

FACULTY OF ARTS

REPORT ON RECOMMENDATIONS FROM PHASE TWO

Recommendation 1	<p>The Review Team recommends that the Faculty consider the introduction of a Faculty tutors handbook and the implementation of an in-house training program for tutors. This will ensure greater consistency in the quality of teaching across the Faculty and improve the student experience. <i>(See Section 4.5.4)</i></p>
Action taken by the Faculty	<ul style="list-style-type: none"> • Tutors' Development Program (TDP), collaboratively developed by the Teaching and Learning Committee and the Institute for Teaching and Learning, first implemented in Semester 1, 2004. • Tutors invited to participate either as individuals, or as unit of study team supported and mentored by UoS Coordinator. • All participants invited to attend three plenary sessions (two hours each): <ul style="list-style-type: none"> - What do I do in the first tutorial? - How do I teach so my students will actually learn? - How am I going?: Strategies for evaluating and reflecting on my teaching. • UoS teams also met between plenary sessions to discuss applying general principles in disciplinary context. • Web site launched in February 2004 to support program: www.arts.usyd.edu.au/tdp
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • TDP will be run every year in both first and second semester: <ul style="list-style-type: none"> - All tutors have the opportunity to participate; - Those tutors unable to attend all sessions in one semester are invited to complete the full program in the next semester. • TDP web site will be extended (e.g. to include guidance on helping students 'at risk'). • Plenary sessions will include more small group work, in response to participants' feedback. • Program evaluation to extend to include feedback from students.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • Number of participants indicates that tutors value the opportunity offered: <ul style="list-style-type: none"> - 70 participants in S1, 2004, with 42 receiving their certificate of completion; - Strong interest in completing in S2 by those unable to attend all three sessions in S1. • Extremely positive feedback from participants: <ul style="list-style-type: none"> - All agreed the program helped them reflect on how their teaching relates to their students' learning; - Most highly valued aspects were: helpful, practical guidance; interaction and sharing ideas with other teachers; sense of being a valued part of the faculty community. - Participating UoS Coordinators found program helpful themselves, as well as for tutors.

FACULTY OF ARTS

REPORT ON RECOMMENDATIONS FROM PHASE TWO

Recommendation 2	The Review Team recommends that the Faculty should introduce greater variety in forms of assessment including formative, as well as summative assessment, peer marking by students, and should develop grade descriptors for levels of performance. (<i>See Section 4.5.7</i>)
Action taken by the Faculty	<ul style="list-style-type: none">• Teaching and Learning Committee currently developing guidelines for all staff on ways to introduce more variety in assessment tasks linked to effective and efficient ways of giving feedback to students.• <i>Articulating Grade Descriptors</i> project currently collecting examples of 'best practice' grade descriptors currently in use in the Faculty for various task types (e.g. essay, oral language performance, etc.)
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none">• Guidelines on assessment and feedback to be presented to Faculty Board and disseminated to all staff.• Consistent set of Grade Descriptors for each task type to be presented to Faculty Board and disseminated to all staff.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none">• Collection of examples of grade descriptors currently in use in the Faculty has revealed some examples of excellent practice, but has highlighted lack of consistency that needs to be addressed.

FACULTY OF ARTS

REPORT ON RECOMMENDATIONS FROM PHASE TWO

Recommendation 3	The Review Team considers the introduction of academic advisors to be a good initiative, but recommends that the Faculty investigate ways of more effectively communicating information about academic advisors to the students. This may include educating students about how to access information. (<i>See Section 4.10.4</i>)
Action taken by the Faculty	<ul style="list-style-type: none"> • Academic Adviser information is included in Faculty Handbooks, the Faculty website, School information brochures. • Details on accessing information about Academic Advisers is given at all enrolment sessions, Faculty and School ‘welcome’ sessions, and through the First Year Transition program. • <i>Arts Communication Network (2004 TIF application)</i>: The network will integrate established sources of information about the Faculty, its academic program and administrative processes with recently established sources of information (including websites on ‘Easing the Transition and Peer Support’, ‘Degree Pathways’, and ‘Academic Advisers’. Much of this information is currently available on different site, and the Faculty recognises the need for a centralised information and communication network, properly advertised and promoted to both students and staff.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Continue to maintain the above actions and consider ways to further improve the communicating of this information.
Faculty’s evaluation of the success of action taken	

FACULTY OF ARTS

REPORT ON RECOMMENDATIONS FROM PHASE TWO

Recommendation 4	Mindful of the progress that has been made in this area and the size of the Faculty, the Review Team further encourages it to consider ways of ensuring consistency in its quality assurance processes. The Team suggests that the Dean might consider devolving responsibility to the Heads of School. (<i>See Section 4.11.4</i>)
Action taken by the Faculty	<ul style="list-style-type: none">• <i>Unit of Study Evaluation Project (2004 TIF application):</i> Addresses the need for consistency in the Faculty's quality assurance processes, by implementing USEs more systematically, and by providing timely interpretation of the data arising from the evaluations. Improved Faculty-wide response to student feedback.
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	

