

AGENDA ITEM 12**Report of the Learning and Teaching Committee****12.2 Report of the Learning and Teaching Committee meeting held on 27 March 2007**

The Committee met on 27 March 2007 when there were present: the Chair (Associate Professor R Ewing) presiding, Professors D Armstrong, D Guest and B Sutton, Associate Professors D Airey, C Collyer, M Freeman, P McCallum and P McGreevy, Drs S Barrie, M Edmond, T Hubble, D O'Connor and B Rooney, Mr A Cooper, Ms S Hanfling, Ms J Jones, Ms J Leong, Mr A McFarland and Ms K Sodersten. Miss E R Ring was in attendance.

12.2.1 Academic Board Faculty Reviews: Faculty Progress Reports (pages F4-25)

The Committee received and noted the progress reports from the following bodies in response to recommendations from the Academic Board Phase 2 Faculty Reviews.

- (1) the Faculty of Education and Social Work, (pages F4-13)
- (2) the Institute for Teaching and Learning and (pages F14-19)
- (3) the Koori Centre. (pages F20-25)

Recommendation

That the Academic Board note the Phase 2 Progress Reports from the Faculty of Education and Social Work, the Institute for Teaching and Learning and the Koori Centre, as set out in the report presented.

12.2.2 Proceedings of the Committee**(1) Report of the Academic Board**

The Committee noted a written report on the meeting of the Academic Board held on 28 February 2007.

Professor Sutton also reported on the Phase 3 Academic Board Reviews and the work that he had been doing on adapting the Baldrige system instrument for use in these. The Baldrige system, instead of asking faculties about their strategies and plans, would ask instead how faculties had developed these, how they knew that they were appropriate, etcetera. The reviews would concentrate on process, identifying weaknesses and then addressing them. This would maintain the scope but lessen the intensity of reviews. The system would provide a synergy that would put a cultural process into place from which faculties would derive benefit, with future reviews no longer being an Academic Board-driven process.

Several members expressed concern over the changes to the review process and the lack of consultation in the development of the new instrument.

Professor Sutton reported that the need to develop a new instrument had become urgent following confirmation that the KPI data that were to have been used for the Reviews would not be able to be provided centrally. He apologised for the lack of consultation, but said that he had been placed in a difficult position time-wise, trying to ensure that the whole system didn't collapse, while providing a review framework with questions that had global currency. The nature and purpose of the reviews were still collegial, with assistance being provided to faculties and support for developing policies.

Professor Sutton agreed to forward the new instrument to the Committee and the Board for their May meetings.

(2) Report of the Acting Deputy Provost (Learning and Teaching) and Pro-Vice-Chancellor

Professor Armstrong referred to the loss to the University occasioned by Ms Barb McLean's departure and to the loss also of her corporate knowledge. He wished to acknowledge formally her wonderful contribution to learning and teaching, the University generally and the office of the Provost. He wished her well in her future at Macquarie University.

Professor Armstrong reported on the following issues:

- the development of Key Performance Indicators, the need to include lead indicators in the set, and PIs in the learning and teaching arena;
- the DEST data sets' exclusion of, inter alia, international students and postgraduate students, and whether or not the University should use complete data sets, even if they differed from the DEST ones and were not linked to financial outcomes.

In response to a reference to the major problems in the use of WebCT this semester, which appeared to have been caused by an upgrade that hadn't had pilot testing, Professor Armstrong apologised and said that the matter was being addressed.

(3) Report of the Director, Institute for Teaching and Learning

The Committee noted the ITL Strategic Plan 2007-2009.

(4) Identifying and Supporting Students at Risk

The Committee noted reports on the "Students at Risk" program trialled by the Faculty of Economics and Business and the Faculty of Pharmacy.

Members discussed a number of issues such as the need for University-wide data on student employment, the degree of economic imperative for students to work, the potential for their work to be more closely aligned to their studies, the importance of flexibility in their work (to accommodate, for example, examination periods), life-style issues leading students to work and the importance of the "University experience" for students and the erosion of this as students spent more time away from their campus.

It was agreed that these and other related issues be discussed more fully at a future meeting.

The President of the SRC also expressed concern about privacy issues in respect of notes of interviews with students being placed on their files, which could be read by anyone with access to the files, where the information might not be relevant to the students' progress. The Committee noted that it was important that inappropriate information not be kept on file, and that clear guidelines would need to be given to all concerned in the process to ensure that only appropriate information was kept on file. The Committee noted that follow-up action would be taken in this regard.

(5) Camtasia Training

The Committee noted from Mr Meikle that lecture theatre-based training on the Camtasia product could be provided, and that it was expected that a web-based training video would be available by the end of April.

(6) Other Reports/Work in Progress

(a) Assessment Working Party

The Chair reminded members that they had been sent information following the first meeting of the Working Party and asked for feedback from their faculty learning and teaching committees.

(b) Academic English: Student Support Resources

The Committee had received a paper from the SRC in which it was observed that, while the use of academic English was recognised as an issue, there was no co-ordinated University action to support students. The SRC wished to facilitate the co-ordination of support services for students with academic English difficulties, and wished to start the process by having an audit of what support resources were currently available.

It was agreed that information would be requested from the faculties on student support resources in the area of academic English and would then be collated with that from the Learning Centre and the Institute for Teaching and Learning, for discussion at a future Committee meeting.

(c) Student Recordings of Lectures

The Committee received a query regarding students recording lectures and agreed to consider this item at its next meeting.

Recommendation

That the Academic Board note the Proceedings of the Committee.

FACULTY OF EDUCATION AND SOCIAL WORK

PROGRESS REPORT NO. 2 ON RECOMMENDATIONS FROM PHASE TWO

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| Recommendation 1 | The Review Team recommends that the Faculty develop feedback loops and evaluation into its planning and strategies. (<i>Section 3.2.4</i>) |
| Action taken by the Faculty | <p>Following widespread consultation, the Faculty has restructured into a one School Faculty. This has enabled the Faculty to address problems of duplication and poor co-ordination resulting from the previous separation of responsibilities between Associate Deans (Undergraduate, Postgraduate and Learning and Teaching) with responsibilities for taught programs on the one hand, and Heads of Schools, with responsibilities for staffing and quality assurance, on the other. In 2006 the new position of Associate Dean (Academic Programs) was established. The new structure integrates management responsibilities and accountability procedures across the Faculty and involves staff at all levels, including program teams, pre-service and graduate management teams, an overall program management group and a Faculty senior executive group. This model will ensure a two-way flow of information and integrated decision-making processes and evaluation processes.</p> <p>Other measures taken by the Faculty to develop feedback loops and evaluation into planning and strategies have included designated responsibilities for quality assurance being given to the new head of school, the establishment of an Academic Programs Management team, a Faculty Meetings group of elected staff with responsibility for organizing the agenda of Faculty meetings and Faculty fora.</p> <p>In its Strategic Plan for 2005-2009 the Faculty identified the need for a stronger relationship with external bodies in the planning and evaluation of its activities. The new position of Pro Dean (Development) was established in 2006, one of whose responsibilities is to liaise with external bodies. The Faculty has now established a Board of External Advisors plus Steering Groups in key areas of its work (e.g. the Division of Professional Learning, Social Work, Postgraduate and pre-service teaching).</p> <p>Two new Level C Professional Experience Coordinator positions have been appointed to liaise with schools and ensure feedback about students' professional experience is addressed in program development.</p> <p>Working Parties were established during 2006 to review the following teaching streams: Education I-IV, MTeach and HMHE and Social Work enrolment.</p> <p>An exit study for graduating MTeach students has resulted in a 10 year meta-analysis longitudinal study on graduates evaluation of the effectiveness of preparation</p> |
| Further action planned but not yet implemented (if appropriate) | Continuation of the Working parties established in 2006. As these reviews are completed new Working Parties will be established for Combined Degrees, PG coursework, Primary and Social Work. During 2007 focus groups (staff and students) have been scheduled to evaluate a number of these initiatives Further work with staff will address the issues raised in the MTeach exit study |

