hours of study. Further information about this program is available at scu.edu.au/teachinglearning/index.php/184

How can I make sure I am totally prepared?

Even if you don’t have control over the whole unit or course, it is important that you understand:

- how your ‘bit’ fits in with the course and unit structure
- what the outcomes, learning activities and assessment are in the unit
- what resources are available to help you start
- what the characteristics are of your students.

What you can do

Identify your students. Consider what you already know, or find out what you can about them from the student lists, or any other records that might be available, through your supervisor or someone similar in your school. They will almost certainly be a diverse group with differing backgrounds, and differing familiarity with the subject and motivation to learn.

If you cannot discover very much, be sure to use your first time with them to find out: get your students to share with you and their peers a bit of their history, interests and reasons for being in your unit. If your first time is online in the learning site, set up a discussion forum for students to include introductions and some background information about themselves. Remember to set the boundaries for this exercise, just as you would in a face-to-face session.
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- All units begin with an outline of the unit. It is the official University statement about an individual unit of study approved by the Academic Board of SCU. It describes the context, outcomes, content and assessment and materials required for a unit.

- The Unit Information Guide is developed from the outline of the unit and the unit blueprint. The guide provides information about the unit beyond the unit outline in terms of expanded descriptions of assessment tasks, administrative requirements, student support contacts etc., some of which is drawn from the unit blueprint.

The Unit and Course Management System (UCMS) is used to record information about our courses and units. The UCMS provides details about the structure, delivery, assessment and resources relevant to the unit. You’ll need to learn about and use this system. Start by reviewing the information on the UCMS webpages. You can review the Unit Information Guide in the UCMS. UCMS training will show you where to find this. Make a time to talk with the course coordinator or a colleague if you are unsure.

Become familiar with the content of the unit. For example, read all the relevant readings. If students are required to do problem-solving exercises or laboratories, make sure you can do them yourself. You can relax and focus on the students’ needs when you are familiar and comfortable with the content. It enables you to be confident that you can respond well to their questions, and be flexible when unexpected problems or issues arise.

**Sort out administrative issues.**

Whatever your previous teaching background, SCU presents a new teaching context for you. Find and establish contact with the professional staff in your school. These people are familiar with the wide range of issues that can impact on your teaching. Get to know the layout of your campus and your
teaching areas in particular so you can visualise what is possible. To help with this, video tours of the SCU campus are available on the SCU website. If you are teaching in face-to-face mode, familiarise yourself with the layout and functioning of your teaching space. Think about strategies to enliven your session such as: Can the furniture be moved to make it a more informal friendly learning space? Is there any useable wall space for poster presentations? It is also useful to find out whose classes come before and after your session and to introduce yourself to those teachers.

**Become familiar with the technologies in your teaching spaces** – in particular, the audio-visual equipment. Audio Visual Services, part of Technology Services at SCU, offers sessions on teaching in a lecture theatre – connecting your computer to a projector, connecting to the Internet in the theatre, using a document camera, and other general information. You can also read the At-a-glance resources *Teaching via Video-Link* and *Activating Learning through Visual Presentation* available at scu.edu.au/teachinglearning.

**Obtain assistance in how Blackboard operates** and its basic tools and function. See scu.edu.au/teachingwithtechnology for details. All requests for technical assistance for your Blackboard site should be directed to bbhelp@scu.edu.au.

**Find out who the Liaison Librarian is for your school** and get in contact with that person, who is an expert in assisting you with accessing teaching resources and developing information literacy skills. For a list of Liaison Librarians visit scu.edu.au/library/index.php/50/.

For questions about copyright contact the Library at scu.edu.au/copyright/index.php/7/.
What do I do in the first meeting with students?

It is often said that the first meeting you have with your students, whether it is face-to-face or virtual, sets the scene for the remainder of your interaction. This initial meeting differs from other sessions you will have with your students, as it is the opportunity for you to:

- start to get to know your students, and for them to know you
- indicate to them what your expectations are for the remainder of your time together
- get an understanding of their needs, interests and expectations
- negotiate how you are going to proceed.

What you can do

Introduce yourself to your students and them to each other. Students are often as nervous as the teacher in that first session – they do not know who you or the other students are, what the class is about or what will be expected of them. In the online environment, include a brief audio introduction and a photo, and have an online discussion forum where students meet each other. These strategies are especially important for first-year students.

