



Faculty of Arts

Self Evaluation Report 2003

Academic Board Review Phase 2

July 2003

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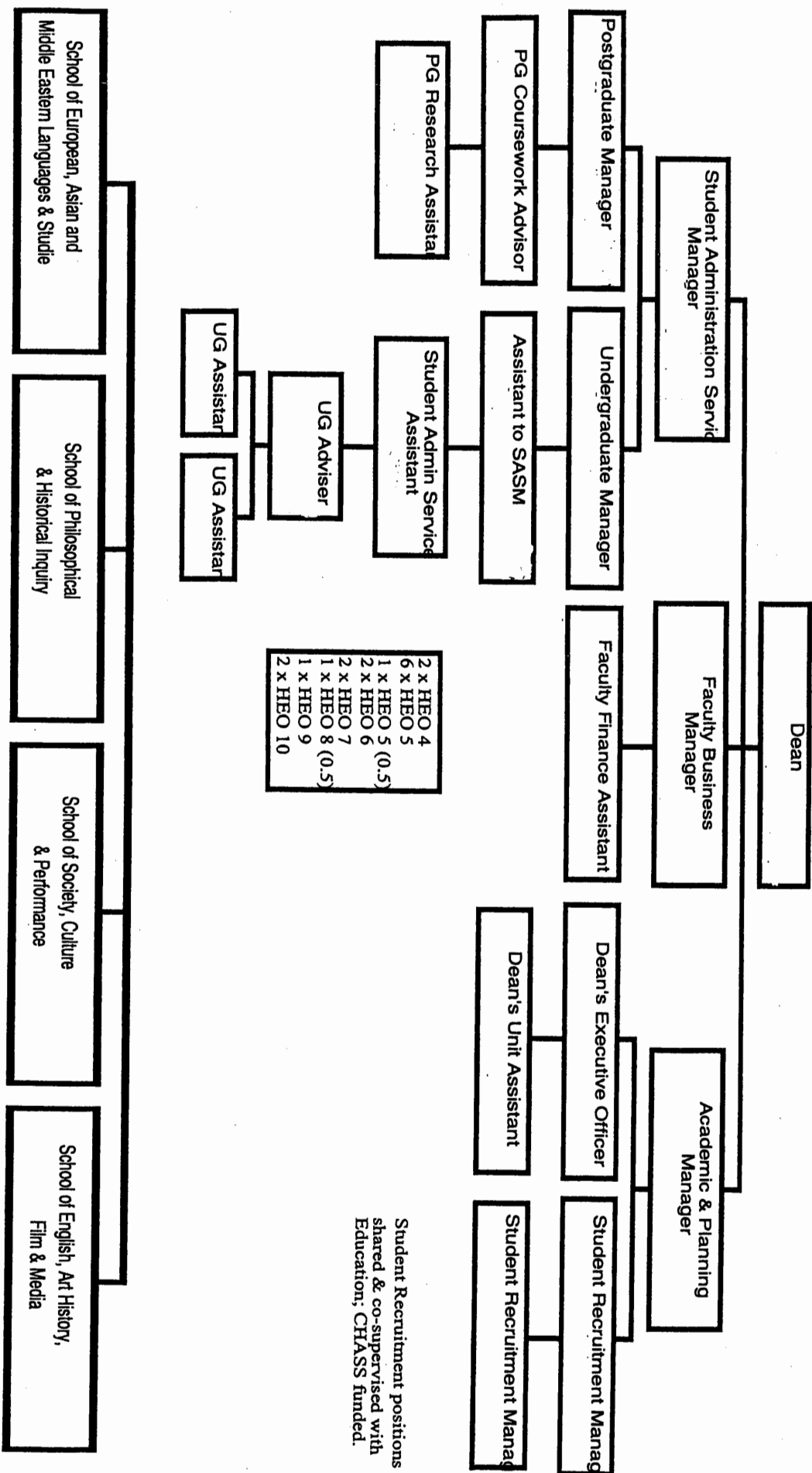
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SECTION 1 INTRODUCTION AND FACULTY CONTEXT

FACULTY OF ARTS ORGANISATION STRUCTURE



Composition of Schools in the Faculty of Arts 2003

School of English, Art History, Film and Media

Departments	Sections & Conveners
Art History and Theory	
English	Australian Literature English Literature after 1500 English Language and Early English Literature
Studies in Religion	

Programs

Australian Studies
 Film Studies
 Medieval Studies
 Semiotics

Degree Programs

Bachelor of Arts Informatics
 Bachelor of Arts (Media and Communications)

Research Centres

Medieval Studies

School of European, Asian and Middle Eastern Languages and Studies

Departments	Sections
Chinese & South East Asian Studies	Chinese; Indonesian; Thai
Japanese & Korean Studies	
French Studies	
Germanic Studies	
Italian Studies	
Modern Greek Studies	
Hebrew, Biblical & Jewish Studies	
Arabic & Islamic Studies	

Programs

- Asian Studies
- Indian Sub-Continental Studies
- International & Comparative Literary Studies
- Russian
- Spanish

Degree Programs

- Bachelor of Arts (Languages)

Research Centres

- Australian Centre for Gay and Lesbian Research

School of Philosophical and Historical Inquiry

Departments	Sections
Ancient History	
Archaeology	Classical Near Eastern Prehistoric & Historical
Classics	Latin; Greek; Greek & Roman Literature
Gender Studies	
History	
Philosophy	

Programs

Classical Civilisation
 European Studies
 Heritage Studies
 Museum Studies

Degree Programs

Bachelor of Liberal Studies

Research Centres

Centre for Time

School of Society, Culture and Performance

Departments	Sections
Anthropology	
Linguistics	
Music	
Performance Studies	
Sociology & Social Policy	

Degree Programs

Bachelor of Social Sciences

Research Centres

Centre for Peace and Conflict Studies

Faculty of Arts Programs

Undergraduate

	2003 UAI
Arts/Law	99.60
Liberal Studies (International)	98.70
Arts (Media & Communications)	98.50
Arts (Advanced)	97.65
Arts (Languages)	97.00
Arts/Commerce	94.30
Engineering/Arts	90.95
Liberal Studies	90.05
Nursing/Arts	83.95
Arts	83.25
Social Sciences	83.15
Arts/Science	82.25
Arts/Social Work	81.80
Arts (Informatics)	80.20
Liberal Studies-Orange	77.45

To be offered from 2004:

Liberal Studies (Advanced) (subject to final approval)

Arts-Orange

Arts/Music Studies

Postgraduate

Research

Master of Philosophy

Doctor of Philosophy

Professional Doctorates: Doctor of Arts, Doctor of Social Sciences

Coursework

Master of Letters

Master of Arts

Graduate Diploma in Arts

Graduate Certificate in Arts

In addition to being available in most undergraduate subject areas the above programs are also available in:

Applied Japanese for Business Purposes

Applied Linguistics

Celtic Studies

Creative Writing

Crosscultural Communication

Curatorial Studies

Curatorship and Modern Art

Holocaust Studies

Indian Studies

Korean as a Foreign Language

Peace and Conflict Studies

Religious Education

Semiotics

Social Research

Tourism and History

Specific, named programs are also offered in:

Master of Professional Communication

Master of Media Practice

Master of Medical Humanities

Graduate Diploma in Media Practice

Graduate Diploma in Medical Humanities

Graduate Diploma in Museum Studies

Graduate Diploma of Professional Communication

Graduate Certificate in Media Practice

Graduate Certificate in Medical Humanities

Graduate Certificate in Museum Studies

Graduate Certificate in Human Services Management

Graduate Certificate of Professional Communication

MA/GradDiploma/GradCertificate Early Christian Studies (Joint Programs with Macquarie University)

To be offered from 2004 subject to final approval:

Master of Arts (Research)

Graduate Certificate in HSC English Studies

Coursework programs in Liberal Studies

Enrolments 2002

Arts Enrolments by Level, Attendance Type & Gender									
Level	Full-time			Part-time			Total		
	F	M	T	F	M	T	F	M	T
Doctor of Philosophy	189	121	310	89	82	171	278	203	481
Masters (Res)	21	15	36	32	26	58	53	41	94
Masters (Cwk)	66	30	96	103	57	160	169	87	256
Diploma (PG)	6	8	14	21	20	41	27	28	55
Graduate Certificate	0	0	0	18	1	19	18	1	19
Non-Degree (PG)	0	1	1	1	0	1	1	1	2
Cross-Inst (PG)	0	0	0	1	0	1	1	0	1
<u>All Postgraduate Courses</u>	282	175	457	265	186	451	547	361	908
Bachelor (Hons)	159	93	252	27	14	41	186	107	293
Bachelor (Pass)	3,438	1,624	5,062	639	293	932	4,077	1,917	5,994
Diploma (UG/Adv)	15	2	17	61	35	96	76	37	113
Non-Degree (UG)	3	2	5	5	1	6	8	3	11
Cross-Inst (UG)	2	2	4	18	9	27	20	11	31
<u>All Undergraduate Courses</u>	3,617	1,723	5,340	750	352	1,102	4,367	2,075	6,442
Total	3,899	1,898	5,797	1,015	538	1,553	4,914	2,436	7,350

(as at 31/03/02)

Enrolments 2002

Arts Undergraduate Enrolments by Course, Attendance Type & Gender (View: <u>Postgraduate</u> <u>All Levels</u>)									
Course	Full-time			Part-time			Total		
	F	M	T	F	M	T	F	M	T
BA(Hons)	148	92	240	27	13	40	175	105	280
BLibSt	8	0	8	0	0	0	8	0	8
BMus	3	1	4	0	1	1	3	2	5
BA	1,662	916	2,578	531	238	769	2,193	1,154	3,347
BA(Informcs)	96	68	164	5	2	7	101	70	171
BA(Lang)	62	19	81	3	0	3	65	19	84
BA(Media&Comm)	209	45	254	7	1	8	216	46	262
BA/BCom	256	133	389	14	8	22	270	141	411
BA/BMus	24	9	33	1	2	3	25	11	36
BA/BSc	131	89	220	14	14	28	145	103	248
BA/BSocWk	89	17	106	9	4	13	98	21	119
BA/BTh	2	4	6	0	1	1	2	5	7
BA/LLB	205	123	328	7	1	8	212	124	336
BLibSt	333	129	462	17	13	30	350	142	492
BMus	5	6	11	1	4	5	6	10	16
BSocSc	70	29	99	2	2	4	72	31	103
BSocWk	294	37	331	28	3	31	322	40	362
DipArts	6	0	6	36	23	59	42	23	65
DipIndMalSts	1	0	1	0	0	0	1	0	1
DipLangSts	7	2	9	24	12	36	31	14	45
DipSocSc	1	0	1	1	0	1	2	0	2
ArtsNonDeg	3	2	5	5	1	6	8	3	11
ArtsNonDeg	2	2	4	18	9	27	20	11	31
Total	3,617	1,723	5,340	750	352	1,102	4,367	2,075	6,442

(as at 31/03/02)

Enrolments 2002

Arts Postgraduate Enrolments by Course, Attendance Type & Gender (View: <u>Undergraduate</u> All Levels)									
Course	Full-time			Part-time			Total		
	F	M	T	F	M	T	F	M	T
PhD(Arts)	189	121	310	89	82	171	278	203	481
MA(Res)	0	0	0	0	1	1	0	1	1
MMus	2	1	3	1	1	2	3	2	5
MPhil	19	14	33	30	24	54	49	38	87
MSocWk(Res)	0	0	0	1	0	1	1	0	1
MA(Cwk)	56	27	83	89	48	137	145	75	220
MA(EarlyChristian)	0	0	0	0	1	1	0	1	1
MLitt	5	3	8	5	6	11	10	9	19
MProfComm	1	0	1	3	2	5	4	2	6
MSocWk(Cwk)	4	0	4	6	0	6	10	0	10
GradDipArts	2	3	5	6	10	16	8	13	21
GradDipModLangTeach	1	0	1	1	0	1	2	0	2
GradDipMuseumSt	3	5	8	13	10	23	16	15	31
GradDipProfComm	0	0	0	1	0	1	1	0	1
GradCertArts	0	0	0	9	0	9	9	0	9
GradCertHumServMgt	0	0	0	5	1	6	5	1	6
GradCertMuseumSt	0	0	0	3	0	3	3	0	3
GradCertSocWk(PallCare)	0	0	0	1	0	1	1	0	1
ArtsPGNonDeg	0	1	1	1	0	1	1	1	2
ArtsPGNonDeg	0	0	0	1	0	1	1	0	1
Total	282	175	457	265	186	451	547	361	908

(as at 31/03/02)

Total Load by Level and Department (View: <u>Commencing</u> <u>HECS</u>)					
Arts	Research	Course-work	Other Postgrad	Undergrad	Total
Ancient History	13.5	1.9	0.6	113.6	129.6
Anthropology	15.0	0.0	0.0	160.6	175.6
Archaeology, Classics & Ancient History	0.0	0.0	0.0	0.2	0.2
Art History & Theory	24.0	6.4	1.0	253.6	285.0
Arts Informatics	0.0	0.0	0.0	30.0	30.0
Asian Studies	0.0	0.4	0.0	77.4	77.8
Australian Studies	2.0	0.0	0.1	27.3	29.4
Celtic Studies	5.5	0.0	0.0	0.5	6.0
Chinese Studies	1.5	1.0	0.0	104.6	107.1
Classical Archaeology	16.5	0.0	0.0	43.8	60.3
Classics	3.5	0.3	0.0	83.9	87.6
English	89.0	22.3	4.0	611.1	726.4
European Studies	0.0	0.3	0.0	0.2	0.4
French Studies	4.5	2.3	0.1	158.9	165.8
Gender Studies	17.0	0.0	0.1	164.9	182.0
Germanic Studies	5.8	0.4	0.0	88.0	94.2
History	63.5	7.9	3.0	619.5	693.8
Indian Studies	5.0	0.0	0.0	10.7	15.7
Italian	5.5	0.1	0.0	99.6	105.2
Japanese/Korean Studies	9.5	6.4	0.5	182.4	198.8
Language Centre	0.0	0.0	0.3	0.0	0.3
Linguistics	24.0	21.1	1.9	144.3	191.3
Media & Communications	4.5	0.0	0.0	102.3	106.8
Medieval Studies	5.0	0.0	0.0	10.1	15.1
Modern Greek	9.0	2.5	0.5	23.0	35.1
Museum Studies	0.0	14.9	23.4	10.3	48.6
Music	18.3	0.0	0.0	58.8	77.0
Near Eastern Archaeology	11.5	0.0	0.0	24.2	35.7
Peace and Conflict Studies	0.0	17.5	3.6	0.0	21.2
Performance Studies	14.0	0.0	0.0	104.5	118.5
Philosophy	29.5	6.1	1.3	350.0	386.9
Prehistoric & Historical Archaeology	9.0	0.0	0.0	59.4	68.4
Semiotics	1.5	0.0	0.0	2.0	3.5
Semitic Studies	11.5	2.5	0.0	77.3	91.4
Social Work and Social Policy	20.0	9.4	1.4	527.4	558.3
South East Asian Studies	2.0	0.1	0.0	48.4	50.5
Spanish (Sch of European Languages)	0.0	0.0	0.0	72.1	72.1
Studies in Religion	17.0	1.5	0.2	148.6	167.3
Total	458.0	125.3	42.1	4,593.4	5,218.8

