

FACULTY OF ARTS

REPORT ON RECOMMENDATIONS FROM PHASE TWO – Progress Report 2

Recommendation 1	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. (See Section 4.5.4)
Action taken by the Faculty	<p>1) In response to this recommendation, the Faculty trialed, in 2003, a Tutor Development Project, subsequently developed with the assistance of the ITL and TIF. The program is aimed at new and experienced tutors and Coordinators of First Year Units of Study, and involves 5 meetings across the semester in which tutors will gain an understanding of key teaching and learning principles, as well as discipline-specific expertise, and will develop reflective practices.</p> <p>Details of the program can be found at: http://www.arts.usyd.edu.au/tdp/</p> <p>2) Since 2005, the Faculty has also been making annual Excellence in Tutoring Awards, developing a culture of recognition of the work done by tutors, and providing successful awardees the opportunity to share their experiences and best practice at the annual Faculty Teaching Award ceremony.</p> <p>3) Schools within the Faculty (for example SEAHFaM) are developing in-house orientation for tutors, addressing the mechanics of submitting pay-claims and developing tutors' understandings of policies and responsibilities.</p>
Further action planned but not yet implemented (if appropriate)	The Tutor Development Project is now a regular fixture, offered each semester. It is reviewed after each implementation, in response to feedback from the participants, the ITL, and the large number of staff who participate in the training.
Faculty's evaluation of the success of action taken	The program has been an outstanding success, and we anticipate that success to continue.

FACULTY OF ARTS

REPORT ON RECOMMENDATIONS FROM PHASE TWO – Progress Report 2

Recommendation 2	<p>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. (See Section 4.5.7)</p>
Action taken by the Faculty	<p>The standardisation of units of study process in 2005-6 provided an opportunity for the Faculty to review student workload and assessment for all units of study. New guidelines have been established, reading, in part:</p> <p style="padding-left: 40px;">“Faculty encourages departments to explore a variety of assessment methods other than written work to meet the recommended assessment requirements . . . such as continuous assessment, language exercises, the creation of video, on-line, visual, oral/performative presentations). [D]etails of those assessment tasks must be spelled out in Proposals for New Undergraduate Units of Study.</p> <p>The same document—completed for every unit in the Faculty—includes information about Research-led Teaching, encouraging teachers to think about assessment in terms of the research/learning nexus.</p> <p>Grade descriptor documents, in part informed by papers circulated following an earlier TIF project, indicating “broadly the qualitative judgments implied by the various grades which may be awarded” (SOPHI) are available on-line at a number of School and departmental home-page, including:</p> <p>http://www.arts.usyd.edu.au/departs/english/undergrad/need_to_know/interpret_grades.shtml</p> <p>http://www.arts.usyd.edu.au/school/sophi/pointerpretation.html</p> <p>http://www.arts.usyd.edu.au/departs/perform/undergrad/need_to_know/interpret_grades.shtml</p> <p>As the Faculty migrates home-pages onto the CMS, a faculty ICT Communications working party is ensuring that all departments follow this practice. Departments have discretion to develop their own grade descriptors, using existing documents as templates.</p>

FACULTY OF ARTS

REPORT ON RECOMMENDATIONS FROM PHASE TWO – Progress Report 2

Further action planned but not yet implemented (if appropriate)	<p>The Faculty plans, at the end of 2006, and in the ‘shake-out’ of the standardisation process, an audit of assessment practices, and of the use of grade descriptors across the faculty as part of the on-going ‘Clear Goals and Standards’ project.</p> <p>The audit will also encompass the development and publication of Grade Descriptor documents, seeking a determination by faculty as to whether a single set of Grade Descriptors general enough to cover every discipline should be developed, or whether each discipline area should develop its own document.</p> <p>The results of this audit will constitute the basis for</p> <ol style="list-style-type: none">1) a discussion paper/resource paper to be presented to Faculty in early 2007; and2) a Faculty get-together, possibly as part of the annual Faculty Teaching Award presentations in semester 1, 2007, in which best-practice in assessment is showcased.
Faculty’s evaluation of the success of action taken	<p>The process of curriculum review, student workload realignment and the scrutiny of the Undergraduate Matters Committee entailed by the standardisation of all units of study provided an opportunity to thematise assessment. In general, the workload implications of the standardisation for staff and students alike have encouraged an address to the timing of assessment tasks; the Undergraduate Matters committee reports an increasing orientation towards formative tasks set earlier in the semester across the faculty.</p> <p>The proposed audit in late 2006 will provide us with data on the basis of which we will develop strategies to maintain the Faculty’s development of assessment practices.</p>