Use icebreakers to help students to get to know each other, e.g. “turn to your neighbour and introduce yourself, ask her/him about what you most want to get out of this unit”. Then expand the pairs to larger groups where each student introduces the other. In this way small groups can be formed that know a little about their interest in the subject, and you get a feel for who is in your class and how you might accommodate their needs. This can be done in any setting – lecture, laboratory or tutorial. In the online class, using icebreakers is equally as important. Model what you want online, and set up standards of language and behaviour early.
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**Share** your SCU contact details with the students, where you are located, when and how they can contact you, and when they can expect to hear a reply from you – be realistic. A two-day turnaround is reasonable. Do not share personal home contact details.

**Discuss** your expectations of student behaviour and negotiate some ground rules. This is important in establishing an inclusive learning environment for all your students, particularly those who are not familiar with the typical Australian learning environment in which it is expected that students will ask questions, challenge what we say, or work with other students in groups. Make it clear how you expect students to approach you and work in your class; the types of feedback you intend to give and how you see them responding to it; and how you will respond if they resist or are unable to work cooperatively. It is important to do this in both face-to-face sessions and the online environment. In your online unit you can provide a written set of expectations or a brief discussion of your expectations in an audio file embedded into your online site.

**Get** your students active during your teaching session from the start. Get them thinking individually about issues before answering questions, talking in pairs or groups, and sharing their combined understandings with the class. Do not just talk at them or constantly have them working quietly by themselves. Have them actively engage with the issues, problems and concepts by interacting with each other in as many novel and interesting ways as you can. In the online environment set a discussion forum question, or provide a blog facility for students to use to engage in small groups or as individuals; use a live classroom (Blackboard™ Collaborate) with separate rooms where students can ‘talk’.

**Review** the essential information contained in the teaching...
documents with the class, or provide an online tour of the unit. Even though students are given this material, teachers often complain that students do not read it. Your engagement with it will increase their knowledge of and comfort with the unit.

Highlight critical dates for submission of assignments; explain school policy on getting extensions for written work and presentations; outline assessment weightings and expectations.

Ask students if they have any questions or concerns, and either answer them, promise to find out, or make an appointment to deal with them individually later. Students need to feel they are a partner in the learning process, not just a passive recipient.

How is a unit of study structured?

The unit you teach is part of a degree program and as such it contributes to the overall attainment of the award. Each unit of study should form a logical step for students in their development of the University’s graduate attributes.

Biggs and Tang (2007) in their text *Teaching for Quality Learning at University* outline a very effective way of thinking about curriculum called constructive alignment. Put simply, the principle of constructive alignment requires that all components of teaching and learning mutually support each other, that is:

- The unit rationale informs the aim, which in turn relates to the learning outcomes.
- Learning outcomes are clearly stated, indicating the levels of understanding and skills that are required.
- Teaching and learning activities are chosen to allow students to practise and realise the achievement of those learning
outcomes, i.e. students do things that the outcomes state they will do.

Assessment tasks reflect the learning outcomes, so that you can determine the extent to which the students have learned what they were intended to achieve.

Teacher feedback to students must reflect students’ progress towards realising the stated learning outcomes of the unit.

What you can do

Talk to other lecturers who teach on units within the program to understand where your unit is situated in the context of the program and in relation to other units.

Ensure you understand the teaching aims of your unit. These are broad guiding statements of educational intent – seen from the teacher’s point of view.

Consider how individual learning outcomes lead to the achievement of those aims. Learning outcomes statements are constructed in a way that indicates what students will be expected to demonstrate at the end of the unit of study. Learning outcomes are also linked directly to the assessment tasks, which are designed to allow students to demonstrate their understandings, skills or attitudes.

Consider how the topics, the level of knowledge to be achieved, and the learning experiences are constructed to achieve the aims and learning outcomes. Make sure you recognise how the learning activities provide students with the opportunities to develop their learning.

Consider the assessment tasks and how they enable you to assess whether the learning outcomes have been achieved.

If you understand the structure of your unit, you can relax into the rhythm of teaching.
How can I enhance my students’ learning using technology?

The range of technologies used in learning and teaching is ever expanding. At SCU, there is a suite of software centrally supported by the University which is provided for all University staff and students.

The current LMS in use at SCU provides a web platform for staff and students to manage communication and content. It also acts as a central access point for your students to other online resources and applications.