Total Load by Funding Category and Department S1 Actual / S2 Estimate (View with S2 Actual) (View: Commencing Load)					
Arts	HECS	Local Fee	Intnl	Other	Total
Ancient History (D69)	122.2	5.4	1.8	0.3	129.6
Anthropology (D02)	146.5	6.5	21.4	1.2	175.6
Archaeology, Classics & Ancient History (D66)	0.2	0.0	0.0	0.0	0.2
Art History & Theory (D14)	255.2	9.8	17.3	2.7	285.0
Arts Informatics (D59)	27.7	0.9	1.4	0.0	30.0
Asian Studies (D60)	59.1	3.4	14.4	0.8	77.8
Australian Studies (D80)	13.9	1.4	13.1	0.9	29.4
Celtic Studies (D56)	5.5	0.0	0.0	0.5	6.0
Chinese Studies (D61)	67.5	4.5	32.6	2.5	107.1
Classical Archaeology (D86)	55.8	1.5	0.8	2.3	60.3
Classics (D68)	80.7	2.3	3.9	0.7	87.6
English (D12)	641.9	34.3	39.0	11.2	726.4
European Studies (D81)	0.4	0.0	0.0	0.0	0.4
French Studies (D16)	146.4	5.6	13.0	0.8	165.8
Gender Studies (D58)	152.1	2.4	26.4	1.0	182.0
Germanic Studies (D18)	87.2	1.1	5.5	0.4	94.2
History (D22)	617.3	23.2	43.6	9.7	693.8
Indian Studies (D64)	14.1	0.3	1.3	0.0	15.7
Italian (D26)	99.9	2.5	2.7	0.1	105.2
Japanese/Korean Studies (D62)	116.4	11.4	70.3	0.7	198.8
Language Centre (D05)	0.2	0.0	0.1	0.0	0.3
Linguistics (D32)	136.0	9.9	43.2	2.2	191.3
Media & Communications (D57)	81.1	14.5	11.2	0.0	106.8
Medieval Studies (D35)	14.6	0.0	0.5	0.0	15.1
Modern Greek (D21)	31.0	2.5	0.5	1.1	35.1
Museum Studies (D50)	19.1	10.2	19.2	0.0	48.6
Music (D34)	72.9	1.0	3.2	0.0	77.0
Near Eastern Archaeology (D87)	33.2	0.4	1.8	0.3	35.7
Peace and Conflict Studies (D54)	2.9	10.6	6.8	0.9	21.2
Performance Studies (D07)	111.8	2.5	4.0	0.2	118.5
Philosophy (D38)	345.2	19.3	19.0	3.3	386.9
Prehistoric & Historical Archaeology (D85)	64.9	0.5	2.1	0.9	68.4
Semiotics (D83)	3.5	0.0	0.0	0.0	3.5
Semitic Studies (D46)	81.9	3.3	5.0	1.3	91.4
Social Work and Social Policy (D48)	509.2	14.0	30.7	4.4	558.3
South East Asian Studies (D63)	42.6	0.5	5.8	1.6	50.5
Spanish (Sch of European Languages) (D95)	65.2	1.8	4.5	0.5	72.1
Studies in Religion (D65)	148.0	2.4	13.0	3.9	167.3
Total	4,473.4	210.1	479.0	56.3	5,218.8

Total Load by Level & Department (last update 07/05) (View: Commencing HECS)					
Arts	Research	Course-work	Other Postgrad	Undergrad	Total
Ancient History	11.5	2.6	2.3	124.7	141.1
Anthropology	11.3	0.0	0.0	146.8	158.0
Art History & Theory	24.0	7.3	3.0	241.5	275.7
Arts Informatics	0.0	0.0	0.0	38.0	38.0
Asian Studies	0.0	1.9	0.5	91.0	93.4
Australian Studies	2.5	0.0	0.1	36.5	39.1
Celtic Studies	4.0	0.0	0.0	0.0	4.0
Chinese Studies	2.0	1.5	0.1	110.7	114.3
Classical Archaeology	14.0	0.0	0.0	32.2	46.2
Classics	3.5	0.6	0.3	87.8	92.2
English	87.0	37.5	7.1	653.4	785.0
French Studies	3.8	0.4	0.0	177.2	181.3
Gender Studies	12.0	0.0	0.0	160.9	172.9
Germanic Studies	3.0	1.8	0.1	96.0	100.9
Hebrew, Biblical and Jewish Studies	0.0	0.0	0.0	1.5	1.5
History	56.8	10.1	0.8	572.1	639.8
Indian Studies	5.5	0.0	0.0	8.3	13.8
Italian	4.5	0.1	0.4	99.4	104.4
Japanese/Korean Studies	8.5	3.4	0.5	193.5	205.9
Linguistics	22.5	27.0	1.4	132.7	183.6
Media & Communications	5.5	13.4	1.9	155.5	176.2
Medieval Studies	5.5	0.0	0.0	10.6	16.1
Modern Greek	8.5	1.1	0.0	17.8	27.4
Museum Studies	2.5	16.8	22.1	12.2	53.6
Music	16.5	0.0	0.0	69.9	86.4
Near Eastern Archaeology	11.8	0.0	0.0	32.8	44.5
Peace and Conflict Studies	0.0	28.0	3.9	0.1	32.0
Performance Studies	11.0	0.0	0.0	78.9	89.9
Philosophy	36.5	4.7	0.6	342.8	384.5
Prehistoric & Historical Archaeology	10.0	0.0	0.0	42.9	52.9
Semiotics	1.0	0.0	0.0	2.2	3.2
Semitic Studies	8.0	2.4	0.5	91.1	102.0
Social Work and Social Policy	16.0	0.5	0.1	190.1	206.7
Sociology and Social Policy	0.0	0.1	0.0	229.6	229.7
South East Asian Studies	2.5	0.1	0.2	32.0	34.8
Spanish (Sch of European Languages)	0.0	0.7	0.0	84.3	84.9
Studies in Religion	18.5	2.1	0.0	93.9	114.5
Total	430.0	164.0	45.9	4,490.8	5,130.7

Total Load by Funding Category & Department (last update 07/05)					
S1 Actual / S2 Estimate					
(View: Commencing Load)					
Arts	HECS	Local Fee	Intnl	Other	Total
Ancient History (D69)	128.0	8.6	3.4	1.2	141.1
Anthropology (D02)	132.0	8.3	16.2	1.6	158.0
Art History & Theory (D14)	232.3	18.0	23.1	2.3	275.7
Arts Informatics (D59)	35.2	1.0	1.8	0.0	38.0
Asian Studies (D60)	62.9	5.3	24.3	0.8	93.4
Australian Studies (D80)	15.3	1.1	20.6	2.1	39.1
Celtic Studies (D56)	3.0	0.0	0.0	1.0	4.0
Chinese Studies (D61)	70.8	7.4	34.1	2.0	114.3
Classical Archaeology (D86)	42.8	1.2	1.3	1.0	46.2
Classics (D68)	85.2	3.3	3.3	0.4	92.2
English (D12)	667.7	51.8	54.3	11.3	785.0
French Studies (D16)	159.1	5.9	16.0	0.3	181.3
Gender Studies (D58)	142.5	2.2	27.5	0.7	172.9
Germanic Studies (D18)	92.3	1.8	6.6	0.2	100.9
Hebrew, Biblical and Jewish Studies (D45)	1.5	0.0	0.0	0.0	1.5
History (D22)	565.7	31.3	41.1	1.7	639.8
Indian Studies (D64)	12.8	0.0	1.0	0.0	13.8
Italian (D26)	95.4	5.1	3.8	0.1	104.4
Japanese/Korean Studies (D62)	117.7	10.0	76.0	2.2	205.9
Linguistics (D32)	122.7	9.3	48.8	2.8	183.6
Media & Communications (D57)	123.3	28.2	24.3	0.5	176.2
Medieval Studies (D35)	15.9	0.0	0.2	0.0	16.1
Modern Greek (D21)	23.4	2.1	0.3	1.7	27.4
Museum Studies (D50)	20.0	9.8	23.8	0.0	53.6
Music (D34)	77.9	1.8	6.1	0.6	86.4
Near Eastern Archaeology (D87)	40.0	1.1	2.9	0.5	44.5
Peace and Conflict Studies (D54)	2.6	17.3	12.1	0.0	32.0
Performance Studies (D07)	85.2	1.3	3.3	0.2	89.9
Philosophy (D38)	341.8	19.1	19.8	3.8	384.5
Prehistoric & Historical Archaeology (D85)	50.8	0.3	1.0	0.8	52.9
Semiotics (D83)	2.7	0.0	0.0	0.5	3.2
Semitic Studies (D46)	91.3	5.4	5.0	0.3	102.0
Social Work and Social Policy (D48)	183.0	10.5	13.1	0.0	206.7
Sociology and Social Policy (D49)	202.1	5.2	22.0	0.3	229.7
South East Asian Studies (D63)	27.2	1.1	6.0	0.5	34.8
Spanish (Sch of European Languages) (D95)	72.4	2.3	9.4	0.8	84.9
Studies in Religion (D65)	93.3	7.2	13.7	0.4	114.5
Total	4,237.8	284.2	566.1	42.6	5,130.7

Arts by Classification & Appointment Term							
Department	Academic			General			Total
	Cont.	Fixed	Casual	Cont.	Fixed	Casual	
Anthropology (D02)	7.5	5.0	1.0	2.5	0.0	0.4	16.4
Archaeology, Classics & Ancient History (D66)	20.5	8.0	2.2	3.9	4.0	5.7	44.3
Art History & Theory (D14)	8.0	4.0	1.5	3.7	3.4	2.0	22.6
Arts Faculty Office (D00)	1.3	2.5	0.5	9.4	12.9	2.9	29.5
Asian Studies (D60)	14.8	18.3	5.2	4.8	0.6	0.6	44.3
English (D12)	31.5	5.8	1.9	5.0	1.4	0.8	46.4
French Studies (D16)	8.5	3.0	1.5	1.0	1.8	1.0	16.8
Gender Studies (D58)	2.0	2.0	0.6	0.8	0.2	0.8	6.4
Germanic Studies (D18)	5.0	2.0	0.4	1.0	0.0	0.0	8.4
History (D22)	20.5	3.0	1.1	2.0	4.0	2.7	33.3
Italian (D26)	8.3	0.8	1.0	1.0	0.0	0.2	11.3
Language Centre (D05)	0.0	2.4	0.4	4.0	0.4	1.1	8.3
Linguistics (D32)	5.7	3.0	0.9	2.1	0.4	0.5	12.6
Modern Greek (D21)	4.0	1.0	0.4	0.0	1.6	0.3	7.3
Museum Studies (D50)	1.0	2.6	0.1	0.0	0.5	0.0	4.2
Music (D34)	5.0	3.3	2.4	2.5	0.5	0.3	14.0
Performance Studies (D07)	2.2	1.0	0.5	2.0	1.0	0.1	6.8
Philosophy (D38)	11.0	9.0	1.8	2.9	0.0	0.9	25.6
Semitic Studies (D46)	3.0	6.6	1.9	1.0	0.0	0.2	12.7
Social Work and Social Policy (D48)	13.0	12.5	3.0	4.4	1.0	1.2	35.1
Studies in Religion (D65)	2.0	3.3	2.0	1.0	0.0	0.5	8.8
Total	174.8	99.1	30.3	55.0	33.7	22.2	415.1