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| <p>Faculty's evaluation of the success of action taken</p> | <p>These changes are intended to promote efficiency, encourage greater involvement of staff at all levels of activity and decision-making in the Faculty and to strengthen the relationship between the Faculty and key partners in the relevant policy and professional communities. Evaluation is built into these processes at all levels through staff participation, communication, decision-making and accountability in an integrative structure.</p> |
| <p>Recommendation 2</p> | <p>The Review Team recommends that the Faculty investigate establishing some international benchmarking partnerships. (Section 3.4.6)</p> |
| <p>Action taken by the Faculty</p> | <ul style="list-style-type: none"> ▪ The Faculty is currently working with the University of Melbourne as a benchmarking partner. Initially this encompassed the administration review within each Faculty and has progressed to the restructuring of both faculties. We have benchmarked the changes at the various steps of the restructuring process. ▪ The Faculty has had discussions with the University of Dundee (Faculty of Education & Social Work) as a possible benchmarking partner. The two faculties have already shared information on the structure and operation of each faculty (teaching, research and administration). There was also a professorial visit from Dundee in November. ▪ During 2005 the Faculty played a major role in the establishment of the Asia-Pacific Deans of Education Association. This provides ongoing benchmarking opportunities |
| <p>Further action planned but not yet implemented (if appropriate)</p> | <ul style="list-style-type: none"> ▪ The Faculty will identify Education & Social Work Faculties in the UK, Canada & USA as possible partners (possibly Oxford and University of Toronto). ▪ The Dean from the University of Dundee will visit in 2007 for further benchmarking activities ▪ We are also exploring the potential partnership with the University of Sheffield. Prof Wilf Carr has been appointed as an Honorary member of the Dean's Advisory Board ▪ During 2007 we are exploring benchmarking possibilities as part of our "Internationalising the curriculum" project. |
| <p>Faculty's evaluation of the success of action taken</p> | <p>Changes are now in place as a result of the Faculty review and benchmarking partnership with Melbourne.</p> |
| <p>Recommendation 3</p> | <p>The Review Team recommends that the Faculty initiate discussions with ITL and the EQA Working Group to devise a means of capturing appropriate student feedback from students undertaking double degrees. (Section 3.5.4)</p> |
| <p>Action taken by the Faculty</p> | <p>Associate Dean (L&T) spoke with Simon Barrie from ITL and Rachel Symons (PVC L&T office) on strategies that could be implemented to access feedback from our students undertaking combined degrees. When ordering the USE instrument there is the provision that results can go to the relevant person (HoS or Assoc Dean L&T) in both Faculties for those UoS that relate to combined degrees. We have commenced discussions with the relevant departments to have this in place from 2006.</p> <p>As of 2006, Rachel has full access to the SCEQ database and can now identify students enrolled in combined degrees. Our report will now involve a section on feedback from students enrolled in a single UG degree within the faculty and also a section on feedback from students enrolled in combined degrees.</p> |

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| | <p>Within the Faculty, focus group discussions are conducted with groups of students from all programs. In addition, the longitudinal study of graduates re the effectiveness of their course is now online.</p> |
| <p>Further action planned but not yet implemented (if appropriate)</p> | <p>In 2007 the Working Party reviewing Combined degrees will involve focus groups with staff and students</p> |
| <p>Faculty's evaluation of the success of action taken</p> | <p>Recommendation implemented and better procedures developed as a consequence</p> |
| <p>Recommendation 4</p> | <p>Access to, and support during Practicum continues to be an issue for the Faculty. The Review Team recommends that the Faculty continues to analyse ways to improve practicum support and suggests that this include an assessment of the opportunities offered by Internet technologies. (<i>Section 4.2.5</i>)</p> |
| <p>Action taken by the Faculty</p> | <p>Our TIF2005 project was based on this recommendation. An online student registration system for professional experience placement has been developed.</p> <p>UoS related to professional experience now conforms to the Graduate Teacher Standards set by the Institute of Teachers. The lesson feedback form has also been amended resulting in a simpler form that is more user-friendly.</p> <p>A Moodle group with the title of <i>Thriving, Not Surviving: Being a Successful Teacher</i> has been established on the Edna site. This Moodle group will enable all professional experience students in the faculty to interact with their peers, professional experience coordinators and support materials whilst they are on professional experience or preparing for professional experience. The Moodle presents narratives of common scenarios that the students might experience on professional experiences. These narratives provide a portal for students to develop their professional competencies using a variety of professional frameworks, their own course work, educational literature and through communication with mentors and their peers.</p> <p>Early identification of at-risk students and an 'at-risk' policy has also been developed.</p> <p>Other action taken includes:</p> <ul style="list-style-type: none"> ▪ Benchmarking Professional Experience with the University of Waikato continues. ▪ The Dean, Assoc Dean (Academic Programs) and Division of Professional Learning (DPL) Director has visited the NSWDET and Regional Directors to discuss various issues ▪ The DPL Director and Assoc Dean (Academic Programs) has had meetings with the President of the Primary & Secondary Principals' Association ▪ Research is currently being conducted with the 10 schools we most commonly use for practicum placements – exploring the schools' perceptions of our students (in conjunction with the NSW TEC) and how we can improve ▪ A number of school partnership initiatives have been developed to improve the professional experiences of our students |

