



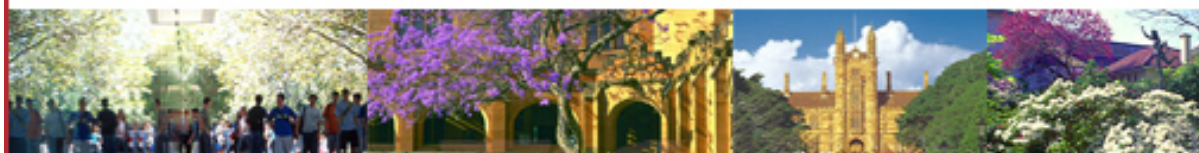
**The University of Sydney**  
Faculty of Economics and Business

School of Business  
School of Economics and Political Science

# **Academic Board Review Phase 2**

## **2004 Self Evaluation Report**

### **Faculty of Economics and Business**



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## Statement by the Dean

*The mission of the Faculty of Economics and Business at The University of Sydney is to build and sustain the leading learning community in business, economics and government in Australia and its region.*

The Faculty of Economics and Business is pleased to submit this self-evaluation report to the Academic Board of The University of Sydney in preparation of the second quality review. It provides evidence of continuous improvement in respect of all matters highlighted for attention in the Academic Board Review Phase 1.

Importantly, this self-evaluation report is the outcome of five years of rigorous review, that has culminated in the Faculty being the first in Australia to earn accreditation by AACSB International for business and accounting programs – undergraduate, masters and doctoral. The Faculty has recently completed a comprehensive self-assessment report for the accreditation arm of the European Foundation for Management Development (efmd) – EQUIS. The EQUIS self-assessment report outlines the Faculty's continuous improvement and strategic positioning processes and the significant improvements and benefits that have flowed from them. That report is available for inspection by Academic Board review team, and will be provided to the Chair of Academic Board.

The Faculty adopts a comprehensive strategic management framework through which detailed planning and management in the areas of students, academic programs, teaching and learning, research, staff, international development, and resources and infrastructure is integrated with strategic planning.

The Faculty Board of Advice – the Faculty's external advisory body – comprises prominent members of the business and professional communities and distinguished secondary school principals. It provides strategic advice on a wide range of matters and has greatly assisted the Faculty in building and sustaining links with the business related professions, industry, government and the secondary school sector.

Over the past five years the Faculty has applied itself assiduously to the strategic objective of significantly increasing its enrolment of international fee-paying students, both to diversify the student population and to increase its income base. Over that time income from fee-paying undergraduate and postgraduate students has increased by a factor of five – from \$8.7 million in 1999 to a projected \$39 million in 2004. Fee income now accounts for approximately 72 percent of the Faculty's operating budget. This has enabled the Faculty to increase annual income from \$20.4 million in 1998 to \$48.3 million in 2004. The level of funding is more than sufficient to support the

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activities of the Faculty in 2004 and an operating surplus of \$3.7 million is projected.

Approximately 7,500 full-time equivalent students are enrolled in an extensive range of undergraduate, coursework masters and PhD programs. The Faculty has 212 full-time equivalent academic staff. The student body is diverse, with students being drawn from over 200 countries. Most international students are drawn from North-East and South-East Asia. Entry standards for all programs are high. Target profiles for graduating students are defined through generic graduate attributes and comprehensive program-specific learning goals that differentiate programs.

Through its self-assessment and strategic planning, the Faculty has identified the following strategic issues that are now receiving priority attention:

- student profile and the management of growth;
- internationalisation;
- bachelors and masters degree offerings;
- cross-disciplinary teaching and research;
- enhancement of the quality of teaching and learning;
- academic staff profile and development;
- research productivity and higher degrees by research;
- infrastructure/capital development;
- external relations, communications and alumni; and
- administrative support/structures and operation.

Action steps relating to each issue are presented in the Faculty's strategic statement and supporting strategic plans.

Processes for program review and development are intimately linked to strategic planning. Five themes underpin the Faculty's approach to the structure and management of teaching programs and their delivery:

- a strong commitment to quality assurance, continuous review and improvement, and international peer review;
- curriculum management processes that are systematic, comprehensive and responsive to stakeholders;
- teaching that is informed by research and the scholarship of teaching – in terms of what is taught and how;
- a strong international dimension: programs are reviewed and structured in the context of international curriculum trends; there is substantial international content in business and management units of study; and program components offered through the School of Economics and Political Science significantly enrich students' international perspective and study opportunities; and
- a strong emphasis on corporate links and partnerships through the content of the curriculum, the teaching-learning (delivery) processes and the use of adjunct staff.