The following technologies are integrated with our LMS:

- **Mediasite** is an automated lecture recording system that provides students with online access to lecture recordings approximately 30 minutes after the lecture finishes. It serves as a back-up for students who did not attend the lecture, as well as a study tool for students to revisit complex concepts and revise for exams. Bookings must be made for lecture recordings. Currently it is only available in a limited number of lecture theatres.

- **Blackboard™ Collaborate** is web-based audio-conferencing software for real-time collaboration; it is like a virtual or live classroom. Blackboard™ Collaborate has been used by students to develop and record presentations, to practise speaking in foreign languages and in mock interviews. Lecturers can have real-time discussion groups of students using PowerPoint™ slides, websites, and the whiteboard and shared applications – all of which are interactive. Blackboard™ Collaborate also offers text messaging capabilities, ad-hoc surveys (polling) and basic assessments. Classes can be recorded for later playback.

- **Turnitin** is a web-based text-matching system that finds similarities between submitted assignments and other documents so you can check for plagiarism. These documents include other student assignments, books,
web pages, and articles from newspapers, magazines and academic journals.

- The Teaching with Technology site provides detailed information and practical support for staff using these technologies. See scu.edu.au/teachingwithtechnology.

What you can do

Balance the needs for flexibility for your students against the needs for their presence in fulfilling the unit’s outcomes.

Consider your workload as a result of introducing technologies. With electronic communication, students can send messages to you 24/7. Given this ready access you might find it useful to:

- establish expectations up front as to how often and the time frame within which you will respond
- set up student–student communication so they can respond to each other (e.g. using the discussion forum)
- use electronic communication and face-to-face sessions to complement, not duplicate, work.

How do I ensure that my students are assessed in a valid and fair manner?

The assessment of student learning is a central activity. Assessment plays an important role in motivating and guiding student learning. Through assessment students gain feedback on their learning, and their academic achievements are judged and certified.

Assessment serves three key purposes:

1. Supports the process of learning. Assessment motivates, guides and reinforces student learning. This occurs through the careful design of assessment tasks, and through
the feedback provided to students on their progress and how they may improve.

2. Judges student achievement. Assessment allows us to make judgements about the quality of student work. This includes the activities of marking assessment tasks, deriving grades, and reporting on student achievement. When making judgements on the quality of work, we are using our professional expertise, with close reference to marking criteria and standards that are made available to students.

3. Maintains professional standards. Rigorous assessment ensures that professional and disciplinary standards are maintained, and that students are appropriately prepared and capable of entering their chosen vocations.

Students are closely attuned to assessment. They look at what is required of them in the tasks, determine the relative importance of the task, and hence what to learn and what learning approaches they should adopt. Assessment and student learning are closely interwoven, so assessment should be designed strategically to foster the most appropriate kinds of learning.

The designated unit assessor is responsible for setting assessment tasks, and to have them checked by an academic colleague or moderator before they are released to students. However, everyone in the teaching team for that unit is responsible for assisting students to understand what is required for each task, and how it will assist them in their learning.

A new SCU assessment policy and a set of procedures will be available in early 2017. A new assessment resource will also be available to support staff in their use of the procedures.
What you can do

Provide clear explanations about the requirements of each assessment task, including:

- the nature of the task, including its timing and weighting
- a rationale for the task – how it is designed to develop their skills and understanding
- clear and consistent terminology, including explanations for inexperienced students regarding key terms such as ‘critically analyse’ or ‘reflect’ or ‘evaluate’
- suggestions for going about the assessment for first-year students undertaking certain tasks for the first time.

The assessment policy specifies that assessment should be criterion-referenced and standards based. This means we provide to students the criteria upon which our judgements are based, and specified standards of achievement upon which their work will be judged. This information gives students important clues about our expectations and how they can improve their work. The criteria and standards also assist the marking team in making transparent and consistent judgements about student work.

What is the assessment and grading scheme used at SCU?