FACULTY OF ARTS

REPORT ON RECOMMENDATIONS FROM PHASE TWO

Recommendation 5	<p>The Review Team recommends that the Faculty develop a more pro-active approach to increasing the participation of Indigenous students in its programs and attracting high quality students from all equity groups. <i>(See Section 5.3.1)</i></p>
Action taken by the Faculty	<ul style="list-style-type: none"> • The Koori Centre is keen to participate in the Faculty's <i>Peer Support Program</i>, to closely monitor ways in which peer support can specifically address Indigenous students. • The Faculty's Teaching and Learning Committee is working to increase the success rate of NESB students. Both 2003 and 2004 TIF projects have included requests for support to the <i>Competence in Written English</i> project • The <i>Competence in Written English</i> project focuses on postgraduate as well as undergraduate International and NESB students. <ul style="list-style-type: none"> - The TIF 2003 project focussed on integration of writing skills into undergraduate units of study (ASNS 1001, HSTY 2052 http://www.arts.usyd.edu.au/departs/history/documents/1045guide.pdf, LNGS 1005), offering targeted support (ASNS 1001, HSTY 2052), developing online materials for writing skills (Learning Centre, ASNS 1001, LNGS 1005), gathering information on NESB students' retention rates, and sharing the results of the work in Faculty and University teaching and learning seminars.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • The 2004 TIF application extends the CIWE project by <ul style="list-style-type: none"> - providing targeted support for NESB postgraduate students in departments that wish to integrate writing skills development into the curriculum - examining the existing units of study and support mechanisms available in the University to develop more structured ways of helping students improve their writing skills and - continuing the work on integrating writing skills into undergraduate units of study, building on-line resources etc.
Faculty's evaluation of the success of action taken	

FACULTY OF ARTS

REPORT ON RECOMMENDATIONS FROM PHASE TWO

Recommendation 6	The Review Team were strongly of the opinion that the Faculty should place a high priority on finding a solution for the infrastructure and accommodation needs of postgraduate research students. The Review Team suggests the formation of an alliance with another Faculty in the College (e.g. Education and Social Work). <i>(See Section 6.2.3)</i>
Action taken by the Faculty	The Faculty is in continuous negotiations with the Pro Vice-Chancellor CHASS about identifying areas for new PGARC postgraduate student accommodation. Negotiations are currently in train for the PVC to commit funds for space in the Old Teachers College, hopefully to be provided in 2006.
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	

Recommendation 7	The Review Team expressed the view that the Faculty should investigate the development of Faculty-based scholarships for International students. <i>(See Section 7.4)</i>
Action taken by the Faculty	The Faculty has prioritised the development of Study Abroad scholarships in its Student Recruitment Plan for 2004 to 2008.
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	Too soon to tell.

FACULTY OF ARTS

REPORT ON RECOMMENDATIONS FROM PHASE TWO

Recommendation 8	The Review Team suggests that a committee be established at Faculty level to focus on and market linkages with industry and the professions. (<i>See Section 8.1</i>)
Action taken by the Faculty	The International & Community Relations Committee has addressed this issue in the Faculty's Strategic Plan 2005-2008.
Further action planned but not yet implemented (if appropriate)	Establish common bodies with academics and Language Teachers Associations for consultancy, professional advice and dissemination of information. Establish in-service programs for secondary school teachers of various disciplines (languages, history, archaeology, anthropology)
Faculty's evaluation of the success of action taken	

Recommendation 9	The Review Team recommends that the Faculty continue to refine its work practices and communication in the area of Student Administration. (<i>See Section 9.2.2</i>)
Action taken by the Faculty	Improved communication between the Faculty and School Offices regarding student administration matters: <ul style="list-style-type: none"> • General Staff Seminar – held annually • Chairs Retreat – held annually • Monthly meetings with School Admin Managers and Student Services Administration Mgr • Bi-monthly Chairs Forum – Student administration updates and information sessions • the <i>Arts Communication Network</i> – (see also Recommendation 3) By upgrading present systems, the Network will streamline online self-administration. Students must not only be able to receive important information, but will also be encouraged to communicate their responses back to the Faculty, so that their engagement with the network is an active part of the learning experience.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Continuation of the annual General Staff and Chairs of department seminars and information sessions. • Instruction provided by Faculty Office to School administration staff regarding new policies and processes (ie. special consideration) • The Faculty will also make use of the opportunities presented by the launch of the new Student Portal Project.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • Improved customer service, with more accurate and consistent information being provided across the Faculty administration offices. Improvement indicated in student surveys.