



Academic Board Agenda

Executive Officer: Megan Kemmis

Secretariat, Quadrangle, A14

Phone: 9351 3306; Fax: 9351 3572

E-mail: admin@academicboard.usyd.edu.au

Web site: <http://www.usyd.edu.au/ab>

SUPPLEMENTARY AGENDA 2 for the meeting on Wednesday 12 December 2007

Pages

- ★ 1. **Apologies**
Apologies have been received from:
Professors A Boyd, D Grant, E Schwarz, K Walker and P Wolnizer, Associate
Professors F Ahmadi-Esfahani and H Irving, Dr I Maxwell and Mr B Kotic and
Mr C Ritchie.

- ★ 6. **Report of the Chair** **pages 2-16**
 - 6.3 **General Report**
 - 6.3.8 **Academic Board Faculty Reviews** *pages 2-16*

Recommendation

That the Academic Board approve the guidelines for the Academic Board Phase 3 Faculty Reviews, as set out in the report presented.

AGENDA ITEM 6 Report of the Chair

6.3 General Report

6.3.8 Academic Board Faculty Reviews

pages 3-16

At its meeting of 18 April 2007, the Academic Board noted the enclosed guidelines for the Phase 3 Faculty Reviews. It was agreed that the guidelines would be trialled with a number of faculties in 2007.

Since the April meeting, the Faculty of Agriculture, Food and Natural Resources and the Faculty of Engineering and Information Technologies have been reviewed using these guidelines, and work is currently under way on the review of the Faculty of Economics and Business. Accordingly, the guidelines are resubmitted to the Academic Board for approval.

Recommendation

That the Academic Board approve the guidelines for the Academic Board Phase 3 Faculty Reviews, as set out in the report presented.

The University of Sydney Academic Board

DRAFT

GUIDELINES FOR PREPARING THE SELF-EVALUATION REPORT (SER) FOR ACADEMIC BOARD REVIEW PHASE 3

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1 PURPOSE OF THE REVIEWS

The Academic Board reviews are intended to encourage, in our faculties, an academic culture that values scholarship, free inquiry and intellectual rigour and honesty, supporting, in turn, the development and maintenance of high standards of teaching, scholarship and research. The process of the reviews in Phase 3 is intended to encourage and assist faculties to reflect on the key elements and processes in their academic environments, and form views on the strength of their culture and ways in which it can, if needed, be improved.

2 GENERAL INFORMATION ON THE SELF-EVALUATION REPORT

1.1 The Self-Evaluation Report (SER) is the principal reference document considered by the Review Team and forms the basis of the review. It should be a self-critical, analytic and evidence-based document which identifies faculty strengths, but also addresses areas for improvement.

1.2 The context in which the Academic Board reviews are undertaken has changed since the process was initiated. Figure 1 shows some of the key relationships faculties have within and outside the University in the current climate. A significant proportion of the performance factors and historical snapshots which were the major focus of previous Academic board reviews is now the responsibility of other portfolios within and outside the University. Also, the resolutions adopted by the Board in 2006 to initiate Phase Three of the reviews indicated that some changes would be made to the content of the reviews, particularly inclusion of a focus on the performance the faculty wished to achieve in the future and the first steps necessary to pursue this aspiration.