Southern Cross University uses a standards-based approach to grading. The SCU grading scale is as follows:

**Southern Cross University grading scale**

High Distinction denotes performance which meets all unit outcomes in such an exceptional way, and with such marked excellence, that it deserves the highest recognition

(HD: marks in the range of 85–100)
**Section 2: Learning and teaching effectively at Southern Cross University**

**Distinction** denotes performance which clearly deserves a very high level of recognition as an excellent achievement in the unit (D: marks in the range of 75–84)

**Credit** denotes performance which is substantially better than would normally be expected of competent students in the unit (C: marks in the range of 65–74)

**Pass** denotes performance which minimally satisfies unit outcomes (P: marks in the range of 50–64)

**Fail** denotes performance which does not meet the unit outcomes at the minimum standard (F: marks in the range of 0–49)

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**Why is feedback to students important?**

Assessment plays an important role in student learning and development. The provision of feedback to students lets them know about their progress, their areas of strength and weaknesses, and suggestions as to how they can improve. Students should then have the opportunity to think about, and perhaps discuss your comments with you, before using this information in further learning tasks.

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**What you can do**

- **Organise** your feedback around three central points. One point may be acknowledging what has been done well. The remaining two points could focus on practical things they could do to improve their current grade.

- **Ensure** the feedback is pitched to the right level. Remember, feedback is teaching. Ask yourself what is optimal for this student to hear, at this point in their development (e.g. first year). Do not overload your feedback with issues beyond their grasp.
Use a marking rubric to guide the feedback necessary for each criterion.

▶ Provide a group feedback sheet. This sheet might reiterate the goals of the assignment, noting areas that were handled well by most students, common misunderstandings, and how they could be improved.

It may also include discussion about the next assessment task. Group feedback sheets consolidate the individual feedback provided, and may also save individual marking time.

▶ Provide timely feedback to students so they can use the feedback to guide their approach to the next assessment task.

What can I do to prevent academic misconduct?

Many teachers worry about student plagiarism and other forms of academic misconduct. Academic misconduct is behaviour that contravenes the values of academic integrity. It includes but is not limited to plagiarism, collusion, cheating and fraud. This sounds serious, however, it is useful to remember that many students undertake this kind of activity due to having too little time to complete the assessment task, a lack of understanding of the task itself, or even a lack of understanding of what plagiarism actually is.

To help students understand the values of academic integrity they need to be taught about its conventions. This includes correct citation and acknowledgement of others’ scholarship.

Many students are unaware that they have plagiarised when they have not properly acknowledged the sources of information used in assessment tasks. This inadvertent plagiarism can occur in the early years of study when students are new to university, if they previously studied in a different educational institution, such as TAFE,
or if their previous studies were in another country where citation conventions are different from what is expected in Australian higher education.

Turnitin is now used in all appropriate units to support the development of academic integrity of students. Turnitin is a system that identifies text in an assignment that is identical to text from journals, websites, previously submitted assignments, and other sources. It is available in all MySCU learning sites, and can be set up so that students use it to check their own work before it’s submitted for assessment.

More information is available at scu.edu.au/students/index.php/106/#turnitin.

However, the University also acknowledges that deliberate academic misconduct does occur and provides procedures and penalties with an emphasis on fairness and consistency. Refer to the University’s policy on Academic Integrity. Find this in the policy library at scu.edu.au/policy.

What you can do

Be aware of what you are asking students to do in the task. Give them enough guidance, practice in doing the task, and time to do the work.

Assist your students to understand what it means to create a scholarly work – that it is good practice to acknowledge carefully the people whose ideas they have used, borrowed or developed, as, in one way or another, any scholarly work depends on the work of others.

Make it clear that there is nothing wrong with a student using the work of others as a basis for their own work, nor is it evidence of inadequacy on the student’s part, provided they do not attempt to pass off someone else’s work as their own.

Teach students how to acknowledge their sources, as specified by the
discipline in which you work, and write in such a way that they may be given credit for their own efforts, and so that their own contribution can be properly appreciated and evaluated.

Teach students how to summarise and quote from the work of others without excessive copying of passages, even where the source is acknowledged. Give them the opportunity to practise how to find another form of words to show that they have thought about the material and understood it, whilst stating clearly where they found the ideas.

Explain to students what plagiarism actually means, particularly in your unit, and what actions will be taken in the event that they are found out!

Use Turnitin originality checking for assignments. When you design learning and assessment activities for students, think carefully about issues of individual accountability and fairness. Consider what processes, ground rules and checking procedures might be put in place to ensure that plagiarism is not an easy option. For more information see scu.edu.au/teachinglearning/index.php/6.

What is feedback on teaching and how do I use it to become an effective teacher?