2002

Arts by Classification & Appointment Term							
Department	Academic			General			Total
	Cont.	Fixed	Casual	Cont.	Fixed	Casual	
Arts Faculty Office (D00)	2.0	6.0	1.7	20.2	6.3	5.9	42.1
School of English, Art History, Film & Media							
Art History & Theory (D14)	9.0	1.5	0.9	3.5	1.6	1.9	18.3
Arts Informatics (D59)	0.0	0.5	0.0	0.0	0.0	0.0	0.5
Australian Studies (D80)	0.0	0.0	0.0	0.0	0.0	0.1	0.1
English (D12)	23.3	12.8	3.1	3.0	1.6	1.0	44.7
Media & Communications (D57)	2.0	0.0	0.3	1.0	0.0	0.0	3.3
Medieval Studies (D35)	0.0	0.0	0.0	0.0	0.0	0.0	0.1
Power Institute of Fine Arts (D91)	0.0	0.0	0.0	0.0	1.4	0.0	1.4
School Office (D97)	0.0	0.0	0.0	6.0	0.0	0.2	6.2
Studies in Religion (D65)	3.0	2.3	1.0	0.0	0.6	0.1	7.0
School of European, Asian & Mid. Eastern Lang. & Stud.							
Asian Studies (D60)	0.0	0.0	0.1	1.0	0.0	0.1	1.2
Chinese Studies (D61)	6.0	0.3	1.3	0.0	0.0	0.2	7.8
European Studies (D81)	0.0	0.0	0.0	0.0	0.0	0.1	0.1
French Studies (D16)	6.0	1.0	3.0	0.0	0.6	0.2	10.8
Germanic Studies (D18)	6.0	1.0	0.4	0.0	0.0	0.2	7.6
Indian Studies (D64)	1.0	0.0	0.3	0.0	0.0	0.0	1.3
Italian (D26)	8.0	1.0	1.2	0.0	0.0	0.6	10.8
Japanese/Korean Studies (D62)	10.0	2.0	1.1	0.0	0.0	0.1	13.2
Language Centre (D05)	0.0	1.0	0.5	5.0	1.0	0.0	7.5
Modern Greek (D21)	3.0	0.0	0.6	0.0	0.0	0.0	3.6
Semitic Studies (D46)	5.0	3.4	1.2	0.0	0.0	0.5	10.1
South East Asian Studies (D63)	2.0	0.0	0.6	0.0	0.0	0.3	2.9
Spanish (Sch of European Languages) (D95)	0.0	0.0	0.0	6.6	2.0	0.1	8.7
School of Philosophy, Gender, History & Ancient World Stud.							
Ancient History (D69)	5.0	0.0	0.3	0.0	0.0	0.1	5.4
Archaeology, Classics & Ancient History (D66)	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Classical Archaeology (D86)	1.0	0.6	0.0	0.8	0.0	0.1	2.5
Classics (D68)	5.0	0.0	0.5	0.0	0.0	0.1	5.6
Gender Studies (D58)	4.0	0.0	0.8	0.0	0.0	1.6	6.4
History (D22)	15.5	6.0	4.0	1.0	0.5	1.3	28.3
Museum Studies (D50)	1.0	1.0	0.1	0.0	0.0	0.1	2.3
Near Eastern Archaeology (D87)	2.0	0.0	0.1	0.7	0.0	0.0	2.7
Philosophy (D38)	12.0	2.0	2.1	0.0	0.0	0.6	16.6

Prehistoric & Historical Archaeology (D85)	4.0	3.5	0.7	0.4	0.8	5.3	14.7
School Office (D96)	0.0	0.0	0.0	9.0	0.0	0.4	9.4
School of Society, Culture & Performance							
Anthropology (D02)	9.0	0.0	0.5	0.0	0.0	0.3	9.8
Linguistics (D32)	7.0	2.0	1.0	0.0	0.0	0.3	10.4
Music (D34)	4.0	1.5	1.8	0.0	1.0	0.5	8.8
Peace and Conflict Studies (D54)	0.0	0.0	0.4	0.0	1.6	0.0	2.0
Performance Studies (D07)	2.0	0.0	0.6	2.5	0.0	0.4	5.5
School Office (D98)	0.0	0.0	0.0	5.5	1.0	0.0	6.5
Social Work and Social Policy (D48)	15.0	2.0	2.7	3.0	0.4	0.8	23.9
Total	172.8	51.4	33.1	69.0	20.3	23.4	370.0

Comparative Staff Profile 1998-2003

	Academic				General				Grand Total
	Cont	Fixed	Casual	Sub-total	Cont	Fixed	Casual	Sub-total	
1998	174.8	99.1	30.3	304.2	55.0	33.7	22.2	110.9	415.1
2002	172.8	51.4	33.1	257.3	69.0	20.3	23.4	112.7	370.0

Over the period 1998 – 2002, total staff FTE declined 45.1 (academic -46.9, general +1.8); over the same period, student load increased by 485 EFTSU (10.25%), from 4734 to 5219. These figures suggest that the perceived decline in administrative assistance available to academic staff is due not to a reduction in general staff numbers, but to a decline in academic staff numbers, so that

- there are fewer academic staff to undertake the range of administrative tasks previously undertaken by academics; and
- more students are being taught by fewer staff, thereby leaving less time for administrative tasks (even where these have not increased in number).

(v) Research Activities

An overview of the quantitative measures of the Faculty's research performance over the period for which such data are available, 1995-2001.

The three categories of research activity used to assess research performance are:

1. Income gained in competitive research grants, primarily ARC grants.
2. Publications (refereed journal articles, books, book chapters) recognized by DEST.
3. PG Research student load and completions.

In presenting the data, A/Prof van Krieken emphasized that the overall pattern is one where, in aggregate terms, the Faculty's research performance has improved slightly over the period, which is a considerable achievement, given the significant increase in teaching and administration loads borne throughout the Faculty. The Faculty is also the strongest performer in the College of Humanities and Social Sciences.

The most significant element of this position appears to be the steady increase in improved PG research completion rates, alongside a slight improvement in grant income.

However, the Faculty has to beware that this has to be set against a slight but continuous decline in PG research student *load*, and a steady decline in publication productivity. This suggests that our PG research student completions may start to decline in a few years, and with declining publication productivity, so might our research income.

What these data tell us about the future, then, is that in order to sustain our reputation as a Faculty that is strong in research, we will need to improve (1) our publication output and (2) our intake of PG research students. Along with continuing to increase our grant income, these will be interesting challenges for the Faculty in the coming years. (See also Attachment 3b.)

Associate Professor Robert van Krieken (Associate Dean, Research)

Originally presented at the Arts Association *All Things Human* showcase May 2003.

(vi) Quality Assurance Activities and Structures

The achievements and areas for improvement in the Faculty's Quality Assurance Activities and Structures are detailed within the response to each Goal. In summary, these activities and structures are best considered by comparing the Faculty of mid-2003 with that of mid-2000. The Faculty takes the success of many of these activities and structures as a measure of their quality. In the past few years the Faculty has:

in student matters:

- significantly increased the quality of the undergraduate intake (as measured by UAI) across the board, with little reduction in the overall size of the intake and while continuing to support the various special admission categories and the access of equity groups
- arrested the downturn in postgraduate coursework enrolments, with new programs in 2003-04 expected to further improve the situation
- offered greatly improved support to students overall, from first year undergraduates to postgraduate researchers, although further improvements for the latter group remain a priority for the Faculty
- increased the size and improved the overall quality of its international student intake
- continued to apply and monitor formal quality assurance processes, through motivated, hard-working committees - Teaching & Learning, Undergraduate Matters, Postgraduate Matters

in staff matters:

- worked to embed the major School restructuring
- improved overall 'communication' within the Faculty
- identified and articulated major policies across a number of areas
- worked towards a much improved quality of space from 2004, although quantity remains a major issue, for staff and students alike

The Faculty does wish to highlight issues that impact on the overall Quality Assurance process. These relate to the structural relationship between the Faculty and the College of Humanities & Social Sciences (CHASS). (In fact, in this context these issues would so relate to the structural relationship between each faculty and its College.)

Given the existence of a *CHASS Strategic Plan 1999-2004* (June 1999), the question needs to be asked as to how effectively a faculty can be reviewed in isolation of a review of its College? For example, the *CHASS Strategic Plan* states (p.4)

As an administrative and leadership entity, the College is responsible for Quality Assurance in the faculties...to fulfil this responsibility the College will (the following are two of five dot points):

- identify and assist the special needs of faculties, and collaboratively develop and provide infrastructure and support mechanisms;
- establish a process of rolling reviews for departments in the College (and investigate methods of funding those reviews)

Other particular responsibilities and initiatives, because of their location in the *CHASS Strategic Plan*, raise questions as to the appropriate level (College or Faculty) to be reviewed: For example:

Goal 2

The College will (p.9) :

‘...review outcomes of the Broadway scheme and other special entry measures...’

‘...review all current student recruitment and selection processes with a view to improving the access to university of targeted equity groups. More flexible pathways into awards will be investigated and encouraged’

‘...monitor the progress and success of Indigenous Education policies...’

Goal 5

The College will (p.18):

‘...support faculties and disciplines to establish and maintain external advisory committees with members drawn from relevant professions’

‘...seek out areas and opportunities for consultancies for relevant parts of the College’

Goal 6

The College will (p.22):

‘...encourage development of an administrative infrastructure plan between the faculties and the College administration to address the needs of the future in administrative staffing and resources’

Goal 7

The College will (p.24):

‘...encourage, maintain and develop links between schools, the professional subject teachers associations and relevant academic faculties and departments’

These points are noted not to question the existence or activity of the College, but to highlight a continuing systemic vagueness concerning the role of the College and its interrelationship with its parts – does the College have an existence separate to that of its member faculties? Is it greater (or somehow different to) the sum of its parts?

(vii) Benchmarking Activities

Again, any particular benchmarking activities are detailed within the response to each Goal. The Faculty acknowledges that not as much has been done as was planned in 2000 – this remains a priority for the Faculty, and Heads will be encouraged to institute a rolling plan of departmental reviews/benchmarking in their respective Schools.

(viii) Analysis of outcomes of recent Reviews

In a broad sense, new policies and activities are the outcomes of Faculty reviewing itself. Goal 6 *Effective Management* outlines the range of new Faculty policies – the Faculty considers the *Academic Staff Workloads Management* and *Special Studies Programs* policies to be of particular note

Of formal reviews, perhaps the most notable were those of the IT Unit and Language Centre, which resulted in the recent formation of the *Multimedia & Educational Technologies in Arts Centre (META)*, with the aim of fostering better coordination of Faculty Teaching & Learning strategies, particularly ICT supported Teaching & Learning.

FACULTY OF ARTS COMMITTEES

Functions of committees and responsibilities of committee members

Committees should be formed by an electoral process which combines two electorates: the Faculty at large; each of the four Schools which make up the Faculty. Where School representatives are required as members of committees the method of election should be decided by each School.

Committees are constituted to work for the Faculty as a whole and their members should not therefore be seen as advocates for sectional interests.

School representatives (should) ensure that members of the Schools are kept informed of each committee's agenda and decisions and that the views of School members are represented to committees.

Working Party on the Faculty of Arts Committee Structure

Report to Policy & Review 20 April 2001 / Faculty 13 August 2001

The functions and terms of reference of each committee shall be as defined by the Faculty. While each committee is encouraged to be pro-active in ranging broadly across its terms of reference, it is hoped that Associate Deans, as committee chairs, will use the forum provided by Policy & Review to inform and liaise with each other to ensure co-ordination, rather than duplication of effort. It is important that all committee members in general build, through attendance at Faculty meetings, an awareness of Faculty-wide issues relating to the business of their committees. It is considered equally important that all committee members use the opportunity provided by departmental and School meetings to brief their colleagues on committee business.

Reporting, proposals and 'work flows'

Any proposal deemed by a particular committee to be worthy of further consideration, but with resource implications, will be forwarded by the committee chair to FACMAC in the first instance. FACMAC may then advise the Dean to reject the proposal on resource grounds, without further reference to Faculty; otherwise, the proposal will then normally go forward to Policy & Review and eventually to Faculty. Proposals without resource implications, or deemed by the committee to be 'resource neutral', may go forward to Policy & Review for further consideration. The Dean may direct that any proposal from a committee bypass Policy & Review and go forward directly from the committee to Faculty.

Each Faculty agenda will contain an item 'Reports From Faculty Committees'. For those committees serviced by the Faculty Office (Policy & Review, FACMAC, Teaching & Learning, UG Matters, PG Matters), these reports will be prepared by the staff member responsible for servicing that committee and approved by the committee chair. For other committees (IT, International & Community Relations, Library, Research), it will be the responsibility of the committee chair to provide a report for Faculty. In all cases, an oral report is acceptable. In order to achieve a full and timely distribution of Faculty agenda papers, written reports should be in electronic form, ideally as an email attachment using the standard pro-forma.

Relationships between Faculty committees and Schools

To ensure that all proposals receive full and proper consideration, no committee proposal should be sent forward to Policy & Review until the relevant Head of School has indicated awareness of the proposal and had an opportunity to comment on it.

Filling of vacancies

(1) Committee members elected by the Faculty at large

Should a vacancy arise, it will be filled by the candidate at the immediately preceding election who was the last candidate to be excluded and who remains eligible to be elected and willing to serve. Should there be no such candidate, the Dean may nominate any member of the Faculty, after consultation with the Heads.

(2) Committee members representing a School, or representing other committees

Should a vacancy arise, it will be filled in a manner determined by the School, or by the other committee, as appropriate.

(3) Student members of committees

Should a vacancy arise, the remaining student members of Faculty will be consulted and the position offered to one of them by the Dean.

Membership, Constitutions and Functions

Chairs' Forum

Function / Terms of Reference

- To be the conduit to the Dean of the concerns and priorities exercising departments

Membership

Dean

Associate Deans

Director, Multimedia & Educational Technologies in Arts Centre

Chairs of the 22 departments that the Vice-Chancellor has determined shall be placed under the supervision of the Faculty of Arts, as defined by the Resolutions of the Senate relating to the constitution and membership of the Faculty of Arts (Calendar 2003, p.197 and as revised)

School of Philosophical and Historical Inquiry

Ancient History

Archaeology

Classics

Gender Studies

History

Philosophy

School of European, Asian & Middle Eastern Languages & Studies

Chinese & Southeast Asian Studies

Japanese & Korean Studies

French Studies

Germanic Studies

Italian Studies

Modern Greek Studies

Arabic & Islamic Studies

Hebrew, Biblical & Jewish Studies

School of English, Art History, Film & Media

Art History & Theory

English

Studies in Religion

School of Society, Culture & Performance

Anthropology

Linguistics

Music

Performance Studies

Sociology & Social Policy

Degree Program Directors

Bachelor of Arts

Bachelor of Arts Informatics

Bachelor of Arts (Languages)

Bachelor of Liberal Studies

Bachelor of Arts (Media & Communications)

Bachelor of Social Sciences

Bachelor of Arts (Advanced)

Chair: (Elected by and from the chairs)

Deputy Chair: To be elected by and from the chairs

Meeting Frequency: Twice each semester

Servicing: Chair (assistance from Dean's Unit Administrative Assistant)

Faculty Management Advisory Committee

Function / Terms of Reference

- To advise the Dean on issues related to the financial management of the Faculty
- To evaluate the resource implications of proposals forwarded by committees

Membership

Dean (Chair)

Pro-Dean (Deputy Chair)

Director, Multimedia & Educational Technologies in Arts Centre

Heads of School

Faculty Business Manager

School Finance Managers

Meeting Frequency: Monthly

Servicing: Faculty Office (Faculty Business Manager)

Policy & Review

Function / Terms of Reference

- To consider all major policy issues and proposals from either the Dean or committees and make recommendations to Faculty

Membership

Dean (Chair)

Pro-Dean (Deputy Chair)

Chair of Faculty

Chair of Chairs Forum

Director, Multimedia & Educational Technologies in Arts Centre

Associate Deans

Heads of School

A representative of each School (elected by the Faculty at large)

Student members (2)

Meeting Frequency: Monthly except December

Servicing: Faculty Office (Dean's Executive Officer / Academic & Planning Manager)

Information Technology Committee

Function / Terms of Reference

- To consider policy and operational issues relating to the IT Unit, the Faculty network, the Computer Laboratory and the Language Centre
- To evaluate appropriate hardware and software for use by the Faculty
- To advise Policy & Review on policy and operational issues relating to Information Technology matters

Membership

Associate Dean (Information Technology) (Chair)

Director – Multimedia & Educational Technologies in Arts Centre

A representative of the Teaching & Learning Committee

A representative of the Library Committee

Faculty Network Manager

School Software and Assets Officers

A representative of each School (nominated by the School)

A representative of the Library

2 student members

Approval to co-opt, in an advisory role, staff with expertise in IT and its use in teaching and research.