Through ongoing and strategically-focused curriculum review and development, modifications to existing programs such as the Bachelor of Commerce take place on a regular basis. A new Master of Business program was introduced in 2003, and a new undergraduate program – the Bachelor of International Studies – is planned for introduction in 2005. These changes are occurring in the light of the review of international curriculum trends and in

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consultation with key stakeholders including employers, professional bodies and students.

A wide variety of teaching-learning approaches provides practical experience and facilitates the direct application of skills, and includes action-learning projects, group work, internships and research projects. Undergraduate program structures are being modified through the introduction of capstone units to enhance the development of personal skills and the integration of core studies.

The Faculty has a strong commitment to enhancing the quality of teaching and learning, which is demonstrated through a range of initiatives including:

- the establishment in 2003 of the Centre to Advance Learning in Economics and Business;
- a very active and effective Teaching and Learning Committee, chaired by a Head of School;
- the implementation of an ambitious and comprehensive Teaching and Learning Plan;
- a range of incentives and mechanisms for recognising and rewarding good teaching;
- an extensive program of developmental projects and innovations, supported by University, College and Faculty funds; and
- a quality assurance process to monitor, encourage and support academic and general staff in achieving best practice teaching and learning.

Integrated staff management processes emphasise the leadership role of Heads of Schools, Chairs of Discipline and professors, the clarification of expectations, and the provision of a range of incentives rewards. A systematic process for staff planning is strongly linked to the strategic development of the teaching and research programs of the Faculty. A vigorous appointment program is underway to accommodate student growth, extend capability in areas of emerging strategic importance, and build professorial leadership. There is a wide range of professional development provisions across teaching, research and leadership.

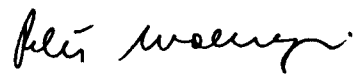
There are strong international dimensions, and corporate links and partnerships, across all aspects of the work of the Faculty. Extensive community contributions are demonstrated through the provision of service and leadership to the professions, professional bodies and management education, contributions to community education and debate, and to secondary education.

This report presents a picture of vigorous strategic development and growth, continuous improvement and high quality teaching and research, and demonstrates that the Faculty has responded strategically and positively to the matters highlighted for improvement in the first Academic Board Review.

As Dean, I wish to pay tribute to the leadership of Professor Stephen Nicholas, as Chair of the Faculty's Teaching and Learning Committee, and project team leader for the preparation of this self-evaluation report. While the entire community of Economics and Business has been engaged in the enhancement of teaching and learning in the Faculty, the improvements documented in this report would not have been achieved without the

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effective leadership and dedicated efforts of Professor Nicholas and Associate Professor Mark Freeman (Director, Centre to Advance Learning in Economics and Business).



P W Wolnizer

Dean, Faculty of Economics and Business

27 July 2004

## INTRODUCTION

The mission of the Faculty of Economics and Business at The University of Sydney is to build and sustain the leading learning community in business, economics and government in Australia and its region.<sup>1</sup>

Following the appointment of Professor Peter Wolnizer as Dean in February 1999, the Faculty of Economics embarked on a major strategic review of all academic and administrative functions, scholarship in teaching and research, physical and technological infrastructure and financial resources. The Faculty adopted a new interdisciplinary framework and was renamed the Faculty of Economics and Business, to more accurately describe the nature and scope of its academic programs and scholarship and to reflect the establishment of two interdisciplinary Schools – the School of Business and the School of Economics and Political Science.

Significant improvements and benefits have flowed from these changes. Academic and administrative staffing has been strengthened at all levels, new disciplines have been introduced, academic programs have been rigorously reviewed and enhanced, an integrated information technology capability and support function has been developed, a client-focused student administration operation has been established, and the Faculty's physical environment has been transformed.

Over the last five years, the Faculty has more than quadrupled its income from fee-paying undergraduate and postgraduate students (from \$7m in 1998 to \$34m in 2003), enabling it to increase the annual budget from \$19.9m in 1998 to \$41.8m in 2003. Those additional financial resources have been invested in strengthening the Faculty's scholarship, staffing, and physical and technological infrastructure.