An effective teacher willingly seeks feedback about the effectiveness of their teaching and thinks about how it can be improved from a range of sources – students, peers, and from self-reflection. Feedback on teaching can be both formative and summative:

- **Formative** feedback is feedback solicited from students during the course of your teaching which you can use to monitor student learning progress and make changes as necessary.

- **Summative** feedback is feedback solicited towards the end of a unit of study or at its completion which is used to ascertain how effective the unit was in supporting student learning, the extent to which...
learning outcomes have been achieved, and to assist you in planning for changes for the next time you teach the unit.

Gaining summative feedback from students about your teaching

SCU provides opportunities for all its students to provide summative feedback on their experiences of learning in each of their units of study through the Unit Feedback system. This process is administered through the Office of Planning, Quality and Review (PQR) scu.edu.au/pqr and consists of an online survey instrument which measures the quality of learning in the unit and provides opportunities for student feedback on the quality of the teaching experience.

A new system was implemented in 2015, go to scu.edu.au/pqr/index.php/71/.

Following analysis of the feedback a report is provided on each unit to the respective unit assessor. The report includes a statistical breakdown of the response ratings for each question, a summary of responses by location and a full listing of the comments in relation to each question. Copies of these reports are provided to the Head of School (for all units taught by the School), and are available to the Senior Deputy Vice Chancellor. Unit feedback data is considered in the unit reporting process undertaken by the schools after each offering.

Responding to summative feedback

It is both useful and important to read student evaluation data in a way that contributes effectively to your teaching practice. While it can be argued that no method of gaining evaluative feedback from students is foolproof, you can gain a great deal from what your students say by taking it seriously and making it work for you.
What you can do

Read the feedback gained from your unit evaluations with an open mind, and a commitment to becoming a better teacher. Evaluations are good tools to help you focus your improvement efforts and can help you make authentic changes in your teaching.

Be aware that students are not trained in giving feedback. You may receive harsh, insensitive, or rude comments. Try to not be reactive but rather to sift through and see what is valid and what is actually driving the feedback. Students may use evaluations as an opportunity to vent about issues outside the domain of the course content (e.g. acoustics in a lecture theatre). Look for what is useful and, if necessary, ask a colleague to read the feedback – that person may be able to see it in a different way and help you manage your response positively.

Assess student perception carefully.
It won’t help if you are defensive and resistant. Look at the feedback – what is it telling you? For example, if students say they did not understand the assessment, and you can see that they have not accessed supports such as online resources regarding the assessment, then think about how you can bring these to student attention earlier and more often. You may use this as a signal to rethink the assessment strategy.

Take one or two things to work on.
You can use feedback as a guide for what areas would benefit from your attention. If you see a trend in student complaints about something like the effectiveness of online discussions or the value of podcasts, then meet with a peer or an academic developer in Teaching and Learning to talk about ways to improve your teaching practice.
Gaining formative feedback from your students about your teaching

Brookfield (2006) argues that good teaching involves being aware of what and how students are learning. This means gaining formative feedback from learners throughout the session. The important issue here is that if you gather feedback from students, you also need to let students know that you will act on that feedback. Brookfield’s work informs the following techniques which you can use to gain feedback:

1. **What you can do**

   - **Develop a one-minute paper** which is two to three questions that you ask of students at the end of a large group teaching session, tutorial, lab, etc. Questions such as “What is the most important thing you learned today?” or “What question/s do you still have about the topic?” should take no more than a minute for students to respond to. In the face-to-face class responses can be handed to you on small pieces of paper you provide for students. In the online environment, you can ask for feedback using these same questions on a discussion forum or blog. **Follow up** with students the next time you see them in class, or, in the online environment use the Announcement function or post a message on the unit’s home page.

   - **Use the Muddiest Point** technique (a variation of the One Minute Paper) to ask students at the end of the session to respond to the question “What was the ‘muddiest point’ for you today?”. In the online environment you can post these questions to a discussion forum or blog space for students to respond to. Teachers find it useful to make a list of the issues that arise from this form of feedback and to make your responses available to students on the unit website or in class.

   - **Try the Learning Audit** technique to assist students to find how much they are learning as they progress through the teaching session. Here three questions can be asked of students: “What do I know now that I didn’t know this
time last week?”, “What can I do now that I couldn’t do this time last week?”, “What could I teach others to know or do that I couldn’t teach them last week?”. This technique is useful to support student reflections on their learning if they are being asked to maintain a learning or reflective portfolio in your unit.