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| <p>Further action planned but not yet implemented</p> | <ul style="list-style-type: none"> ▪ Online units for students who fail professional experience (incorporate video analysis, activities, lesson plans, readings, discussions etc) ▪ Tender for Teaching Australia grant on school-university partnerships |
| <p>Faculty's evaluation of the success of action taken</p> | <ul style="list-style-type: none"> ▪ Student focus groups have been conducted. This identified areas of concern. Positive feedback has been received on the modules ▪ The online registration system has received positive feedback from Professional Experience staff and students ▪ The Faculty has been informed by the NSWDET Professional Practice Director that our programs are very highly regarded. |
| <p>Recommendation 5</p> | <p>The Review Team recommends that the Faculty continue to support its staff to develop skills in the pedagogic use of learning management systems. (<i>Section 4.3.4</i>)</p> |
| <p>Action taken by the Faculty</p> | <ul style="list-style-type: none"> ▪ The TIF2004 project 'Advances in the field of computer assisted learning in teacher education' involved the casual employment of an instructional designer and web developer to support 22 e-learning project proposals received from staff. This project also provided unit of study specific training support to staff once their unit was ready. ▪ The Faculty hosted a Forum on 'Integration of ICT to promote learning in the Humanities and Social Sciences' in May 2005. The majority of the presentations explored work supported by TIF or Sesqui equipment funds. ▪ Most of the students' learning activities that teaching staff want to see supported electronically can either not be delivered by WebCT (such as Wikis) or can be delivered with much less administrative and less technical overhead by simpler tools (such as discussions boards). Within the Faculty, the Lrnlab platform (http://lrnlab.edfac.usyd.edu.au) has been further developed and is used by an increasing number of staff. It provides uncomplicated access to document management, discussion boards, survey tools, and is increasingly integrated with synchronous communication technologies (chat, whiteboard, audio and video conferencing). Students and staff can log-in with their unikey username and password. ▪ Staff that are using these facilities receive an initial training into the pedagogical and technical use of the system. ▪ We have also taken measures to integrate teaching with technology with research on that teaching and learning: Since its establishment last year, the CoCo Technical Infrastructure has evolved to become a highly integrated platform for supporting e-Learning research, teaching and learning. The work has been led by Adam Ullman, supervised by Professor Reimann. The LrnLab website has gone from strength to strength, with over 400 users currently enrolled in 10 courses. It has supported several research initiatives over the last year and is now clustered over several machines to help handle the load. ▪ Other ongoing development work includes the "Collaboration Tool" - a Flash Communication Server chat and shared whiteboard tool which is available for postgraduate teaching. ▪ The Video Editing Machine has been combined with LrnLab to provide 1.69TB of secure video storage for streaming, burning, editing and analysis. A number of Faculty staff use this machine |

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| | <p>for teaching and research purposes.</p> <ul style="list-style-type: none"> ▪ We take a wider approach to ICT-enhanced teaching and learning in the Faculty than just the use of web-technologies. The Faculty has acquired a number of laptops, tablet-pcs and smartboards which are mainly if not exclusively used for teaching. Interested staff has been trained in using this “mobile classroom”, combining the potential of mobile technology with management tools such as Apple’s remote desktop. |
| Further action planned but not yet implemented (if appropriate) | <p>Continuing education of staff in ICT-enhanced teaching and learning, not confined to a particular LMS. TIES 2007 project - <i>Development of a web based video teaching and learning system with synchronized and dynamic online collaborative annotation</i></p> |
| Faculty’s evaluation of the success of action taken | <ul style="list-style-type: none"> ▪ The number of participants at workshops and involved with the TIF project indicates that staff value the support offered ▪ There is an increase in the number of UoS within the faculty that incorporate the use of ICT |
| Recommendation 6 | <p>The Review Team recommends that the Faculty undertake research in the use of ICT in Teaching and Learning for community building and that the outcomes of this research be communicated with the University’s ICT in Teaching and Learning Coordinator. (Section 4.3.6)</p> |
| Action taken by the Faculty | <p>See recommendation 5 A number of the UoS supported by TIF2004 developed a significant online component e.g. Introduction to Learning and Teaching is a compulsory UoS for M.Teach students where the online component provided a collaborative space for discussion between students, and students and school teachers. A manual to support team building activities was also developed and available online. In another unit (200 students) cases were written by school teachers; using learnlab our students respond to each case; a different teacher then reads all responses and posts their report. This promotes discussion online and in class. Research is being conducted on both these units. One example is: Sutherland, A., Marcus, G., Jessup, A. (2005) From face-to-face to blended learning: issues and challenges in redesigning a professional course. In: Brew, A. & Asmar, C. (Ed.) (2005). Higher Education in a changing world: Research and Development in Higher Education, Volume 28.</p> |
| Further action planned but not yet implemented (if appropriate) | |
| Faculty’s evaluation of the success of action taken | <ul style="list-style-type: none"> ▪ Student feedback indicated that students appreciated the opportunity to have input from school teachers throughout the program ▪ 70% of students used the ‘online component’ to support their analysis of a case study – this was not a compulsory component of the assessment task |
| Recommendation 7 | <p>The Review Team recommends that staff in the CoCo Lab liaise with the Library to ensure processes developed around digitisation comply with the University’s digital Copyright legislative requirements. (Section 4.3.8)</p> |

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| Action taken by the Faculty | CoCo has not (and has never) been engaged in digitising published print content. Those few resources made available to students directly on Irlab (http://Irlab.edfac.usyd.edu.au) are all freely available on the WWW and are kept on the local server only for students' convenience. Students are advised to access copyrighted materials – such as journals – through the on-line facilities of the Library. Access to all resources is strictly limited to enrolled students. |
| Further action planned but not yet implemented (if appropriate) | None foreseen. |
| Faculty's evaluation of the success of action taken | N/A |
| Recommendation 8 | The Review Team recommends that further consideration be given to the role of RHD students, including part-time students, in the research clusters, bearing in mind the potential of cluster activities to assist in the incorporation of postgraduate students into the learning community. The Review Team considers that in general students should be allocated to the research cluster of their supervisor. <i>(Section 4.6.6)</i> |
| Action taken by the Faculty | <p>In 2005 all RHD students were invited to join the cluster of their supervisor. Some research students were engaged in study that was relevant to more than one cluster so they may have also gone to those meetings. Some meetings or seminars were scheduled later in the day to accommodate part-time students.</p> <p>Under the new restructure in 2006 clusters have been disestablished. All RHD students will be fully involved in the new Research Networks and Research seminar series and will normally belong to the same group as their supervisor.</p> <p>A staff forum on RHD supervision was held in 2006. In addition, a supervision checklist has been developed by the Assoc Dean (Grad Studies)</p> <p>A Faculty Research Manager was appointed in 2006. Part of his brief is to encourage RHD student involvement</p> <p>A Research Student Liaison Officer was appointed in January 2007 to enhance the research experience for RHD students via networks, seminars and PESSA</p> |
| Further action planned but not yet implemented (if appropriate) | <p>Three more Research Networks and several related seminar series have just been confirmed</p> <p>In 2007 the Faculty is organising seminars for cross faculty research students</p> |
| Faculty's evaluation of the success of action taken | In July 2006 the Graduate Division and PESSA had a retreat to assess progress in relation to this area of the Faculty's strategic plan. |
| Recommendation 9 | The Faculty explore means of providing part-time RHD students with access (particularly out of hours), accommodation and facilities paralleling that of the full-time students. <i>(Section 5.2.4)</i> |
| Action taken by the Faculty | <ul style="list-style-type: none"> ▪ Room 354 has been established for all part-time RHD candidates. This gives access to computer and internet access. After hours access to all Faculty facilities is now available for all part-time RHD students ▪ A joint application between CHASS, the Faculty of Education & |