The Faculty's new mission statement was developed through a comprehensive process of stakeholder consultation, and extensive consideration of the University mission and strategic goals. The mission of the Faculty both complements and supports the University mission "to create, preserve, transmit and apply knowledge through teaching, research, creative works and other forms of scholarship".

The Faculty is committed to continuous improvement. Strategic priorities and achievements are constantly under review to ensure they accurately reflect the Faculty's mission and are closely aligned with the strategic imperatives of the University. The Faculty's accreditation initiatives (CPA Australia and ICAA, the Australian Computer Society, AACSB International and EQUIS) are a natural extension of the rigorous review process it has been engaged in since 1999 and is indicative of its commitment to quality assurance, continuous improvement and international peer review. The Faculty has responded aggressively to the 2002 Recommendation of the Academic Board Phase 1 Review.

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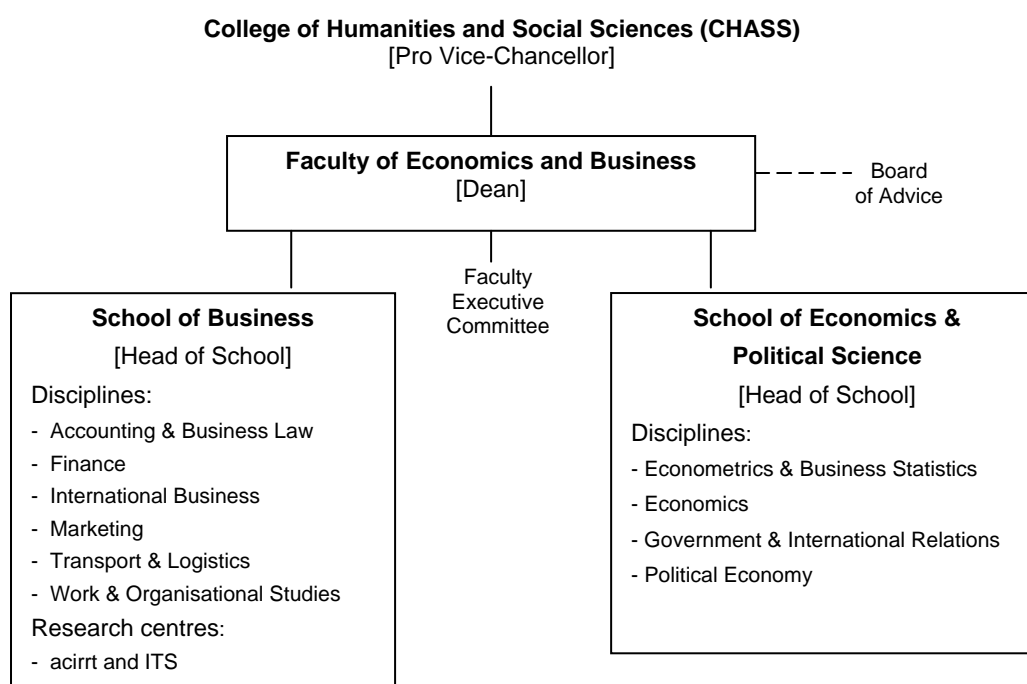
<sup>1</sup> A copy of the full mission statement is available on the Faculty website, at: <http://www.econ.usyd.edu.au/content.php?pageid=2514>

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## STRUCTURE

The Faculty has a unique two-school structure. The two Schools – the School of Business and the School of Economics and Political Science – define the scope of scholarship in the Faculty, build on areas of academic distinctiveness and strength, give impetus to innovation and cooperation in program and curriculum design, and enhance collaboration in research. The two-School structure (see Figure 1) recognises the increasing interconnectedness of the fields of knowledge and expertise across the Faculty, an appreciation that is transforming the intellectual climate and contributions of the Faculty in teaching, learning and research.

**Figure 1. Faculty of Economics and Business: Organisational structure**



The School of Business covers a wide range of business-related disciplines: accounting, business information systems, business and taxation law, finance, marketing, transport and logistics, and work and organisational studies. Also within the School of Business are two National Key Centres of Teaching and Research, acirrt and the Institute of Transport Studies.

The School of Economics and Political Science is based on the social sciences, including econometrics and business statistics, economics, government and international relations, and political economy.