Consider using the Critical Incident Questionnaire (CIQ), a one-page form either handed to your students each week or made available online for them to complete each week. The CIQ focuses on asking five concrete questions about particular events and/or actions (Brookfield, 2006, pp. 42–43):

- At what moment in class this week did you feel most engaged with what was happening?
- At what moment in class this week were you most distanced from what was happening?
- What action that anyone took this week did you find most affirming or helpful?
- What action that anyone took this week did you find most puzzling or confusing?
- What about the class this week surprised you the most?

Remember to provide a suggestion space either on your unit’s website or on your office door which is a useful way for students to respond anonymously on the impact of your teaching on their learning.
Gaining formative feedback from your peers about your teaching

Peer review of teaching is a well-recognised process that allows you to gather feedback about your teaching. In the last few years, the Office of Learning and Teaching (OLT) has sponsored several major investigations into peer review of teaching in the Australian higher education sector. We are witnessing an expansion of interest in all forms of peer review as one way to enhance the overall quality of teaching and learning in the sector.

Peer review of teaching offers critical insight into your learning and teaching practice and complements other forms of feedback about your teaching such as student surveys. Engaging in peer review of teaching encourages collegiality and reflection on teaching practices. There are different types of peer review of teaching – observation of classroom practice is just one form, but the one most focused on in the peer review literature and most widely used. Within the broad frame of ‘classroom practice’ you can elect to gain feedback about particular teaching and learning strategies you use. You can also ask for feedback about the learning materials and resources you have produced, the way you have organised the assessment scheme for a unit of study, and the support you provide for the organisation and management of teaching in your unit.

A project on peer review of blended and online teaching at SCU looked at learning conversations as a way of gaining and receiving feedback as part of the peer review process. This project was conducted in 2013–2014 and extended to more Schools in 2015. The outcomes of the project have been integrated into the Peer Review of Teaching: A collaborative approach module in the Foundations of University Teaching Practice program: scu.edu.au/teachinglearning/index.php/184
You can also gain formative feedback about your teaching through the process of reflective practice. Reflective practice is an essential professional skill (Moon, 2008) that involves teachers challenging their beliefs and assumptions about teaching and about student learning. Opportunities to engage in reflection about your teaching are available in some of the professional learning opportunities available to you at SCU as outlined below.

### Professional learning opportunities for you as a teacher

The Foundations of University Teaching Practice (FUTP) is a new, flexible professional learning opportunity designed to improve your teaching and learning practice, enhance the learning experiences of your students, and fit in with your busy career.

All new SCU staff within their first three years of teaching are invited to enrol in this program offered by the Centre for Teaching and Learning.

This program will also be of interest to experienced staff seeking fresh inspiration, particularly in relation to teaching in the online environment.

The FUTP consists of six discrete modules – five core and one elective – combining online learning materials, two portfolio-based assessment tasks for each module, orientation-style Collaborate sessions when you first enrol, and tailored support through the Centre for Teaching and Learning.

These modules will be open and supported in Blackboard from 10 February to 26 November 2017. Staff are encouraged to complete the entire FUTP within the 2017 dates.

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Scholarship of Teaching

The Centre for Teaching and Learning promotes the scholarship of teaching through a visiting scholar program, provides support with applications for teaching awards and University teaching and learning grants, and organises a flagship event, the annual Scholarship of Teaching Symposium. SCU recognises excellence in teaching through the Vice Chancellor’s citations. There are two main categories: Citations for outstanding contributions to student learning which are open to all individuals and teams of staff members, and Citations for excellence in student engagement open only to individual casual and contract staff members. Staff and teams receiving a Teacher Commendation through the nomination and selection process conducted in August each year are encouraged to consider applying for a citation.

Information about these and other resources are available on the Centre for Teaching and Learning website. As a new staff member it is in your interest to go to this website and have a good look around. Investigate what is there that could help you in your teaching practice. Go to scu.edu.au/teachinglearning/.