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| | <p>Social Work and the Faculty of Arts was successful in obtaining funds to establish a PG student centre in the Old Teachers College. This will provide facilities for part-time PG students</p> |
| <p>Further action planned but not yet implemented (if appropriate)</p> | <ul style="list-style-type: none"> ▪ Identify areas of dissatisfaction through student focus groups (2007) |
| <p>Faculty's evaluation of the success of action taken</p> | <p>We had strategies in place to increase accommodation and facilities for students. However due to a change in University policy this will no longer be available. The Faculty is currently exploring alternatives.</p> |
| <p>Recommendation 10</p> | <p>The Review Team recommends that the Faculty's International initiatives have interim evaluation mechanisms to provide the Faculty with feedback on their effectiveness during the program, providing opportunities to both achieve interim rewards and to modify initiatives to increase the chance of their success. (<i>Section 7.1.7</i>)</p> |
| <p>Action taken by the Faculty</p> | <ul style="list-style-type: none"> ▪ A review of international initiatives occurred as part of the Faculty restructure. ▪ A Faculty International committee was established in 2005. Under the Faculty restructure the International Division has the following members AD International, Dean, AD L&T, AD Academic Programs, DPL Director, Study Abroad Director, student recruitment manager, Coordinator International Immersion Programs, China education centre, Institute for Educational Development and one co-opted member. ▪ An International forum was held in Sept 05. This provided an ideal opportunity to outline and discuss the Faculty's international initiatives. PESSA presented the results of their survey involving our international students. ▪ The Faculty and College have appointed a joint Professor in the area of international education/internationalisation ▪ All UoS are evaluated through ITL within the Faculty's three-year cycle ▪ A number of research projects are continuing to investigate the needs of international students ▪ A new position (Coordinator International Immersion Programs) has been established to support and encourage greater numbers of Faculty students to participate in the study abroad or student exchange program ▪ TIF2006 project 'Transformation towards internationalisation: the individual and the classroom'. Phase 1 and 2 has been completed ▪ A financial review of international initiatives that will feed into the 2007 budget ▪ Our Study Abroad Program has been highly successful in relation to student enrolments and student feedback |
| <p>Further action planned but not yet implemented (if appropriate)</p> | <ul style="list-style-type: none"> ▪ We are planning to increase the number of Study Abroad UoS and to have a greater articulation of Study Abroad with increased summer and winter school offerings. ▪ TIF2006 project 'Transformation towards internationalisation: the individual and the classroom' – phase 3 |
| <p>Faculty's evaluation of the success of action taken</p> | <p>Under the restructure the function of the international management group is much more explicit and now reports to Faculty meetings.</p> |

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| Recommendation 11 | The Review Team recommends that the Faculty critically assess its engagement with industry and the two professions to ensure Community Engagement is more strategic and focussed on Faculty strategic directions. (Section 8.2.2) |
| Action taken by the Faculty | <p>In partnership with the NSW Department of Housing, the Faculty has been fully involved in the Glebe Community Development Project, with students from the Faculty undertaking field work placements and staff involved with the management and support of the project. The faculty has just approved a 3-year extension of the Project Officer's contract to further develop this.</p> <p>Under the Faculty restructure we have developed a new Pro Dean (development). This role encompasses strategic leadership of Faculty interface with external stakeholders, university relations and alumni; as well as public relations. A Development Management Group has also been established to plan and coordinate community and professional engagement (among other things).</p> <p>Representatives from the Faculty are members of the working party of the NSW Institute for teachers initial teacher education quality assurance.</p> <p>The establishment of the Deans Advisory Board with leaders in Education, Social Work and Social Policy meet twice a year and provide the Faculty with strategic and policy advice.</p> <p>As a result of the Faculty review there is now an admin officer to support the external advisory bodies for each of the programs and a redefined role for the Director of the DPL</p> <p>Two new Professional Experience Coordinators (Level C) have been appointed</p> <p>A Marketing and Development Officer has been appointed</p> <p>An Alumni database has been developed that includes graduates from Sydney Teachers College, Sydney College of Advanced Education and University of Sydney</p> <p>Honorary appointments have been strategically made to link the Faculty with its professions and leaders in Education, Social Work and Social Policy, both nationally and internationally</p> <p>HMHE Reunion was held in October 2006 (250 attended)</p> <p>The Faculty has met regularly with regional principals' committees to address partnership and practicum placement issues</p> |
| Further action planned but not yet implemented (if appropriate) | <p>Strategies have now been established for Alumni Dinners and Reunions each year. In 2007 the MTeach Reunion 'celebrating the second decade' is scheduled. We are also linking with the University's 'Spring Back to Sydney' reunion for alumni who graduated in a year ending in a 7. We have scheduled a HMHE picnic on the oval (October 27).</p> <p>The Alumni Association of HMHE and MTeach are being formed</p> |
| Faculty's evaluation of the success of action taken | <p>The increase in collaborative funding proposals submitted;</p> <p>The maintenance and increase of undergraduate student fieldwork education placements;</p> <p>An increase in the numbers of professionals taking DPL courses and enrolling for graduate courses of study in the Faculty</p> |
| Recommendation 12 | The Review Team recommends that the Faculty monitor the new Workload Guidelines to ensure that there are no unintended consequences and that they align with University promotions and research guidelines. (Section 9.3.2) |

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| <p>Action taken by the Faculty</p> | <p>Faculty policy and practice is that workload allocations must not create barriers to the achievement of promotions claims. Faculty policy and practice is that decision making about individuals' workloads must be based on recognition of diversity (of career stage and progression, particular abilities, interests and commitments, for example) and principles of equity, transparency and negotiation. Faculty is committed to providing supportive measures to enable staff to achieve the minimum research productivity required, thus ensuring less opportunity for unintended consequences to arise.</p> <p>A policy decision has been made to not have extra teaching as a 'punishment'. Under-performance will be dealt with in PMD.</p> <p>Under the new restructure there are two new positions, Pro Dean (staffing) and Associate Dean (Academic Programs) with specific duties to monitor diversity, equity and staff induction, promotion & mentorship.</p> <p>The one school structure has assisted in the consistency of monitoring workloads across all areas of activity (new staff, early career researcher etc). Workloads are now coordinated by one person (rather than three) who will report to senior management on a regular basis. This will be a more efficient mechanism in assuring that teaching is not used as a 'punishment'.</p> <p>The Workloads policy was reviewed in 2006. All staff were encouraged to contribute suggestions as part of this review. The new workload policy trialled in 2007 allocates 120 research points to all staff who submit their research plan.</p> |
| <p>Further action planned but not yet implemented (if appropriate)</p> | <p>The Workloads Working Party will continue in 2007 as they continue to review and modify the policy. One of the aims of such a review will be to consider how to strengthen the self-management of workloads, in the parameters of the university 40: 40: 20 policy.</p> |
| <p>Faculty's evaluation of the success of action taken</p> | <p>Colleagues had a number of opportunities to give feedback on the workloads policy. This will again occur during 2007</p> |
| <p>Recommendation 13</p> | <p>The Review Team recommends that the Faculty pursue opportunities for combining the strengths of the two disciplines in both research and practice at the Children's Centre. (<i>Section 10.1.2</i>)</p> |
| <p>Action taken by the Faculty</p> | <p>During 2004 and 2005 the Children's Centre has undergone extensive review. A working party of staff from education and social work guided the reconfiguration of the centre where the teaching program could be completed in a more financially sound manner, and that the centre would have a greater research focus.</p> <p>Through collaboration with staff from the Sydney region of the NSW Department of Education and Training the teaching program of the CC is now conducted in schools under the guidance of university staff and school-based staff from Sydney region.</p> <p>In 2006, the Children's Centre (now called the centre for early intervention) was relocated to Building A36. Two rooms in A36 have been allocated to the Centre, and these rooms have been fitted out to meet the needs of the Centre. One room is used as a classroom (including observation areas). The second room is used to locate a senior member of staff, research fellows (e.g., Linkage project staff), and approximately 12 research degree students from</p> |