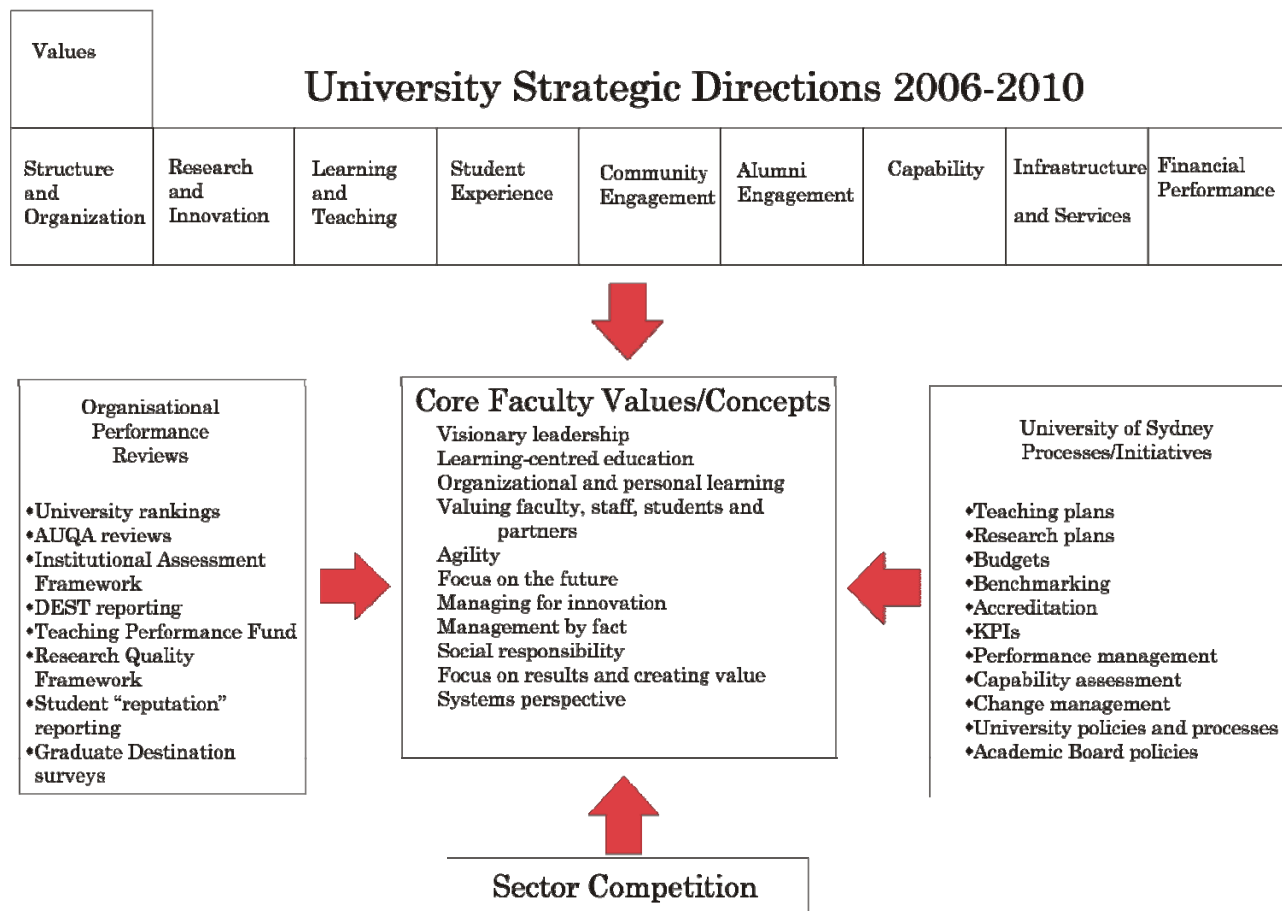


Figure 1.

1.3 The focus of the Phase Three reviews will be on the faculty culture which supports, and the processes that lead to, continuous quality improvement in academic activities. This focus is chosen to ensure both that the Academic Board reviews are complementary to

the other performance management activities in which faculties are now engaged and that they support faculty activities pursuing academic quality.

1.4 There are many organizations around the world in corporate, health, not-for-profit and education sectors that have instituted quality assurance and quality improvement programs for very similar reasons. The format is similar to that of Academic Board reviews: self reflection manifest in a self-evaluation report which can then be reviewed by colleagues and acted upon. To guide the development of the self-evaluation report, a consistent grouping of criteria has been developed and widely adopted. The relationship of the criteria to each other and to the holistic performance of the organisation (in our case, the faculty) is shown in Figure 2. The criteria are built on a set of interrelated core values and concepts:

- Visionary leadership
- Learning-centred education
- Organizational and personal learning
- Valuing faculty, staff, students and partners
- Agility
- Focus on the future
- Managing for innovation
- Management by fact
- Social responsibility
- Focus on results and creating value
- Systems perspective

These values and concepts are embedded beliefs and behaviours found in high-performing organizations.