The Faculty operates as an integrated entity, with all administrative and support functions handled at Faculty level. To assist the governance of the Faculty there is a Faculty Executive Committee responsible for setting policy, strategic planning, resource planning and management, overall program development and quality management and assurance. Chaired by the Dean, it comprises:

- Head, School of Economics and Political Science
- Head, School of Business
- Associate Dean (Undergraduate Studies)
- Associate Dean (Postgraduate Coursework Studies)

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- Associate Dean (Research)
- Director of Doctoral Programs
- Director of Centre to Advance Learning in Economics and Business
- Faculty Business Manager
- Faculty Executive Officer
- Faculty IT Manager

All degree programs are Faculty programs. Programs are managed at Faculty level and academic staff from both Schools contribute to program development and delivery. Overall responsibility for undergraduate programs rests with the Associate Dean (Undergraduate) and the Undergraduate Studies Board; for coursework masters programs with the Associate Dean (Postgraduate Coursework) and the Graduate Studies Board; and for masters and doctoral research programs with the Director of Doctoral Studies.

In accordance with University policy, all members of academic staff and elected members of administrative staff and students form the Faculty Board, which has oversight of the academic affairs of the Faculty. Nominated academic staff members from other faculties with whom the Faculty of Economics and Business has shared teaching program interests are also members of the Faculty Board.

The Board of Advice– the Faculty’s external advisory body – comprises prominent members of the business and professional communities and two distinguished secondary school principals. It provides strategic advice on a wide range of matters, and has greatly assisted the Faculty in building and sustaining links with the business related professions, industry, government and the secondary school sector.

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**PROGRAMS**

The Faculty offers an extensive range of programs at undergraduate and postgraduate levels. A wide array of specialised postgraduate coursework programs is offered at masters level, together with articulated graduate certificate and graduate diploma programs. Research training is provided at masters (Master of Philosophy) and doctoral (Doctor of Philosophy) levels.

The degree programs conducted by the Faculty, and total 2003 enrolments, are shown in Table 1. The Faculty also offers one-year postgraduate diploma and certificate programs which articulate with Masters programs. In 2003, total enrolments in these programs were 1,027, comprising 161 certificate and 866 diploma program enrolments.

**Table 1. Degree programs with 2003 enrolments (persons)**

Programs 2003 <sup>1</sup>		Duration of full-time study (years)	Total enrolment in 2003	Part-time students %	Internat. students <sup>2</sup> %
<b>Undergraduate programs</b> (An Honours year is also offered for each undergraduate program)					
Bachelor of Commerce	BCom	3	2,103	11.7	54.6
Bachelor of Commerce (Liberal Studies)	BCom (Liberal Studies)	5	188	8.5	8.0
Bachelor of Economics	BEc	3	598	16.1	17.4
Bachelor of Economic and Social Sciences	BEc SocSci	3	448	12.1	11.4
Bachelor of International Studies	Bints	3	2005	2005	2005
<b>Undergraduate programs - combined degrees</b>					
Bachelor of Commerce/Law	BCom/LLB	5	294	1.7	17.0
Bachelor of Arts/Commerce	BA/BCom	5	399	7.3	5.5
Bachelor of Engineering/Commerce	BEng/BCom	5	322	3.7	11.5
Bachelor of Science/Commerce	BSc/BCom	5	236	4.2	5.9
Bachelor of Economics/Law	BEc/LLB	5	40	2.5	10.0
Bachelor of Econ. and Social Sciences/Law	BEc SocSci/LLB	5	57	1.8	1.8
<b>Honours programs</b>		1	85	5.0	4.7
<b>Total undergraduate program enrolments</b>			<b>4,770</b>	<b>9.9</b>	<b>30.4</b>