All our professional learning opportunities are advertised through the Centre for Teaching and Learning’s professional learning calendar, available at the beginning of Session 1 and Session 2. This calendar is distributed widely across the University and is made available on the Centre for Teaching and Learning website scu.edu.au/teachinglearning/.
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Centre for Teaching and Learning

The Centre for Teaching and Learning supports the development and enhancement of teaching and learning at SCU. The Centre works with academic staff and students to implement the University’s strategic directions and also manages projects that enhance quality teaching and learning. The Centre comprises three teams:

- The Academic Practice team supports course and unit design and development, assessment, teaching strategies, feedback on teaching, peer review, mentoring, and the scholarship of teaching.

- The Academic Skills team supports students studying at undergraduate and postgraduate coursework levels in the areas of language, learning and critical thinking skills, as well as the development of academic literacy, numeracy and academic integrity. Academic support for students after hours is available through the services of YourTutor.

- The Digital Resources team supports the design and development of quality materials and resources and a range of online learning technologies, including the Blackboard™ Learning Management System and Collaborate™. The DR team develop and maintain the Teaching with Technology website.

Visit the Centre for Teaching and Learning website at scu.edu.au/teachinglearning.
Southern Cross University is committed to being an inclusive and culturally safe work and study environment where all students and staff are valued. We are proud of the diversity of our staff and students and committed to fostering a diverse, fair and inclusive environment as reflected in the Values stated in the University’s Strategic Plan. We value our engagement with the diverse communities surrounding our campuses and benefit from the knowledge, lived experience and perspectives they bring. The Equity and Diversity Office provides leadership and direction in the development and implementation of the University’s equity and diversity agenda.

Key Equity and Diversity Office policies, initiatives, strategies, programs and projects include:

- **UniMentor** assists commencing undergraduate students in their transition to university
- an annual *Diversity Calendar* to support, celebrate and educate about diversity and social inclusion at the University
- **professional learning opportunities** for staff including:
  - Courageous Conversations About Race workshops
  - Understanding Gender & Sexuality Diversity workshops
  - *EO Online*, and
  - related Cultural Competency initiatives.
- **Equity and Diversity Contacts** – staff from across the University who act as a point of contact for staff and students who may have a query or concern about an equity or diversity matter
- **Equal Employment Opportunity**
- **Development Program for Women** comprising:
  - Networking Lunch for Women
  - Research Workshop for Women
Section 3: Support services relevant to teaching and learning

- Mentoring Program for Women
- Academic Promotion Workshop for Women.
- Coordinating initiatives to improve the access, participation, retention and success of students who are proportionally under-represented in higher education
- Supporting an Inclusive University and
- The operation of and secretarial support to the University’s Equity and Diversity Committee.

Find out more about the Equity and Diversity Office website at scu.edu.au/equity.

Gnibi College of Indigenous Australian Peoples

Gnibi College aims to support students in a teaching and learning environment that is founded on the Gnibi Elders Principles, cognitive justice, cultural integrity and healing through education. This is achieved by providing a learning environment that validates an Indigenous cultural framework, affirms Indigenous knowledge systems and focuses upon theory building and practice innovation. Gnibi is committed to delivering culturally safe, dynamic and innovative courses, providing professional career pathways, and engaging in scholarship and research relevant to the aspirations of Indigenous Australians.

Visit the Gnibi site at scu.edu.au/schools/gnibi/.

Indigenous Australia Student Services (IASS)

IASS provides support for Indigenous students at SCU on all three campuses. This includes tutorial support, computer lab, enrolment support, pastoral support, social activities, access to a printer and more. Students can Freecall on 1800 769 763 or email iass@scu.edu.au.
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Technology Services

Technology Services is responsible for advice and support for information technology to Southern Cross University. They provide a high level of technical expertise and leadership to support the development, implementation and ongoing support of information systems and services for staff and students across all campuses including audio visual support. The Blackboard team is located within Technology Services.

For all technical support please contact the TS Service Desk.

Phone: 7 3698 (02 6620 3698)

Email: servicedesk@scu.edu.au

Self-help: scu.edu.au/it/

For more info about Technology Services please visit scu.edu.au/it/.
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**SCU International**

SCU International has a dedicated team committed to helping international students from application to acceptance and through their studies. Orientation is a full week of activities for international students, commencing the week before studies begin. It is designed around activities to engage students through interactive game playing, social activity and individualised attention. Our international student advisors can also assist students with wellbeing and welfare, student visa advice, health insurance advice and help with settling in.

Academic skills, through the Centre for Teaching and Learning, runs free student workshops and a range of online resources to assist students reach their full potential. They support students’ self-management, language, learning and critical thinking skills as well as the development of academic literacy, numeracy and integrity.