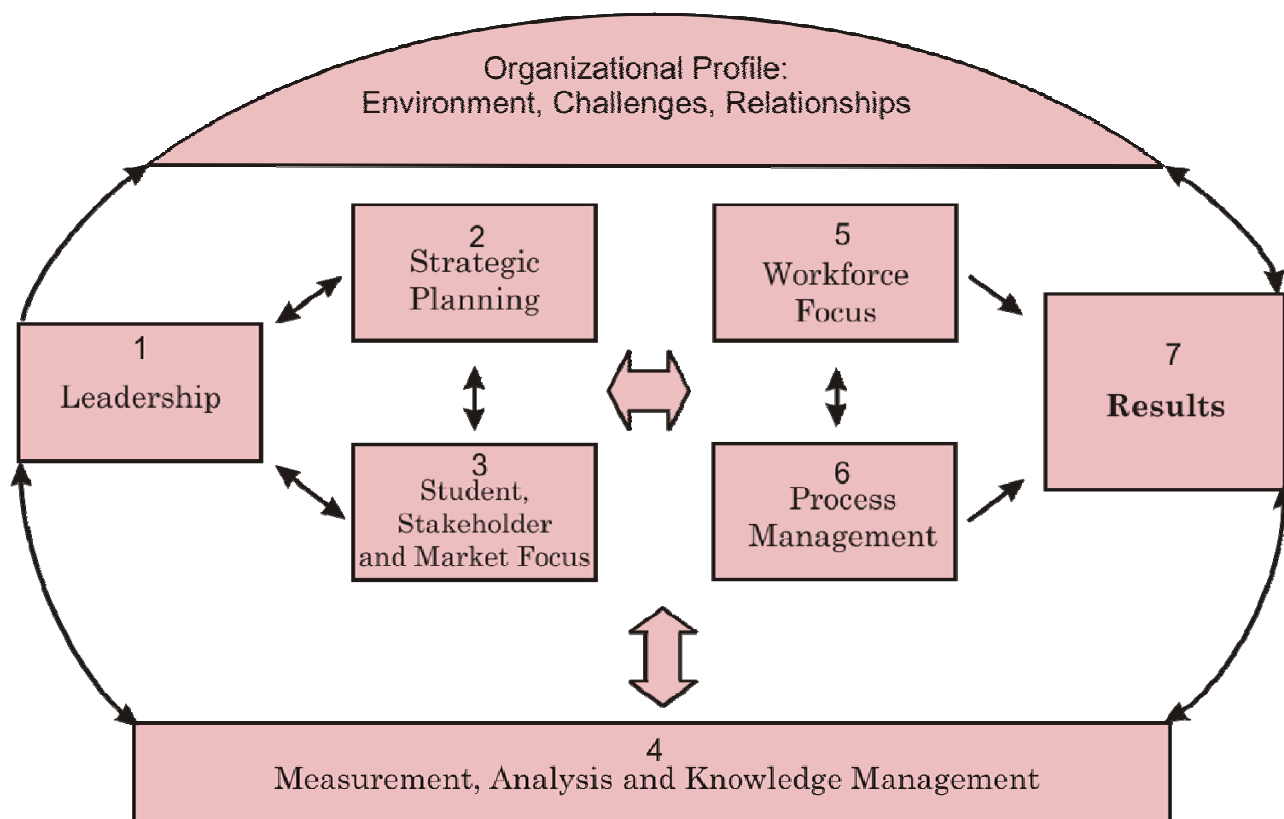


Figure 2 Criteria for performance excellence framework: a systems perspective

1.5 The guidelines detailed later in this guide have been adapted from the Baldrige Education Criteria for Performance Excellence 2007. These criteria have been used in U.S higher education institutions either in original form or as AQIP (Academic Quality Improvement Program). The questions which inform the Baldrige criteria have been heavily edited to conform to the requirements of faculties in this university.

1.6 **Data.** To support faculty presentation of the SER, selected KPI data identified by the Office of Strategy Implementation and Sustainability Planning relevant to Research and Innovation and Learning and Teaching and the Student Experience will be provided to the faculties.

1.7 **Supplementary material.** The Faculty may wish to attach (existing) documents that provide additional information supporting the SER, (for example, strategic plans, research management plans and teaching management plans).

1.8 **Presentation.** Faculties are asked to produce a single, collated and/or bound document containing all relevant material for the Review. This would include:

- the SER
- all relevant appendices and attachments
- list of contents
- section and page numbers throughout

As far as possible, Faculties are asked to supply documents in Microsoft Word format. Please provide **six** (hard) copies to the Review Team Secretary **four weeks** in advance of the Review meeting. An electronic copy should also be sent to the Review Team Secretary (but to supplement, not replace, the hard copies).