Deputy Chair: To be elected by the committee from the staff members of the committee

Meeting Frequency: To be decided by the committee

Servicing: Chair

International & Community Relations Committee

Function / Terms of Reference

- To consider and develop program proposals in areas of Faculty outreach and income generation, including work with alumni associations
- To contribute to the development of and participation in the Schools' Liaison Program
- To develop and promote Faculty interchange with international institutions
- To advise Policy & Review on policy and operational issues relating to International and Community Relations matters

Membership

Associate Dean (International & Community Relations) (Chair)

A representative of each School (nominated by the School)

4 members elected by the Faculty at large

2 student members

Deputy Chair: To be elected by the committee from the staff members of the committee

Meeting Frequency: To be decided by the committee

Servicing: Chair

Library Committee

Function / Terms of Reference

- To consider matters related to the Faculty's use of the University Library
- To take initiatives in the area of electronic access to information and to publicise within Faculty the positive possibilities in such developments
- To advise Policy & Review on related policy and operational issues

Membership

Associate Dean (Library) (Chair)

University Librarian or nominee and one additional nominee

A representative of the Information Technology committee

A representative of the Teaching & Learning committee

A representative of each School (nominated by the School)

4 members elected by the Faculty at large

2 student members

Deputy Chair: To be elected by the committee from the staff members of the committee

Meeting Frequency: To be decided by the committee

Servicing: Chair

Postgraduate Matters Committee

Function / Terms of Reference

- To consider the academic merit of proposals for new subject areas and new and amended units of study against any Faculty guidelines or plan
- To consider curriculum initiatives, such as proposals for new and amended programs
Any proposal deemed worthy of further consideration, but with resource implications, will be forwarded to FACMAC for further consideration
- To maintain oversight of all policies relating to both the postgraduate curriculum and postgraduate candidatures and to advise Policy & Review on policy issues relating to these areas
- To assess and address the needs of postgraduate students
- To liaise closely with PGARC
- To consider individual postgraduate student cases

Membership

Associate Dean (Postgraduate Research) (Chair)

Associate Dean (Postgraduate Coursework) (Deputy Chair)

A representative of each School (nominated by the School)

6 members elected by the Faculty at large

A representative of the Library

2 Postgraduate student members

Meeting Frequency: Monthly February – November inclusive

Servicing: Faculty Office (Postgraduate Manager)

Research Committee

Function / Terms of Reference

- To monitor research performance in the Faculty
- To administer schemes designed to support research activity
- To advise Policy & Review on policy and operational issues relating to research
- To initiate methods to improve the Faculty's research funding base through external and internal grants
- To raise the research profile of the Faculty through conferences, visitors' schemes and teaching relief
- To liaise closely with RIHSS

Membership

Associate Dean (Research) (Chair)

Associate Dean (Postgraduate Research)

A representative of each School (nominated by the School)

4 members elected by the Faculty at large

A Representative of SUFA

A Representative of RIHSS

A representative of the Library

2 Postgraduate student members

Deputy Chair: To be elected by the committee from the staff members of the committee

Meeting Frequency: To be decided by the committee

Servicing: Chair

Teaching and Learning Committee

Function / Terms of Reference

- To initiate, develop, monitor and review policies, procedures and guidelines relating to teaching, learning and assessment in the Faculty
- To administer schemes designed to support improvements in teaching quality and the learning experience
- To advise Policy & Review on policy and operational issues relating to Teaching & Learning
- To develop the Faculty Teaching & Learning Plan and prepare related submissions

Membership

Associate Deans (Teaching & Learning) (Co-Chairs)

Director, Multimedia & Educational Technologies in Arts Centre

A representative of the Information Technology committee

A representative of the Library Committee

A representative of each School (nominated by the School)

4 members elected by the Faculty at large

A representative of the Library

2 student members

Meeting Frequency: To be decided by the committee

Servicing: Faculty Office (Dean's Executive Officer)

Undergraduate Matters Committee

Function / Terms of Reference

- To consider the academic merit of proposals for new subject areas and new and amended units of study against any Faculty guidelines or plan
- To consider curriculum initiatives, such as proposals for new and amended degree programs and cross-listing
- To maintain oversight of all policies relating to both the undergraduate curriculum and undergraduate candidatures
- To initiate developments in areas of potential growth or need
- To advise Policy & Review on policy and operational issues relating to the undergraduate curriculum and undergraduate candidatures

Membership

Associate Dean (Undergraduate) (Chair)

A representative of each School (nominated by the School)

6 members elected by the Faculty at large

A representative of the Library

2 Undergraduate student members

Deputy Chair: To be elected by the committee from the staff members of the committee

Meeting Frequency: To be determined by the committee

Servicing: Faculty Office (Undergraduate Manager)

FACULTY OF ARTS

REPORT ON RECOMMENDATIONS FROM PHASE ONE

Please complete the relevant sections of this form

Recommendation 1	The Faculty needs to consider improving the dissemination of Academic Board policies between the Faculty office, Schools and Departments.
Action taken by the Faculty	<ul style="list-style-type: none"> • Regular workshops for general staff to update them on recent developments in policies and procedures. • A day-long retreat for chairs of departments to discuss Academic Board policies and procedures. • More Dean's emails on policies for all staff. • Teaching & Learning link to Faculty home page.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Maintain and improve Teaching & Learning link. • Further workshops for general staff and chairs to orient them to Academic Board policies, as well as other areas of Faculty administration and Academic leadership.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • Feed-back from the workshops and retreats has been very positive.
Review Team's comments (to be completed after the Review)	
Review Team's conclusion (to be completed after the Review)	

FACULTY OF ARTS

REPORT ON RECOMMENDATIONS FROM PHASE ONE

Recommendation 2	The Faculty needs to develop strategies to ensure that they comply with the Academic Board policy on the use of parallel teaching of postgraduate and undergraduate students.
Action taken by the Faculty	<ul style="list-style-type: none"> • Faculty has undertaken a survey of the practice and identified a small number of departments that might be operating outside the guidelines. • Dean has identified this as an issue of importance at the Faculty Policy and Review Committee.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Faculty Postgraduate Matters Committee is developing a discussion document and series of recommendations for consideration by Faculty.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • N/A
Review Team's comments (to be completed after the Review)	
Review Team's conclusion (to be completed after the Review)	

FACULTY OF ARTS

REPORT ON RECOMMENDATIONS FROM PHASE ONE

Recommendation 3	Strategies for communicating the milestones and achievements within the Teaching and Learning Plan to staff and students need to be established.
Action taken by the Faculty	<ul style="list-style-type: none"> • New Teaching and Learning link established on faculty Website to provide easy access to latest achievements and developments in Teaching and Learning for staff and students. • Continue to operate regular Teaching and Learning workshops/presentations. • Awards ceremony for Teaching Excellence and new award for tutoring. • Teaching and Learning newsletter is an item available on the website.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Regular update Teaching and Learning newsletter to be placed on the Faculty home page to engage interest of staff and students. • More workshops and Teaching and Learning presentations. • Regular reports on Teaching and Learning to Faculty. • Continue to hold and publicise awards ceremonies – consider further categories for teaching awards.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • Feedback from staff on Teaching and Learning link has been positive.
Review Team's comments (to be completed after the Review)	
Review Team's conclusion (to be completed after the Review)	

FACULTY OF ARTS

REPORT ON RECOMMENDATIONS FROM PHASE ONE

Recommendation 4	Variation in the provision of teaching, particularly in tutorials, across departments needs to be considered, in order to enhance the student experience.
Action taken by the Faculty	<ul style="list-style-type: none"> • Implementation of Faculty workloads policy which will work to ensure greater consistency across departments. • Implementation of Faculty assessment policy to encourage greater consistency. • Discussion with Heads of Schools about need to monitor and improve the provision of teaching especially small group teaching.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Through Teaching and Learning Committee promote discussion of the importance of small group face-to-face teaching.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • Too early to tell – workloads and assessment policies are still in trial stage.
Review Team's comments (to be completed after the Review)	
Review Team's conclusion (to be completed after the Review)	

FACULTY OF ARTS

REPORT ON RECOMMENDATIONS FROM PHASE ONE

Recommendation 5	In order to improve large group discussion all staff should be made aware of the programs offered through the Institute for Teaching and Learning.
Action taken by the Faculty	<ul style="list-style-type: none"> • Regular Dean's Info on Institute for Teaching and Learning courses on offer. • Encouragement to Heads of Schools to heighten awareness of these courses. • JTL programs future of Teaching & Learning committee discussion and feature in Teaching and Learning newsletter
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • N/A
Review Team's comments (to be completed after the Review)	
Review Team's conclusion (to be completed after the Review)	

FACULTY OF ARTS

REPORT ON RECOMMENDATIONS FROM PHASE ONE

Recommendation 6	Ways of improving communication to students regarding University and Faculty awards for good teaching should be considered. Staff should be encouraged to nominate themselves for these awards.
Action taken by the Faculty	<ul style="list-style-type: none"> • Awards will be a feature of the direct Teaching and Learning link on the Faculty home page. • Heads of Schools have been asked to identify and encourage staff to apply. • Regular awards ceremonies to help encourage and reward staff.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • N/A
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • Too early too tell.
Review Team's comments (to be completed after the Review)	
Review Team's conclusion (to be completed after the Review)	

FACULTY OF ARTS

REPORT ON RECOMMENDATIONS FROM PHASE ONE

Recommendation 7	Improved ways of communicating information about the Arts On-Line Teaching and learning project throughout the Faculty should be a priority.
Action taken by the Faculty	<ul style="list-style-type: none"> • Teaching and Learning link on the Faculty home page has this project as a key item. • Amalgamation of Arts IT Unit and Language Centre into new Multimedia and Educational Technologies in Arts Centre (META) – aim to foster greater coordination of Faculty teaching and learning strategies, particularly ICT supported Teaching and Learning.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Mission statement of new centre will be drafted over next few months and Arts On-Line and how to expand awareness of this project will be a key goal.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • Too early to tell.
Review Team's comments (to be completed after the Review)	
Review Team's conclusion (to be completed after the Review)	

FACULTY OF ARTS

REPORT ON RECOMMENDATIONS FROM PHASE ONE

Recommendation 8	The Faculty may consider the introduction of a compulsory research methodology course to induct new graduate students within the Faculty, and to give them milestones in terms of their candidature.
Action taken by the Faculty	<ul style="list-style-type: none">• A compulsory unit incorporated into new Professional doctorate programs in the Faculty.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none">• Current discussion about utility of such a unit for other postgraduate program (eg MA by research).
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none">• Too early to tell.
Review Team's comments (to be completed after the Review)	
Review Team's conclusion (to be completed after the Review)	

FACULTY OF ARTS

REPORT ON RECOMMENDATIONS FROM PHASE ONE

Recommendation 9	Postgraduate research students should be encouraged to have regular and timely contact with their supervisors
Action taken by the Faculty	<ul style="list-style-type: none"> • Faculty’s research supervision management plan stresses the importance of regular contact and monitoring of progress. • Heads of Schools are aware of the need to foster a culture of regular contact amongst all supervisors.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Postgraduate Matters Committee to encourage departments to embrace culture of regular contact.
Faculty’s evaluation of the success of action taken	<ul style="list-style-type: none"> • A key evaluative tool will be completion rates. • Latest completion figures indicate significant improvement.
Review Team’s comments (to be completed after the Review)	
Review Team’s conclusion (to be completed after the Review)	

FACULTY OF ARTS

REPORT ON RECOMMENDATIONS FROM PHASE ONE

Recommendation 10	While significant work has taken place further investigation regarding ways in which its research completion rates can be improved is suggested.
Action taken by the Faculty	<ul style="list-style-type: none"> • Key issue is implementation of the Faculty's research supervision plan.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Faculty needs to monitor compliance with the plan to ensure that all departments have implemented the policies and procedures.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • Strong indication of compliance is increased completion rate. Latest figures suggest that Arts is performing very well with 17.75% of weighted research completions the second highest rate of any Faculty in the University (2000/2001).
Review Team's comments (to be completed after the Review)	
Review Team's conclusion (to be completed after the Review)	

FACULTY OF ARTS

REPORT ON RECOMMENDATIONS FROM PHASE ONE

Recommendation 11	The role and presence of academic advisors needs to be more effectively communicated to staff and students
Action taken by the Faculty	<ul style="list-style-type: none"> • Advisors listed on Faculty website. • Notice given to all enrolling students of the advisors, their role and how to contact them. • Introduction of new First Year Experience coordinator to help link students to advisors. • New Bachelor of Arts Advanced director to act as advisor for a new specialised group of students.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Consideration of further mentoring strategies.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • Advisors report increased use of their services. • Initial student feedback on specialist mentors (eg BA Advanced) positive.
Review Team's comments (to be completed after the Review)	
Review Team's conclusion (to be completed after the Review)	

FACULTY OF ARTS

REPORT ON RECOMMENDATIONS FROM PHASE ONE

Recommendation 12	Better coordination and communication regarding how cross Faculty degrees can be implemented is required
Action taken by the Faculty	<ul style="list-style-type: none"> This issue was central to implementation of new BA/BMus Studies degree.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> Still have not resolved problem of administration of Liberal Studies. Requires further discussion with Faculty of Science.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> New degree not on stream until 2004.
Review Team's comments (to be completed after the Review)	
Review Team's conclusion (to be completed after the Review)	

FACULTY OF ARTS

REPORT ON RECOMMENDATIONS FROM PHASE ONE

Recommendation 13	The Faculty is encouraged to consider ways of ensuring consistency in its quality assurance processes, particularly in relation to feedback, unit of study outlines, clarity of goals in postgraduate coursework units, and research supervision
Action taken by the Faculty	<ul style="list-style-type: none"> • Assessment Working Party report has been endorsed by Faculty – to ensure greater consistency. • New unit of study template has been developed to assist departments in Faculty to have a consistent framework for course outlines. • New Undergraduate and Postgraduate Matters new unit proposal forms to foster greater consistency.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Explore further proposals for templates for outlines and goals to foster consistency.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • Too early to tell yet.
Review Team's comments (to be completed after the Review)	
Review Team's conclusion (to be completed after the Review)	

Goal 1 Quality Teaching and Learning

The University of Sydney will maintain and enhance its position as an outstanding provider of high quality undergraduate and postgraduate teaching, both in Australia and internationally.