FACULTY OF ARTS

REPORT ON RECOMMENDATIONS FROM PHASE TWO – Progress Report 2

Recommendation 3	<p>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. (See Section 4.10.4)</p>
Action taken by the Faculty	<p>In direct response to this recommendation, the Faculty sought TIF support for The Arts Communication Network project in 2004. The network integrates 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’).</p> <p>Outcomes have included the centralisation of relevant information on Arts academic programs and administrative processes, improved student access to and knowledge of this information, increased student engagement with Faculty policies and practice, increased staff awareness and better dissemination of Faculty policies and practices, and greater student access to relevant information on degree and employment pathways</p> <p>See: http://www.arts.usyd.edu.au/current_students/undergrad/settling_in.shtml</p> <p>http://www.arts.usyd.edu.au/current_students/undergrad/timeline.shtml</p> <p>The Arts network site features as a badged link on the Faculty’s home-page: http://www2.arts.usyd.edu.au/ArtsNetwork//</p> <p>Students are alerted to these sites as part of the Transition Day event in orientation week—an event that is now attracting so many participants that in 2006 the only venue large enough to cope with the numbers was the Great Hall.</p> <p>The momentum of this event, in turn, is sustained by the regular activities and relationships established through the mentoring program.</p>
Further action planned but not yet implemented (if appropriate)	<p>The faculty is in the process of reviewing its ICT structures, systems and policies as it continues to address the challenges of communication across such a large constituency. The Faculty will continue to monitor and refine the quality of the</p>
Faculty’s evaluation of the success of action taken	<p>The mentoring program has been regularly oversubscribed by students, indicating that students are not having a problem finding out about the various resources available to support them throughout their degrees.</p>

FACULTY OF ARTS

REPORT ON RECOMMENDATIONS FROM PHASE TWO – Progress Report 2

Recommendation 4	<p>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. (See Section 4.11.4)</p>
Action taken by the Faculty	<p>The Dean has devolved significant responsibility for Quality Assurance to the Heads of School, and is working closely with them to ensure consistency in the Faculty’s quality assurance processes. Heads have been charged with oversight of day to day compliance issues. To co-ordinate the efforts of Heads, however, fortnightly meetings between the Dean and Heads of School are designed to foster communication and co-ordination.</p> <p>The Faculty has also begun to expand the role of Degree Directors (and increase the number of Directors) to ensure better communication and oversight of quality insurance at the course level.</p> <p>In addition, the Faculty runs annual one day workshops/retreats for both chairs of department and general staff to communicate aims and objectives more effectively and ensure greater consistency in quality assurance processes.</p>
Further action planned but not yet implemented (if appropriate)	<p>The next development will be to establish a structure to coordinate the activities of both Heads of School and Degree Directors to ensure consistency of advice and integration of activities.</p>
Faculty’s evaluation of the success of action taken	<p>Moving in the right direction but the Faculty needs to maintain a close watching brief on effectiveness of Heads and Directors in this area of operation.</p>