Note that the guide is written on the assumption that the faculty is the organizational unit under review. In those cases where one or more schools are being reviewed, the term “school” can be understood in place of “faculty”.

2 OVERVIEW OF THE SER STRUCTURE

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3 COMPILING THE SELF-EVALUATION REPORT

SECTION 1 PREFACE: FACULTY PROFILE

The faculty profile is a snapshot of your faculty, the key influences on how you operate and the key challenges you face. Please try to complete this section in **4 pages** or less. Clear bullet points and supporting tables and figures should be used wherever possible.

TOPIC 1.1 FACULTY DESCRIPTION: WHAT ARE YOUR KEY FACULTY CHARACTERISTICS?

Describe your faculty's operating environment, your key relationships with students, stakeholders, service providers and partners. The term "stakeholders" refers to all groups that are or might be affected by a faculty's actions and success. Key stakeholders might include international research peers, research partners and research sponsors, alumni, employers, government, local and professional communities and a range of other parties. Although students are commonly thought of as stakeholders, in this context we refer to them separately for clarity. The term "students" refers to both coursework and research students. "Service providers" refers to providers of services to the faculty, including for example student services, financial services and so on. "Partners" may refer both to partners within the University, for example, other faculties and partners outside the University, such as government departments that might be closely associated with your faculty's programs.

How you articulate your faculty profile is a matter of choice for each faculty, but, as a guide, your response might include answers to the following questions:

(a) Faculty environment

- (i) What are your faculty's main academic activities and how are they delivered?
- (ii) What is your faculty culture? What are your stated purpose, vision, mission and values?
- (iii) What is the regulatory environment under which your faculty operates? Are there any factors such as accreditation requirements, Federal or State standards, mandated curricula or other factors that specifically apply to your faculty?

(b) Organisational relationships

- (i) What is your organisational structure and governance system? What are the reporting relationships between your policy-making process and staff delegated to implement policy?
- (ii) What are your key student segments, stakeholder groups and market segments, as appropriate? What are the differences in requirements and expectations amongst these cohorts? (Example: your student population may be segmented in a variety of ways, such as by degree, local or international, admission process, etc. Do these segments have specifically different requirements and expectations? Do you have key research funding agencies with specific requirements?)
- (iii) Who are your most important service providers, partners and collaborators? What role do these service providers, partners and collaborators play in your work systems and in the delivery of your academic programs? What role, if any, do they play in your organisational innovation processes?
- (iv) What are your key communication mechanisms with service providers, students, partners and stakeholders?

TOPIC 1.2 CHALLENGES: WHAT ARE THE KEY ACADEMIC CHALLENGES YOUR FACULTY FACES?

Describe your faculty's competitive academic environment, your key strategic academic challenges and advantages.

Your response might include answers to the following questions:

(a) Competitive environment

- (i) With respect to teaching and research, what is your competitive position?
- (ii) What are the principal factors that determine your success relative to your competitors and concurrent will organisations delivering similar academic programs, including research? What are any key changes taking place that effect your competitive situation, including opportunities for innovation and collaboration, as appropriate?
- (iii) What are your key available sources of comparative and competitive data? What limitations, if any, are there on your ability to obtain these or other useful data?

(b) Strategic context

What are your key strategic challenges and advantages in teaching and research?

SECTION II LEADERSHIP

This section examines how your faculty leaders guide and sustain your faculty. It recognises that leadership is present at many levels in a faculty, with senior leaders generally bearing greater responsibility. All academic office bearers in the faculty, e.g., Associate Deans, Heads of Schools, degree coordinators, etc, are assumed to have a leadership role, supporting the Dean to take the faculty forward. How your faculty addresses its ethical and community responsibilities is also examined. Please try to complete this section in **4 pages** or less.

TOPIC 2.1 SENIOR LEADERSHIP: HOW DO YOUR SENIOR LEADERS LEAD?

Describe how senior leaders in your faculty guide and sustain the faculty in its academic activities. Describe how senior leaders communicate within the faculty and encourage high academic performance.