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| | <p>education and social work working on projects related to the activities of the Children's Centre.</p> <p>In 2006 specific plans were made to further research opportunities between education and social work. At the conclusion of 2005, discussions were undertaken with Professor Tony Vinson about furthering research work at Glebe PS, Alexander Park Community School, and in other schools from disadvantaged areas. The Faculty's initiative around networks has provided opportunities to develop stronger relationships between education and social work. An example is the Glebe Project where a 3-year appointment has been made.</p> |
| Further action planned but not yet implemented (if appropriate) | |
| Faculty's evaluation of the success of action taken | <p>An initial evaluation of this program in 2005 showed that the schools were very pleased with the outcome for their students, and university students reported very high levels of satisfaction on the program outcomes. This teaching program has been reviewed and refined over the University break, and will be the subject of a research project over the next two years. A small level of funding to assist this research project has been provided by the Faculty.</p> |

INSTITUTE FOR TEACHING & LEARNING

SECOND PROGRESS REPORT ON RECOMMENDATIONS FROM PHASE TWO

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| Recommendation 1 | The Review Team recommends that the ITL should follow-up faculties not participating in Working Groups. (Section 3.2.7) |
| Action taken by ITL | <ol style="list-style-type: none"> 1. Wrote to Deans with progress report of achievements in all faculties, and attendance. Asked them to review this in nominating representatives for 2006 2. Wrote to all deans to identify and thank the members of their faculties who serve on the Working Groups, and drew attention to the record of attendance in each case. We will do this annually. 3. The Institute now keeps a record of attendance and reviews it. At the end of each year we write to participants to thank them for their work. 4. If a faculty representatives misses two meetings we will follow up by email and telephone. If that fails then we contact the dean. 5. If after step 3 attendance is still an issue, the Director seeks guidance from the Deputy Provost and PVC (Learning and Teaching) |
| Further action planned but not yet implemented (if appropriate) | <ol style="list-style-type: none"> 1. Further analysis of the use being made of Strategic Working Group information is needed 2. Follow up meetings with Deans of faculties with consistent poor attendance <u>and</u> limited progress of strategic projects |
| ITL's evaluation of the success of action taken | Letters of thanks elicit positive responses via email from some deans and also from some representatives who have appreciated getting some recognition from the dean. |
| Recommendation 2 | The Review Team recommends that the ITL should continue to work on increasing its internal profile across the University. (Section 3.3.4) |
| Action taken by ITL | <ol style="list-style-type: none"> 1. New Director of ITL held one-on-one meetings with Deans in the first month of his appointment (October-November 2006) to clarify issues and expectations. 2. The new Director of ITL has attended the Senior Management retreat, two faculty retreats, and addressed the new heads at their orientation program 3. Leading roles in the PVC Learning and Teaching's fora – as speakers and facilitators. 4. Contact has been made with the Chair of the Research and Research Training Committee 5. Organised a highly successful international conference for the Higher Education Research and Development Society of Australasia Inc (HERDSA) in July 2005. this resulted in 460 conference attendees participating in lively debate on topics of importance to higher education research. Of the papers presented, 60 were from University of Sydney staff involving more than 120 authors. 6. Began to invite one dean a semester to visit the Institute, started with Professor Derrick Armstrong of Education and Social Work because of our administrative relations with that faculty. We discussed some of the issues elsewhere in this report |

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| | <ol style="list-style-type: none"> 7. During 2005 the Institute designed, printed and distributed three brochures: <i>Programs for University Teachers</i>; <i>Teaching Quality at the University of Sydney</i>; and <i>Institute for Teaching and Learning</i> that provide detailed information on its programs, projects and services. The brochures are included in the New Staff Information Packs for all new academic appointments. 8. Creation of an Institute Alumni Chapter (including Steering Committee, handbook and Alumni website) (http://www.itl.usyd.edu/community/alumni.htm). With over 200 graduates of ITL courses during the past 10 years, this was a timely move and during 2006 a number of activities have been planned to further this initiative. 9. Synergy, our magazine, continues to grow. It goes to all academic staff. The editor actively solicits submissions, trying to involve a cross section of the University. It now attracts more copy than it can publish. Each issue contains a section on Institute events, activities and achievements. 10. We have highlighted our research activities more by actively seeking participants for our research seminar series and widely publicising them within the university, and by organising a small conference on phenomenography. 11. We plan to convene meetings each semester of all representatives on all our working parties to brief them on the bigger picture. In February 2006 more than 60 representatives from the working groups attended the first of these networking meetings |
| <p>Further action planned but not yet implemented (if appropriate)</p> | <ol style="list-style-type: none"> 1. Foreground role of ITL as participant in Carrick funded projects on ITL website 2. Ensure ITL staff update personal pages 3. Events/ meetings involving leaders of faculty educational development areas, Associate Deans L&T and ITL |
| <p>ITL's evaluation of the success of action taken</p> | <p>Awareness of ITL is increasing, but efforts will need to continue given the large number of personnel changes in key areas.</p> |
| <p>Recommendation 3</p> | <p>The Review Team recommends that ITL should increase its level of critical self-reflection, including working to establish an overall evaluation mechanism. (Section 3.4.4)</p> |
| <p>Action taken by ITL</p> | <ol style="list-style-type: none"> 1. This recommendation arose partly in the context of further publicising the work of the Institute at para 3.4.1. We continue to evaluate each of its programs, units of study, and other activities separately. 2. We have identified some areas where evaluation is not routine e.g. administration 3. This activity is included in the 2007 -2009 Strategic Plan (see Recommendation 9) 4. We have established a process for external review. 5. Instigating Unit of Study-type evaluations for all Strategic Working Groups and documenting responses – every two years. 6. Review of ITL's major teaching activities package underway – for completion 12/2007 |
| <p>Further action planned but not yet implemented (if appropriate)</p> | <ol style="list-style-type: none"> 1. Implement overall evaluation strategy in Strategic Plan 2. Establish benchmarking with Hong Kong University |