FACULTY OF ARTS

REPORT ON RECOMMENDATIONS FROM PHASE TWO – Progress Report 2

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. (See Section 5.3.1)</p>
Action taken by the Faculty	<p>The Faculty continues to maintain its liaison and linkage with the Koori Centre and continues to work to facilitate Indigenous student admission through the Cadigal program.</p> <p>We have also been an active participant in the University’s indigenous employment strategy. Under this latter scheme we have employed one indigenous general staff member.</p> <p>Finally, the new Bachelor of Arts and Sciences degree has opened up access to new groups of students (lower UAI), which should improve access for all equity groups.</p> <p>In addition, over the last two years the Faculty has provided funding to enable indigenous students in the Faculty to attend the annual Garma Festival of Traditional Culture in the Northern Territory.</p>
Further action planned but not yet implemented (if appropriate)	<p>We hope to continue to appoint more staff under the indigenous employment strategy. We will also monitor the success of the Bachelor of Arts and Sciences in widening access to equity groups.</p>
Faculty’s evaluation of the success of action taken	<p>Modest success.</p>

FACULTY OF ARTS

REPORT ON RECOMMENDATIONS FROM PHASE TWO – Progress Report 2

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). (See Section 6.2.3)
Action taken by the Faculty	The Dean is working actively with CPS and the DVC Infrastructure to find opportunities to expand the range of facilities and accommodation for postgraduate research students in a space-challenged, land-locked campus. Various initiatives are currently in train.
Further action planned but not yet implemented (if appropriate)	This is an on-going challenge and requires constant work and frequent submissions for infrastructure and facilities to meet the serious shortfall in accommodation for research students.
Faculty's evaluation of the success of action taken	At this point this action has not had a real outcome. There are no new facilities but we are hopeful that a small addition to the Postgraduate infrastructure will come on line in 2007.

FACULTY OF ARTS

REPORT ON RECOMMENDATIONS FROM PHASE TWO – Progress Report 2

Recommendation 7	The Review Team expressed the view that the Faculty should investigate the development of Faculty-based scholarships for International students. (See Section 7.4)
Action taken by the Faculty	Budget constraints have limited our capacity to develop such a scheme. Instead our first priority has been to increase funding to support Australian students to spend a semester abroad.
Further action planned but not yet implemented (if appropriate)	Faculty will canvas more funding for international scholarships as part of an overall Strategic plan re International students, which is in the early stages of development. We have restructured the Faculty Office to create a Recruitment and Marketing team. One of their tasks is to develop a scholarship strategy for consideration.
Faculty's evaluation of the success of action taken	No significant action taken at this point.

FACULTY OF ARTS

REPORT ON RECOMMENDATIONS FROM PHASE TWO – Progress Report 2

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. (See Section 8.1)
Action taken by the Faculty	<p>As Arts is largely a generalist faculty, specific industry linkages for the bulk of our programs are not appropriate. We need to participate in wider University strategies to increase awareness amongst employers and the wider community of the attributes of our graduates. For specific degree programs, however, direct industry and profession linkages are appropriate.</p> <p>The Faculty has established a Marketing & Recruitment team to better interact with industry and the professions. With some of the new degrees such as the Bachelor of Global Studies and the Bachelor of Arts (Digital Technology & Culture) the Faculty is intending to establish industry liaison committees such as those already established for Media & Communications and Social Sciences.</p>
Further action planned but not yet implemented (if appropriate)	Assess whether there are other programs in specific areas that might benefit from greater industry liaison.
Faculty's evaluation of the success of action taken	Modest success on some limited fronts, as appropriate to specific degree programs.

FACULTY OF ARTS

REPORT ON RECOMMENDATIONS FROM PHASE TWO – Progress Report 2

Recommendation 9	The Review Team recommends that the Faculty continue to refine its work practices and communication in the area of Student Administration. (See Section 9.2.2)
Action taken by the Faculty	The Faculty employed an external consultant to conduct a full review of communications practices across the Faculty, and to identify strengths and weaknesses. In response to that review report the Faculty has established an ICT and Communication Strategic Management Committee to develop a communications strategy for the Faculty. We hope to define some key positions for advertisement in the near future.
Further action planned but not yet implemented (if appropriate)	Faculty now has to implement the recommendations of the review report.
Faculty's evaluation of the success of action taken	Significant progress through external review process.