Your response might include answers to the following questions:

(a) Vision and values

- (i) How do senior leaders develop the faculty vision and values? How do they promote a culture that emphasises scholarship, free inquiry and intellectual rigour and honesty? How are these positions articulated through the faculty and beyond, as appropriate?
- (ii) How do senior leaders personally promote an environment that fosters, requires and results in ethical behaviour in the faculty?
- (iii) How do senior leaders create a sustainable faculty? How do they create an environment for organisational performance improvement and learning? How do they participate in developing future leaders for the faculty?

(b) Communication and faculty performance

- (i) How do senior leaders communicate with and engage the entire faculty? How is frank, two-way communication throughout the faculty encouraged? How do senior leaders take an active role in reward and recognition of high performance?

- (ii) How do senior leaders create a focus on actions to accomplish the faculty's academic objectives, improve academic performance and attain its vision?

TOPIC 2.2 SOCIAL RESPONSIBILITIES

How does your faculty address its responsibilities to the public and ensure ethical behaviour?

Your response might include answers to the following questions:

(a) Ethical behaviour

How does your faculty promote and ensure ethical behaviour in all your interactions, within the faculty, with students, stakeholders and partners? How do you monitor and respond to breaches of ethical behaviour?

(b) Support of key communities

How does your faculty identify key communities and support and strengthen them? What are your key communities?

SECTION III STRATEGIC PLANNING

Within the context of the University's Strategic Directions 2006-2010, this section examines how your faculty develops and implements its strategic directions in relation to academic activities. It looks at how plans and strategic goals are developed, how they are implemented, how faculties adapt them to changing circumstances and how progress is measured. Please try to complete this section in **4 pages** or less.

TOPIC 3.1 STRATEGY DEVELOPMENT: HOW DOES YOUR FACULTY DEVELOP ITS STRATEGY?

Describe how your faculty determines its strategic academic challenges and advantages and establishes its strategy and strategic objectives to address these challenges and enhance its advantages. Summarise your faculty's key strategic objectives.

Your response might include answers to the following questions:

(a) Strategy development process

- (i) How does your faculty set its strategic directions? Outline the key steps and key participants in setting plans. How do you develop the strategic challenges outlined in 0? How do you ensure integration of your plans in teaching and research?
- (ii) How do you ensure that strategic planning addresses the key factors listed below? How you collect and analyse relevant data and information pertaining to these factors as part of your strategic planning process:
- your faculty's strengths, weaknesses, opportunities and threats in teaching and research
 - early indication of changes in your external environment, including changes in student demand, employer and/or professional demands, changes in university and government policy, that might require a review of your strategy
 - long-term faculty sustainability
 - alignment of faculty plans, e.g., research and teaching plans.

(b) Strategic academic objectives

- (i) What are your key strategic academic objectives and your timetable for accomplishing them? What are your most important goals for these strategic objectives? (Broadly stated, strategic objectives are what an organization must achieve to remain or become competitive and ensure long term sustainability. Goals specify targets that must be achieved for the objective to be met, e.g., increase student satisfaction by twenty percent in three years.)
- (ii) How do your strategic objectives address your strategic challenges and advantages in teaching and research? How do your strategic objectives address your opportunities for innovation in teaching, research and supporting

operations? How do you ensure that your strategic objectives balance short and long-term challenges and opportunities and the needs of all stakeholders?

TOPIC 3.2 STRATEGY DEPLOYMENT: HOW DOES YOUR FACULTY DEPLOY ITS STRATEGY?

Your response might include answers to the following questions:

(a) Action plan development and deployment

- (i) Please discuss how you turn your strategic plan into action. How do you develop and deploy action plans for academic programs (teaching, learning, research, research training) throughout the faculty to achieve your key objectives? How does the faculty ensure that key outcomes of the action plans can be sustained?
- (ii) What are the key short and long term changes you forecast in your academic programs?
- (iii) What are the key performance measures or indicators that the faculty uses for tracking progress on action plans? How does the faculty ensure that the measurement system covers all key deployment areas, student segments and stakeholders?

(b) Performance projection

For the key measures in 0 immediately above, what are your performance projections for both short- and long-term planning horizons? "Performance projections" refers to estimates of future performance. These may be predicted based on performance of competitors, past performance, changes in a dynamic academic market or they may be goals for future performance. They may be used to indicate where breakthrough improvement or innovation is needed.