Library Services

The Library supports teaching and learning by providing specialist librarians who liaise with academic staff across all phases of the teaching process from finding resources for new units, to embedding information skills in that unit, and demonstrating to students how to find the resources they need. Librarians can also assist with course readings (myReadings), which enable academic staff to make required and recommended readings for students available online. The Library provides specialist databases, an interlibrary loan service that supplies documents free of charge, and experienced staff who can advise on finding resources, alerting services and latest research developments across all disciplines. The Library also maintains an institutional repository (ePublications@SCU) that provides open access (where possible) to scholarly publications by SCU staff.

For further details visit the Library site at scu.edu.au/library/index.php/.

Student Administration Services

Got a question about rules, student processes or procedures? Student Administration Services is a good place to find an answer. Responsible for providing a wide range of services and advice to students (regardless of location or mode of study), Student Administration Services is also a valuable resource for staff at SCU.

Student Administration Services consists of three distinct work units:

Student Management Unit

- Management of course and unit offerings
- Domestic student admission to courses including Direct, UAC and QTAC
- Student enrolment in units
Section 3: Support services relevant to teaching and learning

- Student finances
  - Tuition fees and HECS charges
  - Scholarships
  - HECS-Help and Fee-Help
- Indigenous Australia Student Support
- Division of Research student management

Planning and Operations Unit
- Class and exam timetabling
- Class registration
- Examination services
- Course completions and final grades
- Academic transcripts and AHEGS
- Publications
- Course structures and planning including student study plan set up
- University medal and academic prizes
- Unit and Course Management System (UCMS)

Client Services Unit which incorporates the Student Advice Team (Lismore), Gold Coast Shared Service Hub and Coffs Harbour Shared Services Hub
- Staff and student ID cards
- Student enquiry management
- Gateway to University Services
- Frontline enquiry service by phone, email and face to face
- Study plan management
- Orientation
- Special Consideration
- Room and car bookings for Coffs Harbour and Gold Coast campuses

For more information visit scu.edu.au/students.
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Student Health and Wellbeing

Chaplaincy, multifaith and pastoral care

SCU Chaplaincy and Pastoral Care Service supports and promotes the spiritual wellbeing of the members of the SCU community. It does this by assisting individuals and groups as they seek to make sense during critical periods in their lives. Chaplaincy at SCU is ecumenical and multifaith in nature and maintains strong links with faith groups through local, national and international networks. All Chaplains who provide services at SCU are endorsed by their religious body and by SCU’s Interfaith Advisory Committee. Chaplains are bound by strict standards of confidentiality and ethical practice. SCU Chaplaincy Services are provided free to staff and students, on campus or at a distance. For more information visit scu.edu.au/chaplaincy.

SCU Health Clinic

The SCU Health Clinic is dedicated to improving the health and wellbeing of local and interstate communities by providing high quality allied health services in the form of a professional health clinic.

Our clinic is essential in assisting students with education, research and practical experience in the health care industry, whilst applying empathy and compassion for the people we serve as health practitioners.

Services vary depending on the campus.

The clinic provides:

- Student Counselling Services
- Student Access & Inclusion Services
- GP Bulk Billing services
- RN services
- Osteopathy (student-led clinics)
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- Exercise Physiology (student-led clinics)
- Speech Pathology (student-led clinics)
- Podiatry (student-led clinics)
- Dietitian
- Osteopathy
- Exercise Physiology
- Massage Therapist
- Psychologists
- Mental Health Nurse Practitioner
- Podiatrist.

scu.edu.au/healthclinic/index.php/19

UniLife

UniLife is a service designed to enrich the student experience while at SCU. The motto is live, work, play. Services include:

- career development service:
  - requests for guest lectures welcome
  - access to online Career Development Program, self-assessments and tailored resources – for embedding into units and courses
  - Bright Futures: Alumni–Student Mentoring Program
  - online jobs board (CareerHub)
  - free careers counselling and job application reviews for students

- volunteer work experience
- insurance coverage for students
- sport and cultural activities
- University clubs and societies
- elite student athletes and performer administration
- coordination of University-wide sporting and cultural events
- University games and championships
- off-campus accommodation services
- student loans (undergrad and postgrad)
- orientation coordination.

For more information go to scu.edu.au/unilife.