Objectives

The 2002 Academic Board Review prompted the Faculty to revise its Objectives for the *2003 Teaching and Learning Operational Plan* to the following:

- 1) To attract and retain high quality students and foster their development through flexible degree programs and a rich diversity of formal and informal learning opportunities.
- 2) To provide high quality support for Arts students.
- 3) To ensure that student access to information technology and their physical learning environment is of a high standard.
- 4) To foster an environment where quality and innovation in teaching and learning are valued and supported by recognition and resources.
- 5) To improve Quality Assurance Processes and make these consistent across the Faculty.
- 6) To improve the Postgraduate learning experience.
- 7) To formulate a coherent e-learning plan.
- 8) To improve communication between Faculty, staff and students on key areas of policy and process.

Policies, Process and Practices

These objectives have been pursued in the following ways:

1) The Faculty's ability to attract high quality students was demonstrated by the historically high UAI of 83.25 for entry into the BA in 2003. This was up from 80 in 2002, itself a high water mark. All other Arts degrees had an increase in the required UAI, and all quotas were filled. The BA (Advanced) was introduced, offering an accelerated program of high-level study for exceptionally well-qualified students (those with a UAI of at least 97.65). This flexible individual program has been supplemented by an increase in *Summer School* offerings and the introduction of *Winter School* units of study. The Faculty taught 24 units of study in 14 disciplines in the 2003 Summer School, continuing an upward trend in enrolments: 141 students in 2001; 237 in 2002; 397 in 2003. The Faculty also offered 5 units across 5 disciplines in the 2003 Winter School. It has begun teaching units of study via video conferencing to the University's campus at Orange. A TIF funded *Task-Based Group Learning Project* is developing inquiry-based group learning programs in selected First Year units of study. A web-based resource link to this project will be launched in semester 2, 2003.

2) Over the last few years particular attention has been given by the Faculty to supporting the needs of First Year Students, as well as to concerns surrounding the written and oral expression of all students. In 2003, the Faculty appointed a *Director of First Year Teaching and Learning* to oversee the First Year Learning Experience. The Faculty's *Transition* and *Peer Support Program* for First Year Students, supported by Teaching Improvement Fund money, was expanded significantly in 2003, including a dedicated website. The project involves an 'Easing the Transition Workshop' at the beginning of first semester, run by staff and students, which is integrated into an ongoing program using trained senior students in a *Mentoring Program* for the new intake. Students are offered initial information and advice before the beginning of first

semester, as well as follow up help during the year. Full details of the program are available at the website, connected by a link to the Faculty of Arts Homepage:

<http://teaching.arts.usyd.edu.au/PeerSupport/>

In semester 2 a similar program will be introduced for the new intake. Particular attention will be given to students with difficulties in oral and written communication.

Support for the written and oral expression of students across all years has been provided through a number of programs grouped under a TIF funded project, *Competence in Written English*. This ongoing work, much of it addressing the needs of specific disciplines (for example in Linguistics, History and Performance Studies) aims to integrate writing skills into unit of study curriculum, improve NESB writing skills, and work with staff in specific units on diagnostic and developmental techniques. Already established web-based writing skills support (for example LNGS 1005 and ENGL 1005) will be added to, and in semester 2 2003 a web portal will be constructed to link the different sites into a 'one stop shop' for student support of written English. A new unit, ENGL 1000: *University English*, was introduced in 2003, full details of which are available at the following website:

<http://teaching.arts.usyd.edu.au/english/engl1000/>

The unit description makes clear that it is not a remedial unit, but is designed to help support and develop English writing and reading abilities at all undergraduate levels. This suite of units and programs therefore caters not only for at risk students across a variety of disciplines, but also for already competent students (up to Honours level) wishing to hone their skills.

3) The physical learning environment in the Faculty of Arts is in the process of substantial improvement. A major refurbishment program, begun in 2001, and due for completion in 2005, entails complete refurbishing of the Christopher Brennan, Mungo MacCallum and Griffith Taylor Buildings. The Language Centre has been substantially renovated in 2003 and equipment upgraded to incorporate new technology. This year has also seen the opening of the second *Postgraduate Arts Research Centre (PGARC II)* a high quality facility that adds to that available to Postgraduate students in the John Woolley Building. PGARC II is a dedicated site for PhD candidates in the final stages of their thesis, and should help improve PhD completion rates. The increasing popularity of Arts degrees, however, has not always been well served by the state of teaching space and equipment. This is true, of course, across the University. In consultation with staff and students, in semester 2 2003 the Faculty Teaching and Learning Committee will conduct a survey of the physical learning environment, with a view to recommending improvements where feasible.

4) The Faculty continues to advertise the importance it places on quality and innovation in teaching and learning and to develop new ways of acknowledging the value of this work. Information on the *Faculty of Arts Teaching Excellence* and *Teaching Initiative Awards* has been made more readily available and more prominent than in the past via the new Teaching and Learning electronic Bulletin and on the Committee website:

<http://www.arts.usyd.edu.au/committees/ArtsTLCtee/Awards.html>

The first *Teaching and Learning Seminar* for 2003 included the presentation by the Dean of Teaching Excellence and Teaching Initiative Awards. In addition to the established awards in Excellence and Innovation, a new category, for *Excellence in Tutoring*, will be introduced in

2003. Recipients of these awards are selected by a subcommittee of the Teaching and Learning Committee based on criteria published on the Committee website. As well as these peer-assessed awards, a scheme will be set up whereby students themselves can nominate outstanding teachers for institutional recognition. This will enhance student and staff awareness of the importance the Faculty gives to excellent teaching, as well as encourage such teaching. A series of Teaching and Learning seminars presented throughout the year underline the quality and variety of innovative and excellent teaching practice throughout the Faculty. In semester 1, seminars were dedicated to research-led teaching, to the TIF funded project on articulating the Faculty's identity, and to Competence in Written English. This program of seminars will continue in semester 2. A questionnaire on research-led teaching has been circulated to gain information on present practice in this area. Information derived from that questionnaire is being analysed by a member of the Teaching and Learning Committee, so as to plan strategies to enhance research-led work. The Faculty's successful TIF application (awarded \$180,000 in total for 2003) has been used to encourage new teaching and learning ideas from across the Faculty. The individual TIF projects require input from across the Faculty, increasing the number and variety of staff actively participating in high quality, innovative teaching. After a Faculty electronic mail out, for example, the Competence in Written English project received many expressions of interest. By increasing the number of staff involved in such projects, and by encouraging staff generally to think about other creative learning possibilities, the Faculty will further develop a culture that values and supports teaching and learning.

5) In 2002 the Academic Board Review recommended that the Faculty 'consider ways of ensuring consistency in its quality assurance processes'. As a result, numbers of targeted responses have been made. The Faculty set up a working party made up of members of the Undergraduate Matters and Teaching and Learning Committees that established a set of guidelines to ensure greater consistency in assessment requirements across units of study with the same credit point value. Units of study are now required to comply with guidelines on consistency in weighting assessment tasks, contact hours required, and assessment requirements. All units of study will be amended in the light of these recommendations in time for the 2004 Arts Handbook entries. The Arts IT Unit has designed and developed an on-line Unit of Study Outline template. The template will allow unit coordinators to publish information about individual units of study under headings recommended by the Academic Board's policy on the Management and Evaluation of Course Work Teaching. By the end of 2003 all Units of Study for 2004 should have an on-line UoS Outline. These will provide students with a consistent place and format to find the information they require, as well as access to individual UoS websites when these become available closer to the beginning of semester. Though several Schools within the Faculty, for instance the School of Philosophical and Historical Inquiry and the School of European, Asian and Middle Eastern Languages and Studies have systematic assessments of units of study, there needs to be greater consistency of assessment across the Faculty as a whole. Heads of School have been asked to provide information on the extent of current unit of study assessment, and this information will be used to formulate ways of improving and formalising such assessment in the future.

6) To improve the Postgraduate Learning Experience, the Postgraduate Matters Committee, with Faculty funding, organised several initiatives: a '*Postgraduate Welcome and Registration Day*' (repeated for students commencing in semester 2); a Thesis and Essay writing weekend in mid-semester 1, 2003; a postgraduate colloquium in the second semester break. These have and will be useful for all new postgraduates, but particularly for international students, who often feel the most isolated of an inherently isolated cohort. A representative from the International Office and the Research Office participated in the 'Welcome Day', as well as senior postgraduates. This new event is designed to set the foundation for a mentoring system along the lines of the highly

successful undergraduate model. The two-day workshop on thesis and essay writing offers practical lessons in writing, from planning and research through to strategies for presentation, with advice from senior students and staff. The Postgraduate colloquium requires students to give a 20-minute paper on their research. These initiatives are meant to encourage new postgraduates to plan, research and write effectively, and to address problem areas at the beginning of their candidature. Coupled with the mentoring network, they should improve the retention rates of postgraduate students, establish clear standards and milestones, and thereby aid completion rates. The new *Postgraduate Arts Research Centre*, mentioned under Objective 3, also improves the quality of the learning experience. It is hoped that the development of existing writing skills units, mentioned in Objective 2, can be expanded into material targeted specifically at postgraduate students.

7) At present, advances in e-learning are being made in various areas throughout the Faculty. On 1 July 2003 the desktop support was transferred to ITS and the Arts IT Unit amalgamated with the Language Centre to create the Multimedia and Educational Technologies in Arts Centre (META). This unit will become the lynch-pin in the Faculty's strategy to enhance elearning initiatives. The Centre will also be the key to the Faculty's participation in the proposed CHASS IT Hub. It will take some time for this new unit to refine its mission, but the Faculty is now better positioned to implement the elearning policies currently being developed by its Teaching & Learning committee.

The *Arts Online Project*, funded in 2002 by a TIF grant, is another advance. One of the TIF strategies, the *Task-based Learning Project*, utilises mentors trained in earlier programs to introduce task-based learning on-line into first year curricula. The various units and projects dealing with writing skills also regularly employ e-learning, as do an increasing number of WebCT based units. Teaching initiatives with the Orange outreach program adds a further dimension to the Faculty's e-learning profile. While individual projects such as these are valuable, the complexities, potential and implications of e-learning (especially in terms of resources) need to be considered in a more global sense by the Faculty. The Faculty Teaching and Learning Committee has established a working party to formulate a coherent short to medium term strategy for e-learning across the Faculty, but it should be said that this planning is still at an early stage. One of the Teaching and Learning seminars planned for semester 2 will deal with this subject. More work is needed on what will be an expanding element of university activity in order to formulate a coherent e-learning plan.

8) Communications between Faculty, staff and students on areas of Teaching and Learning policy and process have been, and continue to be upgraded. The Teaching and Learning Website was linked directly to the Faculty of Arts Homepage to give the necessary prominence to these matters. The website itself was refurbished to include reports on the various Faculty Teaching and Learning Seminars, and links to issues pertinent to teaching and learning generally. A Faculty-wide electronic *Teaching and Learning Bulletin* was introduced. The program of Faculty Teaching and Learning Seminars runs regularly throughout the year. Other information has been made more prominent and accessible to staff and students, as in the 'Easing the Transition and Peer Support Website' mentioned under Objective 2. And electronic Unit of Study templates, referred to in Objective 5, will be available via the web for 2004. Each of these initiatives improves communication of policy and process between Faculty, staff and students. Collectively, they should enhance the student learning experience in Arts, and help staff keep up to date on matters of particular interest and importance. A diverse and dispersed Faculty such as Arts needs a regularly evaluated and upgraded communications network in order to employ to the full the capacities and potential of staff and students.

Goal 2 Diversity, Access & Equity

The University of Sydney will continue to provide access to tertiary study and appropriate support for students from a diversity of backgrounds.

The Faculty's objectives in relation to Goal 2 accord with those of the University. The diversity of backgrounds of our students – ethnic, socio-economic, geographic – is mirrored in the diversity of the course offerings and teaching and assessment practices of the Faculty, factors which are themselves influential in attracting students from a diversity of backgrounds.

A two-stage system has evolved: of *attraction* - via a comprehensive Undergraduate Admission policy (**Attachment 2a**) available in hard copy and on the Faculty website, programs and subjects - and *support* - at a unit of study level through to recent Faculty-wide initiatives such as the *First Year Academic Orientation & Transition Program* (a three-year plan adopted by the Faculty in 2002) (**Attachment 2b**) and the *Peer Support Program* (**Attachment 2c**). Both programs are managed by the recently appointed *Faculty Director of First Year Teaching & Learning*, a full-time secondment of an academic staff member for an initial period of three years.