SECTION IV STUDENT AND STAKEHOLDER FOCUS

This section looks at how your faculty establishes the needs, expectations and preferences of students and stakeholders. It examines how the faculty builds relationships with students and stakeholders, leading to student and stakeholder satisfaction, student retention and improved academic programs and services in teaching, research and research training. Please try to complete this section in **4 pages** or less.

TOPIC 4.1 KNOWLEDGE OF STUDENTS AND STAKEHOLDERS

Describe how your faculty determines the needs, expectations and preferences of students and stakeholders: to ensure the continuing relevance of your academic programs and services; to develop opportunities for new academic programs and services; and create a climate conducive to research and learning for all students.

Your responses may include answers to the following questions:

(a) Student, stakeholder and market knowledge

- (i) How does your faculty identify different student and market segments you wish to attract? How do you determine which student segments to pursue for current and future academic programs? How do you identify potential students and markets, local and international?
- (ii) How do you use information and feedback from current, former and future students and stakeholders, on matters such as utilization of offerings and services, and complaints, for planning academic programs, services, marketing, and development of new programs and services?
- (iii) How do you use information and feedback from stakeholders and other relevant parties to identify opportunities for research?

- (iv) How do you keep your student and stakeholder feedback methods up to date with changing academic program and service needs and directions?

TOPIC 4.2 STUDENT AND STAKEHOLDER RELATIONSHIPS AND SATISFACTION

Describe how your faculty builds relationships to attract, satisfy and retain students and stakeholders. Describe how your faculty determines student and stakeholder satisfaction and dissatisfaction.

Your response may include answers to the following questions:

(a) Student and stakeholder relationship building

- (i) How do you build relationships to attract and retain students and stakeholders, to enhance students' performance and meet the expectations of students and stakeholders for research and learning?
- (ii) How do your faculty mechanisms enable students and stakeholders to seek information and make comments? What are your key access mechanisms? How do you ensure that faculty contact mechanisms are appropriate?
- (iii) How do you keep your approaches to building relationships and providing student and stakeholder access up to date with academic program needs and directions?

(b) Determining student and stakeholder satisfaction

- (i) How does your faculty determine student and stakeholder satisfaction and dissatisfaction? How do you ensure that your measurements capture actionable information for use in meeting student and stakeholder expectations? How do you use student and stakeholder satisfaction and dissatisfaction information to make improvements needed?
- (ii) How do you follow up with students and key stakeholders on the quality of academic programs, offerings and services to ensure you receive representative and actionable feedback?
- (iii) How do you obtain and use information on your students' and stakeholders' satisfaction relative to the student and stakeholder satisfaction levels of competitors delivering similar academic programs and services?
- (iv) How do you keep your approaches to determining customer satisfaction up to date with emerging educational service needs and directions?

SECTION V MEASUREMENT, ANALYSIS AND KNOWLEDGE MANAGEMENT

This section examines the management and effectiveness of use of data and information to support key faculty processes. It recognizes that use of the data for performance management may occur in a different context and that key performance indicators are increasingly centrally provided. Please try to complete this section in **4 pages** or less.

TOPIC 5.1 SELECTION AND USE OF INFORMATION AND DATA

(a) Selection and use of information and data

What are the measures of academic performance your faculty uses or would wish to use? Describe how the faculty uses, or would use, these data and information to support faculty decision making and innovation.

(b) Analysis and review of performance

How does the faculty review its academic performance and capabilities? How are review findings translated into priorities for continuous or breakthrough improvement and opportunities for innovation? How are these priorities and opportunities communicated to the faculty?

TOPIC 5.2 MANAGEMENT OF INFORMATION AND KNOWLEDGE

How do you manage organizational knowledge to accomplish:

- The collection and transfer of workforce knowledge
- The transfer of relevant knowledge from and to students, stakeholders, partners and collaborators
- The rapid identification, sharing and implementation of best practices in teaching and research
- The assembly and transfer of relevant knowledge for use in the strategic planning process.

SECTION VI WORKFORCE FOCUS

This section examines how your faculty, including all staff and researchers, are enabled to develop and utilize their full potential, aligned with the faculty's objectives. The faculty's efforts to build and maintain an environment conducive to academic performance excellence, full participation and personal and organizational growth are also examined. Please try to complete this section in **4 pages** or less.