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| ITL's evaluation of the success of action taken | While evaluations of teaching are good, the evidence of overall performance is still needed |
| Recommendation 4 | The Review Team recommends that the ITL should continue to actively pursue the enrolment of full-fee paying students in its integrated program of studies in higher education. (Section 3.6.4) |
| Action taken by ITL | <ol style="list-style-type: none"> 1. Generation of fees from tailoring the Principles and Practice of University Teaching and Learning Program for Moore Theological College (Newtown) and the King Fahd University of Petroleum and Minerals (Saudi Arabia) 2. The ITL continues to attract PhD candidates and supervises them to completion (see list of PhD students on the ITL website http://www.itl.usyd.edu.au/research/phd.htm) but no payment for supervision has been received from Education and Social Work, despite several requests |
| Further action planned but not yet implemented (if appropriate) | <ol style="list-style-type: none"> 1. Negotiation on the sale of RHD supervision development course are continuing 2. We are negotiating with a second Saudi university about purchasing the integrated teaching package |
| ITL's evaluation of the success of action taken | Receipts from external earnings are rising each year and would be significantly more if PhD supervision payments were included. |
| Recommendation 5 | The Review Team recommends that the ITL should undertake a Review of their Programs to develop clarity around goals and pathways. Specifically, the Review Team felt that ITL should address the demand for programs for neophytes and leaders. (Section 4.1.7) |
| Action taken by ITL | <ol style="list-style-type: none"> 1. Negotiations regarding the presentation of leadership courses have been held with SydneyLearning 2. The Institute continues to support faculties in developing and implementing their own programs to prepare tutors. We have worked particularly closely with Arts, Economics and Business, Engineering and Pharmacy in this endeavour 3. A staff member devised a presentation to neophyte academic staff on the ITL's services and this was presented (twice in 2005, seven sessions in 2006) as part of the SSDU academic orientation program. 4. In 2005 and 2006, the Principles and Practice of University Teaching and Learning program had on average 60% neophyte academics. It is the first stage of the Graduate Certificate offered by the ITL and the purpose of the program is to give a basic introduction to higher education teaching and learning principles. The program addresses how best to facilitate the learning of students, as well as how to enhance their understanding. The completion of this program has been made mandatory for new academic staff. |
| Further action planned but not yet implemented (if appropriate) | An external review of ITL courses is being conducted in 2007. |
| ITL's evaluation of the success of action taken | <ol style="list-style-type: none"> 1. 128 participants completed one of the four sessions of the Principles and Practice of University Teaching and Learning Program in 2005; 143 in 2006; and 56 in the first of three offered in Feb 2007. In Feb 2007, 92% of participants agreed |

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| | <p>or strongly agreed that what they had learnt in the program would be useful in their work; 94% that the facilitators effectively supported their learning; and 86% were satisfied with the quality of the program (nobody disagreed that they were satisfied).</p> <p>2. Agreement was reached with Sydney Learning on the provision of leadership programs</p> |
| Recommendation 6 | <p>The Review Team recommends that the ITL should undertake an analysis of the Postgraduate Supervision Development Program and that this analysis informs actions to enhance the effectiveness of the program and increase completion rates. (Recommendation 6) (Section 4.2.2)</p> |
| Action taken by ITL | <ol style="list-style-type: none"> 1. Major review and redesign of the Research Higher Degree Supervision Development Program completed and launched in May 2006. 2. It became clear during 2005 that the new policy on research supervision training had an impact both on enrolments and completions. Steps have been taken to clarify requirements for completion of the program in the introductory workshops held twice in the year, in the monthly online sessions and in discussions with postgraduate coordinators in some faculties. 3. In order to clarify how faculties can gain academic credit for completing the program, the ITL prepared a unit of study proposal (EDPR6001: Research Higher Degree Supervision) which was accepted for the Masters in Education (Higher Education) by the Faculty of Education and Social Work 4. The new modules have been integrated into the newly designed website launched in May 2006. The new website includes improved navigation, direct links to library resources, an improved discussion forum, and improvements to the administrative section of the site. 5. All supervision modules have now been rewritten to take account of the changed policy context, the requirements for supervision registration, new research and scholarship on supervision, new resources that have become available and the objective of increasing the number of program completions. 6. The Institute is very mindful of the resources it needs to run this program. With this in mind, a generic version of the program has been developed for external sale. |
| Further action planned but not yet implemented (if appropriate) | <p>Further discussion with postgraduate coordinators and a further issue of the "Supervisor" newsletter is planned for later in 2007. These measures will disseminate information about the new website.</p> <p>Evaluation of the new program is being initiated in 2007</p> |
| ITL's evaluation of the success of action taken | <p>Program enrolments: 1997-2001: 80; 2002 – 2003: 140; 2004: 15; 2005: 24; 2006: 86.</p> <p>Program completions: 72 supervisors have now completed the program, 38 of these in 2006</p> |
| Recommendation 7 | <p>The Review Team recommends that the ITL should continue to pursue the return of DEST quantum to the ITL. (Section 6.2.2)</p> |
| Action taken by ITL | <p>The Pro-Vice-Chancellor (Learning and Teaching) acted on this matter and the Institute has received a payment each year since 2005.</p> |

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| Further action planned but not yet implemented (if appropriate) | |
| ITL's evaluation of the success of action taken | |
| Recommendation 8 | The Review Team recommends that ITL investigates opportunities for developing a benchmarking relationship with a peer institution in North America and/or the Asia-Pacific region. (Section 6.3.3) |
| Action taken by ITL | <ol style="list-style-type: none"> 1. The ITL was approached by Nagoya University (a member of Academic Consortium 21) in January 2006 to use our course experience questionnaires and to begin a benchmarking relationship around that instrument. Nagoya University is a research intensive, comprehensive university and it plays a leading role in Academic Consortium 21, of which the University is also a member, and it has a centre akin to ITL, making it a good choice. 2. Negotiations with Oxford University between ITL and the now new Director while he was at Oxford resulted in shared benchmarking of the SCEQ system, which is continuing. |
| Further action planned but not yet implemented (if appropriate) | The new Director will continue with Nagoya and Oxford and also pursue Hong Kong as a third partner |
| ITL's evaluation of the success of action taken | Oxford and Nagoya are adopting the SCEQ and Nagoya is leading uptake in U21. Three Nagoya academics completed the P&P (3-day) introduction to teaching program. Oxford has invited Sydney to join an international L&T development consortium. |
| Recommendation 9 | The Review Team recommends that once the new Director ITL is appointed the ITL should commence the process to update their Strategic Plan. (Section 9.2.3) |
| Action taken by ITL | <ol style="list-style-type: none"> 1. New Director appointed 2. New Strategic Plan has been developed. |
| Further action planned but not yet implemented (if appropriate) | Continue rolling updates of the Strategic Plan as the context changes |
| ITL's evaluation of the success of action taken | The Strategic Plan is integrated with the University of Sydney Learning and Teaching Plan 2007 - 2010 |
| Recommendation 10 | The Review Team recommends that the ITL should liaise with the Web Support Unit to request a link to the ITL Website from the Staff intranet home page (http://intranet.usyd.edu.au/staff/index.html). (Section 9.3.3) |
| Action taken by ITL | There is a link to ITL on the Teaching and Research Page http://www.usyd.edu.au/staff/teachresearch/index.shtml |
| Further action planned but not yet implemented (if appropriate) | |

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| ITL's evaluation of the success of action taken | We have not yet identified change because of this link |
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KOORI CENTRE