Attraction

The primary element of *attraction* is the depth and breadth of intake facilitated by the Faculty's Undergraduate Admission policy. The Faculty provides solid support to various University-wide special admissions schemes - *Broadway, Mature Age, Elite Athletes & Performers* – with significant numbers of offers annually. In collaboration with the Koori Centre, students also enter the Faculty through the *Cadigal Program*. Faculty-specific is the *Flexible Entry Scheme*, introduced in 2002 for Bachelor of Arts and Bachelor of Arts (Media & Communications) applicants and widened in 2003 to include Bachelor of Liberal Studies applicants (**Attachment 2d**). Beginning this year, students, some utilising the provisions of the *Rural Students Entry Scheme*, commenced the Bachelor of Liberal Studies at the Centre for Regional Education Orange; from 2004 students will also be able to commence the Bachelor of Arts at Orange. All of these schemes consider various admission criteria additional to that of the UAI/tertiary record. Importantly, they provide access to the Faculty for a variety of students from all the equity target groups who would otherwise have failed to gain a place. Also of note is the Faculty's continuing commitment to provide undergraduate places for school-leavers.

The Faculty is also pleased that its international initiatives (see Goal 4 *Internationalisation*) have produced not only increased numbers but also a diverse mix of students from Asia, Europe and North America (**Attachment 2e**).

Through the *Access to University Program* the Faculty, in cooperation with the Centre for Continuing Education, provides members of the general public with an opportunity to undertake single Arts units without the necessity of formal University enrolment.

The Faculty has been active in diversifying the base of its postgraduate coursework intake: the *Professional Communication, Human Services Management, Medical Humanities* and *Media Practice* programs accept non-graduates with 'equivalent professional experience in a relevant field'.

The other key element of *attraction* is the variety of the Faculty's programs and subjects. Over the past five years the Faculty has added five new degree programs to its core Bachelor of Arts,

designed not only to provide prospective students with a variety of choice, but also to attract a more diverse student body which seeks a vocationally geared or specialist degree.

In effect, diversity breeds diversity, as exemplified by the extensive range of languages offered in addition to the popular European (French, German, Italian) and Asian (Chinese, Japanese, Korean) majors. The Faculty continues to support majors in Arabic, Ancient Greek, Classical Hebrew, Modern Hebrew, Hindi-Urdu, Indonesian, Latin, Sanskrit, Thai and Yiddish. Pali and Russian are also taught for one and two years respectively.

Support

Support for diversity at the unit of study level focuses on curriculum revision, language streaming to create a positive educational environment, and the teaching of Australian culture as both indigenous and European. The following are representative examples of activities in the Faculty:

- Curriculum redesign to meet the needs of increasing numbers of background speakers (Chinese), to reflect different levels of competency (French) or to address a perceived neglect of men and masculinity issues (Gender Studies)
- Triple streaming in First Year of background and non-background speakers (Chinese)
- Assessment regimes in English-language units which are sensitive to the needs of ESL students, together with academic support on the evidence of the first essay (Chinese)
- The study of Australian exploration and historiography from both indigenous and European perspectives (Australian Studies)

General support at the departmental level focuses upon staff-student consultation, links with particular University Centres, specifically targeted grants, and the development of English Language units for students with special needs. The following are representative examples of activities in the Faculty:

- Individual teachers hold focus groups with students (French)
- Planned liaison with the Koori Centre to increase indigenous participation (Museum Studies)
- Development of specific units to assist students, both native speaker and NESB, to improve their academic writing skills and knowledge of the structure of English: ENGL 1000 *University English* and LING 1005 *Structure of English* (English and Linguistics)
- Competence in Written English TIF Grant provides support to 20 students (mostly NESB) in ASNS 1001 *Modern Asian History & Cultures* to improve their writing skills (Asian Studies)
- The Faculty of Arts *Teaching and Learning Committee Competence in Written English Group* is calling for submissions for projects to improve the written English of all students, and particularly students at risk.

Faculty-wide, further layers of general advice and support are provided by *Degree Program Directors* for each degree and School-based *Academic Advisers*, who are able to provide general advice on subject choice and degree structures beyond their particular subjects (**Attachment 2f**). For postgraduates, the first Faculty-wide *Postgraduate Welcome Day* (**Attachment 2g**) was held this year, with over 150 new postgraduates in attendance. This will now become a regular event at the commencement of each semester. The brief of the Faculty's *International & Community Relations Committee*, chaired by an Associate Dean, includes consideration of general support mechanisms for international students; *Departmental International Co-ordinators* also offer a point of individual contact and support for international students.

Financially, support is also offered through the *Arts In-Country Language Scholarships* and the *College of Humanities & Social Sciences Student Travel Scholarships*, both of which facilitate overseas study for Arts students. For postgraduate coursework students, the Faculty has preserved 40 HECS places each year, made available on the basis of equity (financial circumstances).

Evaluation

In 2002, the Faculty's Undergraduate load was 67.8 % female against the University's overall 59.6%; in the other equity target groups, the Faculty's Undergraduate load as a percentage of the University total was:

- disability 31.5%
- ATSI 18.4%
- NESB 12.8%
- low socio-economic 13.3%

Given the academic undesirability of setting 'equity targets' in isolation of overall entry standards, the Faculty is relatively satisfied with these figures and will continue with current policies eg 'up to 10% of places in each of Bachelor of Arts, Bachelor of Arts (Media & Communications) and Bachelor of Liberal Studies will be available on a Flexible Entry basis'. Within these constraints, the Faculty would welcome improved figures in the 'NESB' and 'low socio-economic' categories and will ask the Student Recruitment Manager (Education & Arts) to develop some initiatives in 'non-traditional' catchments.

The Faculty is particularly pleased that it is able to offer admission to so many school-leavers while also improving the overall high quality (as measured by UAI) and maintaining the diversity of the intake. For the Bachelor of Arts degree in 2003, 931 HECS offers were made, including 721 (77%) to 2002 school-leavers. Comparisons with other institutions indicate the strength of the performance by Arts:

UAC 2003 Main Round	BA Cut-off	BA offers to NSW/ACT Year 12	BA offers to others	Total BA offers
Sydney	83.25	595	336	931
UNSW	82.65	165	323	488
Macquarie	84.80	129	153	282

If the Faculty of Arts had made the same number of HECS offers to NSW/ACT Year 12 applicants as made by these other institutions, the Sydney BA HECS cut-off would have been:

165 HECS offers (as at UNSW) 91.55
 129 HECS offers (as at Macquarie) 93.25

Comparative data with other programs at Sydney again emphasises the strength of the Arts programs:

Sydney program	Cut-off	Offers to NSW/ACT Year 12	Offers to others	Total offers
BA	83.25	595	336	931
BCom	94.10	194	76	270
BEc	90.95	113	36	149
BSc	82.20	236	176	412

If the Faculty of Arts had made the same number of HECS offers to NSW/ACT Year 12 applicants as made in these other programs, the BA UAI would have been

194 offers (as in BCom)	90.75
113 offers (as in BEc)	93.7
236 offers (as in BSc)	89.4

The Faculty is satisfied with its current range of undergraduate programs. Specifically, the *Bachelor of Arts (Advanced)* provides a structure for highly qualified students who wish to pursue an academically demanding and accelerated program; the *Bachelor of Arts (Languages)* diversifies the traditional language-learning experience with a compulsory in-country semester; the *Bachelor of Arts (Media & Communications)* and *Bachelor of Social Sciences* provide an internship, for the first time in undergraduate programs in the Faculty of Arts; the *BA Informatics* offers a vocational IT program in a humanities/social sciences environment. Additionally, the past few years have seen the Bachelor of Arts linked with the vocational degrees of Nursing and Engineering in new, five-year combined programs. In conjunction with the Faculty of Science, the *Bachelor of Liberal Studies* became available with an International stream in 2002 and, from 2004, will become available with an Advanced stream. In the postgraduate area, the Faculty will continue the secondment of a senior academic to facilitate the development of more targeted and innovative coursework programs.

The Faculty is similarly satisfied with its current range of subject areas. Some (particularly some languages) are not, and never will be, subjects of high enrolment, but the Faculty continues to offer them, at some cost, in order to promote and sustain the diversity and important community links that they represent.

Many general, Faculty-wide support programs have only been introduced in the past few years. The *Teaching & Learning Committee* and the *Faculty Director of First Year Teaching & Learning* have plans in place to measure outcomes and success. More can be done in more systematic ways related to support. The *Teaching & Learning Committee* will be asked to investigate ways in which the Faculty as a whole can follow the lead of some departments in ensuring that teaching, assessment and curriculum take account of an increasingly diverse student body.

Goal 3 Excellence in Research

The University of Sydney will develop its reputation as an institution where pure and applied research and research training are conducted at nationally and internationally recognised standards, including research relevant to the economic, social and cultural well-being of Australia and the region.

Objectives

The Faculty's *Research Management Plan* objectives are to:

1. Identify and enhance areas of research excellence and potential, and to generate both a culture and practices of greater research collaboration;
2. Generate and maintain widespread awareness of Faculty's research performance strengths, weaknesses and opportunities
3. Facilitate Category 3 Income
4. Support transition to, and maintenance of 'active researcher' status, and to reward good output and improvement
5. Position research effort more effectively within overall workload
6. Facilitate competitive grant application and success
7. Facilitate research ethics clearance
8. Attract more students with research potential
9. Provide improving support for research training
10. Increase proportion of successful completions, and to improve completion rates
11. Foster staff skills in supervision.

Policies, Processes and Practices

The policies, processes and practices designed to achieve these objectives are generally organized around providing *support* for research and research training, and facilitating a vigorous *research culture*. This takes the form of:

- Domestic conference travel funding (\$10,000)
- Research seed funding (\$50,000)
- Start-up grants for new staff (\$5,000 per staff member)
- Varying forms of local, School-based support for new research projects, competitive grant applications
- Postgraduate Arts Research Centre (PGARC)
- Competitive grant application and publishing workshops
- Provision of feedback on grant applications
- Support for research seminars, conference and visiting scholars
- Regular distribution and discussion of data on research performance, at Faculty, School and department levels. For example, the Faculty has established a regular 'Research Day' with the PVC Research to identify the patterns and trends in the Faculty's research performance. (A report from last year's Research Day and its outcomes is **Attachment 3a**).
- Distribution of RIBG monies linked to School research performance
- New SSP policy identifying the outcomes of SSP leave
- Workloads management schemes in each School
- Faculty welcome/information events for new and prospective PG research students
- Tightened application requirements for PG Research students (proposal of 1000-2000 words)
- Introduction of a 7-stage monitoring plan for PhD supervision
- Encouragement of supervisors to apply for Excellence in Teaching awards

Outcomes and Stakeholder Feedback

The *core* of the Faculty's assessment of its research outcomes is the quantitative data collected and analysed regularly by the PVC Research and the Research Office, as well as the Faculty's own analysis of that data. The three elements of this data - research publications, competitive grant income and PG research student load and completions - reflects both

- The Faculty's absolute performance in relation to the rest of the University and benchmarked against the Go8 and
- the Faculty's research productivity, per staff member.

This makes it possible both to assess the Faculty's overall performance, and to fine-tune that assessment for each School and department, identifying strengths and weaknesses. Some of the main features of this data are:

- The Faculty's research performance is the strongest in the College and ranks
 - (a) roughly alongside Engineering and
 - (b) has moved from 3% below the Go8 average in 1999-2000 to 5% above in 2000-2001
- Between 1995 and 2001, DEST-recognized publication productivity declined slightly, but both research income and postgraduate completions productivity increased slightly.

An overview of the Faculty's analysis of the research performance data is **Attachment 3b**.

It should be noted that the Federal Government's approach to the assessment of research performance does not engage with either questions of *quality*, nor with comparison with *international* norms, and this is reflected in both the University's and the Faculty's assessment of its research outcomes. An assessment of the quality of the Faculty's research outcomes and other stakeholder feedback does not take place on a regular basis: such information is not required for any particular purpose, and has no effect at Faculty level. The arena in which it does have effect is that of individual staff application and promotions processes, and this is where it currently resides: within individual CVs. In seeking to extract it, the Heads of School have identified, as indicators of the quality of the Faculty's research and stakeholder feedback, the following characteristics of their staff's research activity that fall outside the quantitative indicators:

- organizing conferences
- invitations as keynote speakers
- guest lectureships
- research degree examination
- fellowships & visiting positions at prestigious international institutions: Princeton Centre for Advanced Research, RSSS
- prizes & medals
- media interviews
- regular newspaper columns
- publications in prestigious journals
- incoming visiting scholars: (Linguistics, for example, has to turn people away)
- offices in professional associations
- in-house journal
- activity as ARC assessors
- positive reviews in important journals
- acting as external examiners, and on doctoral committees
- special editorships
- reviewing manuscripts for publishers
- memberships of Academies (Humanities and Social Sciences)
- Music: large number of compositions played and performed

- PhD graduates often hold leading academic positions throughout Australia
- Prestigious Honorary Associates
- Federation Fellows: e.g. Huw Price (Philosophy)
- Excellent postdoctoral students.

However, at this stage there is no systematic collection or analysis of this kind of data about the Faculty's research outcomes.

Quality Assurance Processes

The primary emphasis in the Faculty's research quality assurance processes is on the monitoring of the quantitative data. This is the responsibility of the Faculty Research Committee, which distributes the relevant data to Faculty meetings and to the Heads of School, when it is examined and discussed in School Executive and School Board meetings, the School's strengths and weaknesses identified, and strategies developed to reinforce the areas of strength and address the areas of weakness. Many of the policies, processes and practices identified in *Policies, Processes and Practice* have emerged precisely in response to this kind of process and the report on the first *Arts Research Day (Attachment 3a)* is another example of how this information is used to plan research management strategies. An overview of all of these processes is provided in the draft *Faculty Research Management Plan (Attachment 3c)*.

Evaluation

The effectiveness of the Faculty's *support and promotion* of excellence in research is clearly difficult to disentangle from that research excellence *itself*, and the causal relationship between support and promotion activities and their outcomes is neither self-evident nor easily measured. However, what can be said is that the Faculty has effected a number of *improvements* in its support of research excellence, with many of the policies, procedures and practices outlined in *Policies, Processes and Practices* having been introduced in recent years.

The *strengths* in the Faculty's current research performance include its capacity to maintain its comparative position within the University and the Go8 in the context of increasing teaching and administrative loads, a number of areas of particular research strength, and the range and depth of its research activity.