TOPIC 6.1 WORKFORCE ENGAGEMENT: HOW DOES THE FACULTY ENGAGE ITS MEMBERS TO ACHIEVE ORGANIZATIONAL AND PERSONAL SUCCESS?

(a) Workforce enrichment

- (i) How does the faculty determine the key factors that affect workforce engagement and workforce satisfaction?
- (ii) How does the faculty foster a culture conducive to high academic performance and a motivated workforce which can accomplish:
 - Cooperation, effective communication and skill sharing across the faculty
 - Effective information flow at all levels
 - Innovation in the work environment
 - The ability to benefit from diverse ideas, cultures and thinking of the workforce?

(b) Workforce and leader development

- (i) How does the *faculty workforce* development and learning system address the following:
 - Needs and desires for learning and development identified by the workforce, including supervisors and administrators, to improve their academic performance
 - Faculty performance improvement, technological change and innovation
 - The breadth of development opportunities
 - The transfer of knowledge from departing or retiring staff
 - The reinforcement of new knowledge and skills on the job.
- (ii) How does the faculty development and learning system for *leaders* address the following:

- Development of personal leadership attributes
 - Development of organizational knowledge
 - Ethical practices
 - The breadth of leadership development opportunities
- (iii) How does the faculty evaluate the effectiveness of its workforce and leader development and learning systems?
- (iv) How does the faculty accomplish effective succession planning for academic leadership positions?

(c) Workforce engagement

How does the faculty assess workforce engagement? What formal and informal methods and measures, e.g., staff retention, grievances, safety and productivity, are used to assess and improve workforce engagement?

TOPIC 6.2 WORKFORCE ENVIRONMENT: HOW DOES YOUR FACULTY BUILD AN EFFECTIVE AND SUPPORTIVE WORKFORCE ENVIRONMENT?

Describe how your faculty manages workforce capability to accomplish the work of the faculty. Describe how your faculty maintains a safe, secure and supportive work climate.

Your response might include answers to the following questions:

(a) Workforce capability

- (i) How does the faculty ensure that it has the skills and capabilities to address current and emerging academic needs?
- (ii) How does the faculty manage and organise its workforce to accomplish the work of the faculty and ensure that it is well placed to address the strategic challenges and action plans and changing needs of the faculty?
- (iii) How does the faculty work force prepare for changing capability and capacity needs in teaching and research?

(b) Workforce climate

- (i) How does the faculty ensure that all students and staff understand and comply with relevant academic policies and procedures?
- (ii) How does the faculty contribute to development of faculty and University academic policies and procedures?

SECTION VII ACADEMIC PROCESS MANAGEMENT

This section examines key aspects of process management, including learning-focussed academic program design, program delivery, research training and services that support these activities. The section also examines how key processes are designed, effectively managed and improved to achieve higher academic performance and academic quality, deliver value to students and stakeholders, maximize student learning and success and achieve organizational success and sustainability. Please try to complete this section in **4 pages** or less.

TOPIC 7.1 COURSEWORK PROGRAM DESIGN AND DELIVERY

Describe how new and modified coursework programs are designed, introduced and delivered.

Your response might include answers to the following questions:

(a) Core competencies

- (i) How does the faculty determine its core teaching competencies? What are they and how do they relate to the faculty mission, competitive environment and teaching plans?
- (ii) How does the faculty design and innovate its overall teaching process? How does it decide what elements of the teaching program will be internal and which will use external resources?

(b) Coursework program design

- (i) How does the faculty ensure that its teaching programs relate to core competencies, deliver high academic quality, address student and stakeholder needs, and contribute to student learning and success, organizational success and sustainability?
- (ii) How does program design incorporate input from students, stakeholders, partners and collaborators, as appropriate?
- (iii) How does the faculty anticipate and prepare for individual differences in learning capabilities, rates and styles? How does it ensure its programs engage all students in active learning? (Students engaged in active learning may demonstrate their abilities to analyse, synthesize and evaluate through projects, presentations, experiments, simulations, internships, practicums, independent study projects, peer teaching and role playing, as well as in written documents.)
- (iv) How does the faculty incorporate new technology, organizational knowledge and the potential need for agility into program design?
- (v) How are cycle time, productivity and efficiency and effectiveness factors incorporated into the design of programs?