SECOND PROGRESS REPORT ON RECOMMENDATIONS FROM PHASE TWO

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| Recommendation 1 | The Review Team recommends that the Koori Centre continues to pursue benchmarking, as a source of comparative information and an impetus to continuing improvement. (Section 3.2.2) |
| Action taken by the Koori Centre | Meetings have continued with Yooroang Garang and the Jabal Centre at ANU re administration processes and procedures. In 2007 the Benchmarking partnership has been expanded to include Barramielinga Indigenous Support Unit at CSU Dubbo Campus, which has high numbers of Indigenous student enrolments and provides cultural and academic support and administers ITAS on behalf of DEST. |
| Further action planned but not yet implemented (if appropriate) | <p>Consultation will be undertaken with an Indigenous Support Unit in an international university where the Koori Centre already has an established relationship and one which offers programs and support similar to that of the Centre.</p> <p>While the time frame for the project has been extended because of staffing changes at the Koori Centre and at the Jabal Centre, it is anticipated that the report will be drafted on Administration Benchmarking findings and outcomes at the end of 2007.</p> <p>Targets set for Benchmarking for teaching and research are yet to be undertaken but are planned for 2008, following completion of the Administration Benchmarking project.</p> |
| The Koori Centre's evaluation of the success of action taken | <p>The Administration Benchmarking process has been a fruitful and informative one. Sharing of information between Yooroang Garang and the Koori Centre has strengthened the existing relationship and created a greater understanding of each Centre's individual needs and challenges particularly in the provision of ITAS and AFB courses.</p> <p>An external perspective has enabled staff to reflect on their Administrative roles and responsibilities as well as reviewing and streamlining the procedures associated with these roles. It has also provided an opportunity to celebrate those things that staff are doing well and has created opportunities for them to advise Benchmarking partners on how to incorporate some of these approaches into their operating procedures.</p> |
| Recommendation 2 | The Review Team recommends that the Koori Centre staff should continue to be encouraged and mentored to apply for both University and national teaching excellence awards. (Section 3.3.2) |
| Action taken by the Koori Centre | <p>In addition to the three awards which were received by staff and noted in the earlier report, three staff members have since applied for Vice Chancellor's Awards.</p> <p>Staff have also been encouraged to apply for internal and external Teaching awards in 2007.</p> |
| Further action planned but not yet implemented (if appropriate) | The Centre will be submitting an application to the Carrick Institute for Outstanding Contribution to Student Learning in 2007. |

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| <p>The Koori Centre's evaluation of the success of action taken</p> | <p>Of the most recent awards applied for, 1 (shared by 2 staff members) has been successful and this has been a positive process both for the recipients and for providing inspiration to others for future years.</p> <p>The Centre believes that extensive partnerships and mentoring with senior academic staff across the University will contribute to increased award applications.</p> |
| <p>Recommendation 3</p> | <p>The Review Team recommends that the Koori Centre liaise with the Faculties of Arts and Education and Social Work jointly to provide opportunities for students to undertake a sub-major and/or honours in Indigenous Studies. (Section 4.2.2)</p> |
| <p>Action taken by the Koori Centre</p> | <p>Seven new units of study were introduced over 2006 and 2007 by the Koori Centre, in consultation with the Faculty of Education and Social Work and the Faculty of Arts, with a view to offering an Indigenous Australian Studies major. Of these units 1 is at Honours level.</p> <p>Representatives from Faculties now attend the Indigenous Advisory Committee chaired by Professor Derrick Armstrong. This forum is used to inspire opportunity for increased cross-listing units with the Indigenous Studies Major.</p> <p>Centre staff are regular attendees on relevant undergraduate committees in both Faculties.</p> <p>It should also be noted that in collaboration with the Faculty of Education and Social Work the Koori Centre introduced 5 new HSIE units of study into the Bachelor of Education (Secondary: Aboriginal Studies) in 2006. This was to increase the career opportunities for our Indigenous students and to meet the growing demands at school level for HSIE trained teaching staff.</p> <p>The Koori Centre also introduced a new postgraduate degree: <i>Master of Indigenous Languages Education</i>, in consultation with the Faculty of Education and Social Work, which commenced in 2006.</p> |
| <p>Further action planned but not yet implemented (if appropriate)</p> | <p>Student evaluations will be conducted for new units of study introduced in 2007.</p> <p>Creation of an Aboriginal Studies brochure is ear-marked for 2007 which will enable greater promotion of the new units of study both internally at Faculty level and to international students through the International Office, which is working closely with the Koori Centre in raising our profile amongst that cohort of students.</p> <p>Specific marketing initiatives are being developed and should result in greater enrolment numbers.</p> |
| <p>The Koori Centre's evaluation of the success of action taken</p> | <p>Enrolment numbers for the units of study were low in 2006, but this was anticipated for the first year on offer, but in course evaluations conducted during that year, student feedback was positive: "I expected this course to be interesting and a real eye opener and it was."; "I was happy to find a very effective balance of proper lectures with time/opportunity to discuss what the material means to individuals."; "Very helpful in other aspects of uni life, other</p> |

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| | subjects. Good extension from the core unit.”; “This is an excellent course and I am going to recommend it to others who are interested.”; “I have a greater knowledge of research procedures & ethics - will be invaluable to me as a language educator.”. |
| Recommendation 4 | The Review Team recommends that the Koori Centre develop an incremental approach for the implementation of WebCT. (Section 4.4.4) |
| Action taken by the Koori Centre | In 2006 two units of study, one mainstream and one block-mode were enhanced to incorporate WebCT components, specifically: course outlines, lecture notes, assessment items, calendars, discussion boards and group email. The integration of WebCT tools into <i>Indigenous Creative Expression</i> has already commenced in 2007. 8 staff members received training in WebCT in 2006. |
| Further action planned but not yet implemented (if appropriate) | On-line components for <i>Indigenous Creative Expression</i> to be completed by the end of first semester 2007, with a view to full distance delivery for international students in 2008. Additional units of study and the Teaching Aboriginal Studies Graduate Diploma are to be updated with WebCT elements for delivery in 2008 and 2009. |
| The Koori Centre’s evaluation of the success of action taken | Positive feedback on WebCT components has been received from students through the unit of study evaluation process eg: “Lecture notes on WebCT was a great help”; “Well organised and efficient”; “WebCT gave a good opportunity for people who were on the run struggling to get to lectures so early;” “Helpful, easily accessible”; “Very helpful, the email feature is also really good. Nice to have notes on-line as well – can listen more in lectures.” |
| Recommendation 5 | The Review Team recommends that the Koori Centre continue to pursue the offering of core units in Aboriginal Studies through Summer and Winter School, both to meet demand and as a means of raising revenue. (Section 4.6.3) |
| Action taken by the Koori Centre | <i>Introduction to Indigenous Australia</i> was delivered in Summer School in 2005 and <i>Indigenous Creative Expression</i> was offered in 2006. |
| Further action planned but not yet implemented (if appropriate) | <i>Indigenous Creative Expression</i> will be offered again in 2007/2008 Summer School, the WebCT components of this unit will be completed by this date. |
| The Koori Centre’s evaluation of the success of action taken | Student feedback from the evaluation process has indicated that students welcome the opportunities that Summer School delivery creates, particularly if offered prior to the December close down period. “I had a fantastic time, and feel as though this was the best possible way to end my time at Sydney Uni”; “The two week block was fantastic – allowed us to be comfortable with each other, which helped discussion and presentations.” |
| Recommendation 6 | The Review Team recommends that the Koori Centre pursue the development of systems to gain management information on the progress of Cadigal and other Indigenous students. (Section 5.3.9) |
| Action taken by the Koori Centre | In 2005 the Koori Centre recruited for the Cadigal Admin Support Officer, this position has been responsible for compiling information on mainstream students in report format, including those who have entered the University through the Cadigal Special Entry Program. |