The *weaknesses* are, first, that quality assurance processes remain relatively underdeveloped, with this review drawing out information not usually collected or discussed. Second, the Faculty's research culture remains relatively individualistic; mentoring and collaboration across teams of researchers remain more the exception than the rule. Third, the strategic coordination of research activity across the Faculty is at an early stage, following the formation of Schools. Fourth, the distribution of research performance is still uneven, although improving. Some parts of the Faculty are still to obtain a presence in the field of competitive grants, and the declining publication productivity is a concern. Fifth, research and teaching/administration are experienced as competing with each other. The Faculty's *Academic Staff Workloads Management Scheme* is designed to address this question, but its effects are still to be felt. Sixth, category 3 and ARC Linkage income remains relatively low. Seventh, some departments could strengthen their PG and Fourth Year Honours enrolments, and the slight but steady decline in PhD enrolment across the board remains a concern.

A key area of weakness is the lack of research facilities for research students. Space is in very short supply in the Faculty. This is particularly acute for research students. In effect nearly 400 EFTSU have access to around 80 desks in shared research facilities (the Postgraduate Arts Research Centres – PGARC I and II). This falls well short of desirable standards and falling

research load reflects our lack of competitiveness in this area. This is a vital issue to address, but one that requires University commitment.

The *plans for improvement* include:

- The identification of research patterns and foci across the Faculty, as well as the possibilities for research collaboration, in order to develop future areas of strength. Some of this work is already being pursued by the CHASS Research Support Officer
- The formation of research teams/clusters
- The long-term planning of research trajectories, mentoring for all grant applicants, but especially early-career researchers
- The establishment of a *Faculty Research Review Team* to sustain the monitoring of research performance and effective dissemination of this data
- The establishment of a *Faculty Research Web Site*, linked to School and department sites
- The Schools will write a profile of their research activity over the last 5 years, to identify and explain strengths and weaknesses, and develop future strategies
- The Schools will establish *Category 3 Research Teams*
- The Schools will systematically review and provide feedback on SSP leave applications and outcomes
- *Seed Funding Scheme* accountability will be improved, with a more detailed review of outcomes
- More 'local' workshops to improve effectiveness of particular research fields
- Research support will also become more local and targeted, organized by the Schools
- There will be continued improvement in the positioning of research in relation to teaching and administration within each School's *Academic Staff Workloads Management Scheme*
- Greater mentoring and senior staff encouraging joint applications, greater review of unsuccessful applications and applications-in-progress
- Linkage seed funding: from 2004 the Faculty will take over linkage application seed funding commenced at CHASS level in 2002 - \$9,000 per school, totalling \$36,000
- The Faculty will disseminate and support wider discussion of the National Statement on Human Research Ethics, with more effective incorporation of the National Statement and HREC procedures into Fourth Year Honours and PG coursework procedures
- The Faculty will introduce *Postgraduate Completion* and *Startup Scholarships*. Three *Startup Scholarships* of \$5,000 to be offered, which would also function as top-up scholarships if the students were later awarded an APA
- More co-funded UPA Scholarships to increase research load (5 have been taken up in July 2003).

Goal 4 Internationalisation

The University of Sydney will enhance its position as a university of high standing in the international community of scholars.

The Faculty of Arts promotes 'internationalisation' under four key objectives:

- to attract international students from a diverse range of countries and to foster a supportive environment for them
- to provide a curriculum that is both intellectually attractive and internationally recognised, exemplifying international content
- to provide and promote to local students opportunities to study overseas
- to provide to staff opportunities to employ and extend their knowledge and skills through overseas teaching/research/exchange opportunities

In 1998, International student load in the Faculty of Arts constituted 5.0% of the Faculty's total load (237/4734 EFTSU); by 2002 this had grown to 9.2% (479/5219) and in 2003 to 11.0% (566/5131) of total load. In first semester 2003, Arts enrolled 173 new International award students (96 undergraduates, 72 postgraduate coursework, 5 PhD), a clear third in the University behind the faculties of Economics & Business and Science. These 173 students represented 32 countries (**Attachment 2e**). In addition, the Faculty consistently gains 55-60% of the Study Abroad load, predominantly from the USA, but also including significant numbers from Germany, Sweden and Norway. (**Attachment 4b**). The growth in total Study Abroad numbers (**Attachment 4c**) – from 224 in 1998 to 704 in 2003 – is in part due both to the Faculty's efforts, with limited resources, to cultivate the USA market as well as to an attractive curriculum.

In semester 1, 2002, 34 students from the Faculty of Arts studied in ten countries on a variety of exchange agreements; potentially, exchange programs are available to Arts students in 21 countries.

The *Faculty Director of First Year Teaching & Learning* will include all International students in all new general 'support' initiatives; more specifically, the brief of the Faculty's *International & Community Relations Committee* includes consideration of general support mechanisms for International students, while *Departmental International Co-ordinators* also offer a point of individual contact and support for International students.

By its very nature, the Faculty of Arts exemplifies and supports diversity and internationalisation in its curriculum (see, for example, details of language programs under Goal 2 *Diversity, Access & Equity*). One of the eight *Outcomes of a Bachelor Degree in the Faculty of Arts* is development of 'an awareness of cross-cultural issues, involving if possible the study of another language'. Many language departments recognise the different uses to which students may wish to put their language learning: French, German and Chinese, for example, offer specific language units '...for Business Purposes' or as special purpose short reading courses.

While a number of departments offer units focussed on Asia and/or the Pacific Rim, notable also is the growing number of 'comparative' and 'cross-cultural' units, particularly those moving out from a basis of Anglo and/or Euro-centricity. Particular examples that the Faculty would note are:

- Art History & Theory ('Cross-Cultural Perspectives in Cinema' – includes Brazil, India, Cuba – and 'Asian Modernities')

- Anthropology ('Chinese Modernity', 'Ritual & Festivity in Brazil', 'Studies in Melanesian Gender')
- Linguistics (MA in 'Cross-Cultural Communications')
- Music ('Music in Eastern & SEAsia', 'Australian & Asian Music')
- Performance Studies ('Performing Asia')
- Studies in Religion ('Buddhism', 'Judaism & Islam', 'Chinese Religions', 'Religion in Multicultural Australia')
- History ('Cultural Transmissions: America & Australia') is taught concurrently at Sydney and University of North Carolina (Chapel Hill) – this has facilitated UNC students coming to Sydney as Study Abroad students
- Introduction of units in 'International & Comparative Literary Studies', to expand to a full major in 2004.

Off-shore, the Museum Studies Graduate Diploma has been offered in collaboration with the *University of Hong Kong's School of Professional & Continuing Education* since 1998, and plans are presently being formulated to expand the program to mainland China. Australian Studies is to be offered as an intensive immersion course with *Shizuoka University*, and also features in a pilot exchange of live lectures in Japanese drama with *Gifu University*.

The long-standing informal encouragement of Arts students to undertake study overseas has been complemented by the introduction of degree programs with compulsory overseas study components - *Bachelor of Arts (Languages)* and *Bachelor of Liberal Studies (International)* - and specific 'In-Country' or 'Exchange' units in many departments. Postgraduate Museum Studies students have completed their compulsory internship in museums in England, USA and China, while units offered by Art History & Theory, Ancient History and History have, respectively, residential components in Paris, Rome and Florence. The importance of such experiences is acknowledged by the Department of Chinese & SEAsian Studies, in a statement that would be endorsed by many of the faculty's departments: 'maintaining opportunities for students to study in-country is the most important goal for this department'. Chinese & SEAsian Studies measures the general 'success' of the overseas experience through formal examination of returning exchange students.

Financially, overseas study by Arts students is supported through the *Arts In-Country Language Scholarships* and the *College of Humanities & Social Sciences Student Travel Scholarships*.

Within the wider community there is Faculty interaction at departmental level with consulates/foreign governments and Foundations: the Italian and Spanish governments part-fund academic positions and cultural activities; the Cassamarca Foundation funds lectureships in Italian and History; the Dhammakaya Foundation funds a Religious Studies lectureship. Benefits flow both to and from the Faculty: for example, international visitors from Tel Aviv University in 2000 and the University of Jerusalem in 2002 were pivotal in a complete revision of the Faculty's Modern Hebrew curriculum; Professor Dan Potts (Near Eastern Archaeology) is currently working in Baghdad at the invitation of the Department of Foreign Affairs and the Council for Australian-Arab Relations, assisting in the recovery of the Iraq National Museum.

Evaluation

The growth in international load is encouraging, particularly given the relatively small amount of resources that the Faculty has devoted to international recruitment over the years. With two dedicated Student Recruitment positions having now been in place for twelve months (both shared with the Faculty of Education), it could be expected that the growth in international load

would improve even further - an overall 15-18% would probably be an optimum figure. The Faculty would certainly welcome more international Postgraduate Research candidates, but it is difficult to frame a general overall recruitment strategy for such students. The Faculty believes that the provision of a quality undergraduate Arts experience at Sydney - on exchange or Study Abroad – will continue to be a valuable tool to recruit postgraduate research students. Overall, ‘Internationalisation’ needs to become more of a conscious, Faculty-wide process. At present many initiatives – student exchange, research collaborations, international projects – remain at the department level, and sometimes unknown beyond that. The Faculty will pursue the following strategies:

- Existing student exchange agreements will be reassessed and cultivated to ensure that they remain active, both for their own sakes and as the link that such agreements provide to both increased student numbers (particularly Study Abroad and postgraduate), faculty exchanges and co-curricular activities (on the example of the existing links between History and UNC-Chapel Hill and Australian Studies and Japanese universities).
- Staff and students will be further encouraged to study overseas and to become more involved in international research projects
- Although there have been notable contributions to recent public debates about international issues by such staff as Associate Professor Ahmad Shboul (Arabic & Islamic Studies) and Dr John Wong (History), the Faculty believes that its public profile and standing could be further enhanced with more staff active as ‘public intellectuals’, particularly in regard to international issues
- Improved articulation with specific overseas universities and/or programs, eg pre-approved credit, currently being investigated on a limited basis with Singaporean institutions, to be expanded
- The feedback from our international supporters is testament to the Faculty’s growing reputation and profile. For example the Cassamarca Lectureships Committee states: “...the Cassamarca funds are being extremely well-spent at the University of Sydney.” In 2003 the Dhammakaya Foundation extended its initial 5-year funding for a further 5 years (\$600,00) in recognition of the success of our program. In 2003, the Faculty also received \$25,000 from the Frank Cass Foundation (UK) to support our Yiddish program.

Goal 5 Engagement with Industry & the Professions

The University of Sydney will continue to make a significant contribution to the well-being and enhancement of the wide range of professions with which it engages.

The Faculty's objectives are linked: first, to equip all its graduates with a range of high quality, transferable skills, grounded in a broad humanities and social sciences education and able to be applied across a wide range of professions; second, to equip graduates with the specific knowledge and skills necessary to achieve in particular discipline-specific professions, such as archaeology.

While some students commence an Arts degree with specific vocational training as the objective (for example, language teacher), others may discover a vocation during their studies. But the majority will use their Arts studies as a foundation for careers in a great variety of industries and professions, perhaps rarely using the specific knowledge gained from their studies, yet constantly employing and refining the *Outcomes of a Bachelor Degree in the Faculty of Arts*, such as communication and analytical skills. (**Attachment 5a**)

The Faculty has not, however, been unresponsive to a changing climate of demand from both students and employers. The *Bachelor of Arts (Media & Communications)* and *Bachelor of Arts Informatics* have Industry Advisory committees with external membership from the related professions, and they and the *Bachelor of Social Sciences* include a compulsory internship; internships and placements also form part of undergraduate studies in *Archaeology* units and in the *Performance Studies* Fourth Year Honours program. (The compulsory overseas component in the *BA (Languages)* and *Bachelor of Liberal Studies (International)* could also be viewed in this context.) The initiative for the *Bachelor of Arts Informatics* (introduced in 2000) arose from the expressed need by IT industries for graduates with the broad skills of Arts graduates combined with a professional IT education; the introduction of the *Bachelor of Arts (Advanced)* in 2003 was a direct response to requests from the profession with which the Faculty has possibly its strongest links – teaching.

The contributions that members of the Faculty make to the Board of Studies and the NSW Board of Jewish Education, together with the Higher School Certificate are significant contributions to the teaching profession, as are the formal links with specific groups (for example, the English Teachers Association) and in-service seminars for teachers presented by a number of departments. Commencing in 2004, the Department of English will offer a Graduate Certificate in HSC English Studies. Developed in consultation with the Board of Studies and State Department of Education, this program is designed to meet the professional needs of HSC English teachers. (Similarly, the language department links with consulates and foreign governments, noted in Goal 4, may also be seen as engagement with the professions at a variety of levels.)

At the postgraduate coursework level, *Museum Studies* students undertake compulsory internships, and new, vocational programs have been introduced in recent years in *Professional Communication*, *Media Practice*, *Human Services Management* and *Cross-Cultural Communication*. (These sit well with existing programs in *Creative Writing*, *Applied Japanese for Business Studies* and *Applied Linguistics*.) The cross-disciplinary *Medical Humanities* postgraduate coursework program engages intellectually with the professions by encouraging students to explore the ways in which key perspectives in the Humanities and Social Sciences illuminate the connections between the care of the body and the conventions of medical practice;

from 2004, a *Liberal Studies* postgraduate coursework program will provide professionally trained graduates with the opportunity to study in depth subjects that were unavailable in their first degree.

The postgraduate research area saw the introduction in 2002 of the Faculty's first Professional Doctorates (*Doctor of Arts, Doctor of Social Sciences*). With a two-thirds research component, these degrees are designed to provide high level research training related to the applicant's professional practice.

The Faculty is particularly pleased that it has been able to play a leading role in the establishment of the *Centre for Rural Education at Orange*, a venture jointly supported by the University, the Western Institute of TAFE and the Commonwealth and State Departments of Education and characterised by the NSW Minister for Education as an "exploration of new ways of delivering education to regional communities."

Faculty SPIRT and Linkage Grant partner bodies currently include the Powerhouse Museum, Historic Houses Trust, Art Gallery of NSW, Australian Museum and APPEN (a speech technology industry). Various departments have proposals in development with Telstra, Trades & Labour Council, Sydney City Council, National Library Australia, Yothu Yindi Foundation and the Northern Territory Area Protection Authority. Initiatives such as School seed-funding to facilitate grant applications together with improved mentoring of grant applicants (particularly of new researchers) exemplify a changing research culture that the Faculty trusts will result in a growing engagement with industry and the professions.