(c) Coursework delivery

- (i) How does the faculty ensure that ongoing teaching programs meet, and continue to meet, design intentions?
- (ii) How are teaching programs evaluated and improved? Describe, as appropriate, how any of the following is used:
 - Formal and informal feedback from students
 - Information from stakeholders
 - Benchmarking information
 - Assessment results
 - Peer evaluation
 - Research on learning and assessment
 - Sharing of best practices.
- (iii) What does the faculty identify as the key services, e.g., enrolment, course coordination, that support coursework program delivery? How does the faculty evaluate the effectiveness of these services?

TOPIC 7.2 RESEARCH AND RESEARCH TRAINING

Describe how your faculty contributes to and supports knowledge creation, knowledge transfer and training of researchers. Describe the benefits of these programs and activities to key communities and to the faculty's strategic objectives.

Your response might include answers to the following questions:

(a) Core competencies

- (i) How does the faculty identify its core research and research training competencies? What are they and how do they relate to the faculty mission, competitive environment and strategic plans?
- (ii) How does the faculty guide, foster and innovate its overall research and research training program?

(b) Research

- (i) How does your faculty encourage excellence at an international scale in research? How does your faculty provide cultural, intellectual and physical support to its research?
- (ii) How does your faculty assist researchers to achieve and sustain their research potential?
- (iii) What mechanisms does your faculty have that allow agile responses to new research opportunities?
- (iv) How does the faculty identify and transfer benefits of its research to key communities?
- (v) How does the faculty use input from staff, students, stakeholders, partners and collaborators, as appropriate, to guide and evaluate research productivity and quality? What other measures or indicators provide useful signals regarding research productivity and quality? How are these used?
- (vi) What does the faculty identify as the key services, e.g., financial, that support its research? How does the faculty evaluate the effectiveness of these services?

(c) Research training

- (i) How does your faculty encourage its research students to achieve at an international academic standard? How does it ensure that research students are inducted into and contribute to the research culture of the faculty?
- (ii) How does the faculty provide a high standard of intellectual, physical and financial support to its research students?
- (iii) How does the faculty achieve high quality supervision of its research students? How is supervision monitored and improved?
- (iv) How does the faculty use input from staff, students, stakeholders, partners and collaborators, as appropriate, to guide and evaluate quality of its research training? What other measures or indicators provide useful signals regarding research training? How are these used?
- (v) What does the faculty identify as the key services, e.g., scholarship administration, that support its research training? How does the faculty evaluate the effectiveness of these services?

SECTION VIII RESULTS

This section examines your faculty's performance and improvement in key academic areas. Please try to complete this section in **4 pages** or less.

TOPIC 8.1 STUDENT LEARNING OUTCOMES

What are current levels and trends in key measures or indicators of student learning and improvement in student learning? How do these results compare with the performance of your competitors? Include undergraduate and postgraduate coursework students in your analysis.

TOPIC 8.2 RESEARCH AND RESEARCH TRAINING OUTCOMES

- (i) What are current levels and trends in key measures or indicators of research quality and productivity and improvement in research performance? How do these results compare with the performance of your competitors?
- (ii) What are current levels and trends in key measures or indicators of research student achievement and improvement in this? How do these results compare with the performance of your competitors?

TOPIC 8.3 STUDENT- AND STAKEHOLDER-FOCUSSED OUTCOMES

- (i) What are the current levels and trends in key measures or indicators of students' and stakeholders' satisfaction and dissatisfaction? How do these results compare with similar information from your competitors?
- (ii) What are the current levels and trends in key measures or indicators of student- and stakeholder-perceived value, student retention, positive referral and other aspects of building relationships with students and stakeholders?

TOPIC 8.4 MARKET OUTCOMES

What are your current levels and trends in key measures of market performance, including market share or position, market and market share growth and new markets entered, as appropriate?

TOPIC 8.5 WORKFORCE-FOCUSSED OUTCOMES

What are your current levels and trends in key measures or indicators of workforce engagement, workforce satisfaction and the development of your workforce, including leaders?

TOPIC 8.6 LEADERSHIP OUTCOMES

- (i) What are your results for key measures or indicators of ethical behaviour and of stakeholder trust in the senior leaders and governance of your faculty?
- (ii) What are your results for key measures or indicators of organizational citizenship in support of your faculty's key communities?