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| | <p>In consultation with the Academic Skills Coordinator this has allowed for greater monitoring of academic outcomes and identifying students at risk.</p> <p>The new Koori Centre student database also enables more careful monitoring of student access to tutoring sessions and the academic skills workshops both of which are administered by the Centre.</p> |
| <p>Further action planned but not yet implemented (if appropriate)</p> | <p>Review of the Cadigal Admin Officer role will be conducted in early 2007.</p> <p>All first year Indigenous students entering through the Cadigal Special Entry Program will be allocated a tutor through the Indigenous Tutorial Assistance Scheme (ITAS) and tutors will be required to report on student progress to the Cadigal Admin Support Officer.</p> <p>Increased liaison between the Cadigal Admin Support Officer and Faculty undergraduate coordinators will ensure another element of student tracking and monitoring.</p> |
| <p>The Koori Centre's evaluation of the success of action taken</p> | <p>Thorough evaluations are yet to occur.</p> |
| <p>Recommendation 7</p> | <p>The Review Team recommends that the Koori Centre investigate the establishment of a peer mentoring program by students, modelled on programs established in many faculties as part of the First Year Experience Program. (Section 5.6.4)</p> |
| <p>Action taken by the Koori Centre</p> | <p>Informal mentoring arrangements have been organised, dependant on student numbers and availability, where the Koori Centre facilitates contact between first year students and more senior students from their Faculty with a view to providing "mentoring" support through the difficult first semester.</p> <p>Second year students and above are invited to talk to first year students at various times throughout the year, for example during O-Week and at Indigenous Student Information Days and at the student lunches which are organised twice each year.</p> <p>As an extension of this mentoring idea to target pathways (from school to uni) for Indigenous students in schools, the Koori Centre, in consultation with Klub Koori trialled a mentoring program at Alexandria Park high school (Australian Indigenous Mentoring Experience – AIME). In 2007 this has been expanded to include 7 schools and in excess of 140 high school students.</p> |
| <p>Further action planned but not yet implemented (if appropriate)</p> | <p>The Koori Centre will continue to administer funds for AIME as well as provide guidance and support for the program, and promote its activities both internally and externally to the University.</p> |
| <p>The Koori Centre's evaluation of the success of action taken</p> | <p>The informal mentoring arrangements between first years and more senior students work well, but needs further promotion and expansion. Mentoring partnerships have been very successful to date.</p> <p>The support offered by the Koori Centre for AIME has built upon the existing strong relationship between the Centre and the student</p> |

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| | <p>association. The Coordinator of the program works closely with administration staff of the Centre and this is a positive fruitful relationship, which will continue in the coming years as the program expands.</p> <p>The Koori Centre regards this as a unique opportunity for recruitment of Indigenous students to the University of Sydney.</p> |
| Recommendation 8 | <p>The Review Team recommends that the Koori Centre both strengthen and advertise their seminar series. This would increase the awareness of research being undertaken by the Koori Centre and generally assist in raising the Koori Centre profile across the University. (Section 6.2.2)</p> |
| Action taken by the Koori Centre | <p>Throughout 2005 and into 2006 the Koori Centre ran a postgraduate seminar series which was promoted on the Centre/s website and through internal KC networks. While attendance was low, this is considered to be a very useful vehicle for promoting research interests of the Centre and raising our profile on campus. The program format is currently being updated for delivery in 2007.</p> |
| Further action planned but not yet implemented (if appropriate) | <p>University Staff whose teaching and research is centred around Indigenous Australian issues will be invited to present and participate in the program.</p> <p>This will be advertised on USyd Happenings and through other outlets such as UniNews, and News and Events pages of University web sites.</p> |
| The Koori Centre's evaluation of the success of action taken | <p>2007 strategies to be reviewed later in the year.</p> <p>It is envisaged that this series will provide opportunities for creating research partnerships between the Centre and Faculties and Departments across the University.</p> |
| Recommendation 9 | <p>The Review Team recommends that the Koori Centre negotiate with the relevant faculties to share the Research Higher Degree student EFTSU. (Section 6.3.3)</p> |
| Action taken by the Koori Centre | <p>It should be noted that, currently, academic staff are unable to supervise PhD research students because of qualification restrictions, however, two staff are due to complete their PhDs in 2007.</p> <p>Koori Centre academic staff continue to informally support and give valuable feedback to postgraduate research queries on Indigenous issues, and provide further advice to undergraduate queries.</p> <p>A/Prof Diana Day is a higher degree by research mentor with the Koori Centre, Yooroang Garang and for Indigenous students on campus.</p> <p>Limited discussion with Faculties suggests some unwillingness to share EFTSU but it should be noted that there are very few RHD students investigating issues related to Indigenous Australians.</p> |
| Further action planned but not yet implemented (if appropriate) | <p>Opportunities to be explored in 07/08 for qualified staff to supervise Hons. theses and advise on Masters.</p> <p>Further formal discussion on potentially sharing RHD student EFTSUs, however majority of staff currently unable to formally</p> |

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| | supervise doctoral students. |
| The Koori Centre's evaluation of the success of action taken | <p>Completion of higher degrees by research remains the most important Koori Centre academic staff research priority.</p> <p>Substantial progress towards 3 doctorates. Anticipated award of 1 MSc and 1 MEd. Hons by research in 2007. This is a key success for the Koori Centre.</p> |
| Recommendation 10 | The Review Team recommends that the Koori Centre develop a relationship with a faculty to enable it to benefit from University grant schemes and DEST quantum. (Section 9.4.2) |
| Action taken by the Koori Centre | <p>Research and fieldwork for "A Retention Model for Indigenous Undergraduate Success: Pilot Evaluation of non-traditional entry student experience in the first undergraduate year" has been undertaken across many Faculties of the University and is now complete.</p> <p>In 2007 the Koori Centre contributed to two DEST grant applications in partnership with the Faculty of Education and Social Work and the Faculty of Economics and Business.</p> |
| Further action planned but not yet implemented (if appropriate) | <p>The report for "A Retention Model for Indigenous Undergraduate Success" will be completed in first semester 2007.</p> <p>The Koori Centre will continue to seek grant opportunities with Faculties and Departments as well as government departments and industry.</p> |
| The Koori Centre's evaluation of the success of action taken | The outcomes for two grant applications are yet to be advised. Success of this action will be evaluated when the outcomes are known. |