The School of English, Art History, Film & Media recently co-hosted *The Persistence of Vision*, a two-day Symposium to celebrate the 50th anniversary of the Sydney Film Festival, with some similar joint venture now planned as an annual event. Performance Studies engages with its industry through the departmental *Artist in Residence Program*, which includes student access, documentation and research. Many staff – too numerous to list – are active on editorial boards, as ARC Assessors and in Conference organisation/presentations.

External funding is further evidence of quality assurance and positive feedback from stakeholders in industry and the professions. Established external funding of positions and projects in Archaeology, Modern Greek, History, Korean, Spanish and Hebrew, Biblical & Jewish Studies has more recently been matched by funding from the *Dhammadakaya Foundation* and the *Buddhist Educational Foundation* (Studies in Religion), *Sydney Harbour Foreshore Authority* (Archaeology), *Bushell Foundation* (Music), *Schaeffer Foundation* (Art History & Theory) and *Cassamarca Foundation* (Italian and History). The long standing provision of internships for Museum Studies students is evidence of a continuing positive endorsement of the program by the museum industry.

Evaluation

Unlike a faculty for which engagement with a single profession (and related professions) is both obvious and straightforward, the Faculty of Arts engagement is as broad and generic as the degree *Outcomes* it promotes. Since 2000, the range of new undergraduate and postgraduate programs was introduced precisely to meet changing demands of both students and employers. With the first intakes in the 'vocational' undergraduate degrees (*Media & Communications, Social Sciences, Informatics*) due to complete at the end of this year, evaluation as to how well these new graduates 'meet the market' is some way off. The Faculty will, however, track these first graduates to establish what type of employment they have obtained and how well their degree

training has equipped them for that employment. An ongoing challenge for the Faculty is to find a curriculum balance between the generic and the particular/vocational.

Goal 6 Effective Management

The University of Sydney will improve its position as an efficient, effective and responsible institution, striving to meet the needs of students and staff, committed to quality in all aspects of its operations.

The Faculty's objective is to develop, through full consultation, comprehensive policies covering the various areas of Faculty governance, management and administration. This is usually achieved through the use of working parties of one or other of the Faculty's committees (see Introduction section (ix)), before proposals are brought to the Faculty's Policy & Review committee and then to Faculty as a whole. Frequently, proposals will be referred to Schools for discussion and comment as another step in this overall process.

Over the past three years the Faculty has been active in the formulation of many policies designed to contribute to more effective management. Some policies have built on and refined the details of the major Faculty restructuring of 1999-2000. These include:

- *Delegation of Responsibilities within Schools and between Schools and Faculty* (**Attachment 6a**)

A number of other Faculty policies attempt to provide the basis for a more equitable and transparent work culture:

- *Academic Staff Workloads Management* (Each School has a plan, an example of which is attached) (**Attachment 6b**)
- *Special Studies Programs* (**Attachment 6c**)
- *Internet Use and Charges* (**Attachment 6d**)

while others address aspects of student equity, access and representation:

- *Undergraduate Admissions* (**Attachment 2a**)
- *First Year Academic Orientation and Transition* (**Attachment 2b**)
- *Student Assessment* (**Attachment 6e**)
- *Student Representation* (**Attachment 6f**)

The restructuring of financial management was the prime objective of the Faculty restructuring. It has become evident, in the words of the Head of the School of Society, Culture & Performance 'that better budgetary outcomes reflect the success of new financial controls and monitoring processes and economies of scale from administrative concentration'. The much improved financial situation of the Faculty over the past two years is due in part to more effective financial management.

Relating to management more generally, a Faculty Working Party reviewed the Faculty committee structure in 2001, fine-tuning constitutions and membership to ensure proper representation in the context of the new School structure. To allay concerns from some members of Faculty that the function of departments (and the role of department heads) had been downgraded, the Faculty introduced a regular *Chairs Forum* 'to be the conduit to the Dean of the concerns and priorities exercising departments'. In 2003 the Faculty introduced, in part as a response to concerns raised in the Stage 1 Review re 'communications', what will be an annual off-campus one-day *Chairs Retreat*, designed to provide chairs both with a strategic overview of

Faculty policies and procedures and a formal venue for their comments. A working party, chaired by the Dean in 2001, reviewed the general staff restructuring which coincided with the Faculty academic restructuring; in 2002, a half-day *General Staff Forum* provided an orientation on Faculty policies and procedures, and this is also planned to become an annual event. Feedback from department chairs and general staff for both these initiatives has been extremely positive. Annual (or bi-annual) retreats or planning days are also held by some individual Schools and departments. Two Schools produce a weekly electronic School Newsletter, including an Information Bulletin from the Chair.

Over the past two years the Faculty has conducted major departmental reviews, with external representation, of *Ancient History & Classics*, *Studies in Religion*, the *Arts IT Unit* and the *Language Centre*; a degree review of the *Bachelor of Arts Informatics* is almost complete. In the interests of overall improved performance and management, the former Department of Semitic Studies was divided into two Departments, *Hebrew, Biblical & Jewish Studies* and *Arabic & Islamic Studies*; for similar reasons, the former Departments of Chinese Studies and Indonesian & Malay Studies were brought together, with Thai, as *Chinese & SEAsian Studies*. Perhaps more significantly in the long term, the Faculty has recently finalised the amalgamation of its Language Centre and IT Unit as the *Multimedia & Educational Technologies in Arts Centre*. Headed by an academic Director (at Level D), the Centre has a broad brief to promote and implement new technologies in teaching and research across the Faculty.

The Faculty has been responsive, in organisational and management terms, to issues as diverse as postgraduate enrolments and course offerings and for undergraduates, the ‘transition to University’. A senior academic has been seconded for one year (over 2002-03) as *Director of Postgraduate Development*, and another has been appointed for a 3-year term as the Faculty’s *Director of First Year Teaching & Learning*.

Much improved services to student – particularly in the move from paper-based to online processes - have arisen from the Faculty’s key role in the ongoing management of the development of *Flexsis*, together with Faculty-specific initiatives such as the appointment of *Degree Program Directors* and School-based *Academic Advisers*, (**Attachment 2f**).

Evaluation

Strengths

- The Faculty believes that it has been particularly active in the formulation (and formalisation) of a number of policies over the past few years, broadly designed to facilitate equitable processes and quality management.

Weaknesses and areas for improvement

- The Faculty needs to do more to promote to academic staff the value of continuing professional education eg ITL – one department’s view is that “it has not been demonstrated, and staff from X department are reasonably sceptical about the possibility of demonstrating, that ITL programs will make staff better teachers in X at tertiary level. Staff are currently very busy with the effective management of precious research time.”
- The Faculty needs to better detail its objectives and, more importantly, to give more thought to the strategies required to attain those objectives. To this end, each School (and ideally as a part of this process, each department) will be asked to hold an annual retreat or planning day, to feed into an annual Faculty Planning Day focussed on
 - (i) Measurement of performance against the Faculty Plan and the University Goals

- (ii) Assessment and refinement of objectives
- (iii) Assessment and realignment of strategies

• Another weakness is the uneven implementation of policies across the Faculty. A number of individual staff, including some chairs of department, harbour strong resentments about the restructure of the Faculty, creating a climate of resistance to change and innovation, and in some instances obstinate refusal to either learn about new policies and procedures or implement them. The Faculty, through retreats, forums and a strengthening of School identities through budget mechanisms, is attempting to erode this resistance, but this is a slow process (and for a few staff our efforts will inevitably be in vain).

Goal 7 Service to the Community

By providing knowledge, opportunity and encouragement, the University of Sydney will maintain its position as a leading contributor to the opinions and ideas, cultures and lifestyles of the many communities it serves locally, nationally and internationally.

The Faculty believes that much of the evidence cited under Goal 5 *Engagement With Industry and the Professions* is equally relevant here, particularly the involvement of staff from various departments with the Board of Studies/Higher School Certificate, and the Faculty's role in the establishment of the Centre for Rural Education at Orange (see also Goal 2 *Diversity, Access & Equity*). Internationally, of particular significance is the collaborative work being undertaken by Archaeology staff at the Iraq National Museum (see Goal 4 *Internationalisation*) and at Angkor Wat (as presented at the recent *National Arts Research Showcase* in Canberra).

Faculty members have been active in the revitalisation of the *Arts Association* – this year, in addition to the continuing cycle of *Inaugural Lectures* by Professors, the Association has launched its *Newsletter* to provide reports on developments in the Faculty; the next issue of *Arts*, the Association's journal, is planned for later this year. In May, two well-attended public events were hosted, *Arts Generations*, presenting reminiscences of the Faculty by past and present students, and *All Things Human*, a 'panorama of research in the Arts at the University of Sydney'.

Faculty staff are also active in the *Research Institute for the Humanities & Social Sciences* (RIHSS), with Arts staff prominent in all recent and forthcoming activities – examples include public workshops on *Geographical Information Systems for the Humanities* and *Digital Audio Archiving*. The Faculty-based *Centre for Medieval Studies* and *Sydney Society of Literature and Aesthetics* both offer public lecture and conference programs. At the departmental level, three associations have been recently formed:

- *University of Sydney Italian Studies Association*
- *Chinese Studies Alumni Association*
- *Society for Promotion of Indian Studies*

Given the diversity of the Faculty and its multitude of communities and audiences, it is in fact at the department level that many 'community service' activities occur. It is a case where an inventory is the best evidence. The following are representative of the sorts of activities undertaken by members of Faculty:

Media

- *Bulletin* column (Associate Professor Lumby – Media & Communications)
- *Australian Higher Education* column (Professor Probyn – Gender Studies)
- *SBS radio community language programs* (Chinese and Thai staff)

Educational

- *HSC Mind & Morality course* - development and implementation (Philosophy staff)
- *National Chinese Eisteddfod* judging (Chinese staff)
- *Secondary Teachers Professional Development Programs* (Japanese, Classics, History, Religious Studies, English, Ancient History staff)
- *Language Examining* - Qantas (French staff)
- *Volunteer Programs* - excavations (Archaeology)
- *Art Gallery of NSW* - lectures (Art History & Theory staff)

Gallery/Museum/Performing Arts

- *Sydney Jewish Museum* - Resident Historian (Professor Kwiet - Hebrew, Biblical & Jewish Studies); guide training and refresher courses (department staff)
- *Law Society, Australia Council, theatre companies* - consultancies (Performance Studies staff)
- *Renaissance Players, Sydney Chamber Choir; Sydney University Symphony Orchestra, Gamelan Orchestra, Pro Musica Choir* (Music staff)
- *Art Gallery of NSW* - curatorial assistance (Art History & Theory staff)
- *National Maritime Museum, National Museum of Australia* - consultancies (History staff)

Societies/Government advisory

- *History Teachers Association, Australian Society for Classical Studies, Classical Association of NSW* (Ancient History, History, Classics staff)
- *History Council of NSW* (History staff)
- *Australian Linguistics Society* (Linguistics staff)
- *State and federal ministers advisory role* - intercommunity relations and international agreements; chaired committees for state government literary awards (Associate Professor Karalis – Modern Greek)
- *Lithuanian War Crimes Commission* - Historical consultant (Professor Kwiet - Hebrew, Biblical & Jewish Studies)
- *History Council of NSW* – Resident (Dr Russell – History)

Evidence cited in *Goal 5 Engagement with Industry and the Professions* - SPIRT and Linkage Grants, together with the variety of external funding sources - is also here cited as evidence of community engagement and positive recognition.

Evaluation

Regular invitations to comment in the media and frequent invitations to sit on community and public bodies (such as the examples above) is evidence of the high public profile of some Faculty staff and the extensive involvement of many staff in professional and community outreach.

Section 8 Evaluative Summary of the Faculty's Effectiveness in Contributing to the University's Seven Goals

In a word, 'diversity' characterises the Faculty. In an organisation as large, complex and varied (in discipline, methodological procedure and theoretical innovation) as Arts, the Faculty draws its strengths from this diversity, in teaching and assessment practices, in student profile, in curriculum and in research. Diversity is also the source of some weaknesses across the seven goals. Agreement on (or on the appropriateness of) common policies and goals can sometimes be difficult; a common level of performance against any one goal will almost never occur. (Indeed, it would be fair to say that the majority of members of Faculty would be unaware of what the Major Goals of the University were.) It is therefore sometimes difficult to speak of, or to speak of in a sense of common purpose or achievement, 'the faculty'. Rather, the objective is to take the better performances by individual departments against particular goals as 'the faculty's' performance. In a sense, the Faculty benchmarks itself against itself.

Another, often unacknowledged challenge, is the necessity for departments to focus on what is sometimes a difficult dual role – that of general teacher and professional educator.

Concern continues to be expressed in the Faculty about facilities, resources and, particularly, inadequate space. Visiting scholars and postgraduate research students are lost to other universities where better accommodation and material support is routinely offered. These are not all matters that may be improved at Faculty level by simple budgetary manipulation.

Overwork, underfunding, understaffing and lack of dedicated administrative assistance also continue to be areas of concern for many members of the Faculty. In such a climate, setting goals is difficult and it may be that the generational change will need to occur before a new status quo of staffing levels and workloads is acknowledged. At the heart of all these concerns is the question of resources – financial and human – and how they may be distributed to find adequate time to teach, research and administer effectively, sufficient to meet the Major Goals set by the University.

Goal 1 Teaching: a variety, but on balance good and improving, particularly in recognition of teaching.

Goal 2 Diversity: good in student profile, less so in staff; more needed – and is now being done - in identification and support to new undergraduates.

Goal 3 Research: Improving, but performance is very patchy – with areas of outstanding research outcomes and others where it is virtually non-existent.

Goal 4 Internationalisation: good in student profile, less so in staff; overseas experiences and support for our students improving; more could be done on curriculum.

Goal 5 Engagement with Industry & Professions: one of the Faculty's weaker categories; Faculty needs to do more to sell its research, and more to demonstrate its relevance to industry and the professions.

Goal 6 Effective Management: much improved – significant advances in range of management policies. The challenge for the Faculty is to promote the active acceptance of such policies.

Goal 7 Service to Community: average, but very much on an individual staff member level.