<b>Masters programs by coursework</b>						
Master of Business	MBus	2	117	35.9	42.7	
Master of Commerce, including MCom (Honours), MCom (Professional Accounting) and MCom (Professional Accreditation)	MCom	2	1,438	28.7	72.7	
Master of Economics	MEc	2	23	43.5	39.1	
Master of Economics (Social Sciences)	MEc (SocSci)	2	28	67.9	14.3	
Master of Human Resource Mgmt & Coaching	MHRMC	2	86	75.6	14.0	
Master of Industrial Relations & HRM	MIR&HRM	2	97	51.5	41.2	
Master of International Business	MIB	2	253	15.8	86.2	
Master of Internat. Business and Law	MIB&Law	2	16	37.5	62.5	
Master of International Studies	MIntS	2	140	61.4	25.7	
Master of Logistics Management	MLM	2	135	37.0	74.8	
Master of Public Policy	MPP	2	44	15.9	70.5	
Master of Transport Management	MTM	2	8	25.0	62.5	
<b>Masters by coursework – combined degrees</b>						
Master of Commerce/Logistics Mgmt	MCom/MLM	2	38	15.8	81.6	
Master of Commerce/Internat. Business	MCom/MIB	2	44	13.6	72.7	
Master of Internat. Business/Logistics Mgmt	MIB/MLM	2	13	7.7	92.3	
Master of Transport Mgmt/Logistics Mgmt	MTM/MLM	2	2	50.0	50	
<b>Total Masters coursework enrolments</b>			<b>2,492</b>	<b>33.6</b>	<b>64.8</b>	
<b>Research degrees</b>						
Master of Philosophy	MPhil	2	15	60.0	13.3	
Doctor of Philosophy	PhD	3	129	27.9	15.0	
<b>Total Research enrolments</b>			<b>144</b>	<b>31.3</b>	<b>14.6</b>	
<b>TOTAL ALL ENROLMENTS</b>			<b>7,406</b>	<b>18.3%</b>	<b>41.7%</b>	

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**STUDENT PROFILE**

The Faculty offers teaching programs to Australian and international students at undergraduate and postgraduate levels. As of second semester 2003 the Faculty of Economics and Business was the largest faculty in The University of Sydney.

Most undergraduate students study full-time. The target markets for undergraduate programs are:

- high-achieving school leavers from across New South Wales, with a particular focus on the Sydney metropolitan region, and from other states of Australia;
- high-ability Australian fee-paying students; and
- high-achieving international students from a diversity of cultural backgrounds.

At the postgraduate level, the market for coursework masters programs is high-calibre local and international graduate students from a variety of backgrounds and industries. The Faculty aims to attract graduate students who seek:

- diversity in the range of study areas offered and flexibility in their delivery;
- to further their understanding of one or more formal areas of concentration while building on generic competencies such as strategic thinking, operational and technical effectiveness, capacity to adjust to changing circumstances;
- to refocus their career objectives and graduate with superior career advantages; and
- to make a broader contribution to practice in their chosen field.

The Faculty also seeks to attract coursework masters students from science, humanities and engineering backgrounds who wish to facilitate career change to develop the management skills required for progression in their career paths.

The target group for the PhD program is high-quality students in fields in which the Faculty has world-class scholarship. Graduates will either pursue an academic career or work in a research or related role in business or government. Entrants are expected to hold a first class honours degree from an internationally recognised university or the equivalent, such as an outstanding record in a coursework Masters degree that clearly demonstrates that they have the intellectual capacity to engage in original research.

Over the past four years the Faculty's student profile has changed substantially. As shown by Table 2, the proportion of fee-paying students has increased (particularly in masters coursework programs), there has been a reduction in the proportion of Government-supported undergraduate students, and enrolments of international students have grown dramatically.

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Table 2. Enrolment trends 2001–2004 (numbers of students<sup>1</sup>)

		2001	2002	2003	2004, S1 <sup>2</sup>
<b>UNDERGRADUATE</b>					
Government supported (HECS)	No	3,107	3,039	3,036	2,771
	%	53.5%	44.7%	35.7%	34.9%
Australian fee-paying	No	171	216	288	461
	%	2.9%	3.2%	3.4%	5.8%
International fee-paying <sup>3</sup>	No	908	1,262	1,446	1,457
	%	15.6%	18.6%	17.2%	18.3%
PG CERTIFICATE & DIPLOMA	No	356	581	1,046	833
	%	6.1%	8.5%	12.4%	10.5%
<b>MASTERS COURSEWORK</b>					
Government supported (PELS)	No	0	173	507	552
	%	0%	2.5%	5.8%	6.9%
Australian fee-paying	No	459	371	366	320
	%	7.9%	5.5%	4.4%	4.0%
International fee-paying	No	665	1,010	1,619	1,400
	%	11.5%	14.8%	19.3%	17.6%
RESEARCH – MPhil & PhD	No	140	151	144	150
	%	2.4%	2.2%	1.8%	1.9%
<b>TOTAL</b>		<b>5,806</b>	<b>6,803</b>	<b>8,449</b>	<b>7,944</b>

Source: 2001-2003, 3<sup>rd</sup> submission DEST file; 2004 preliminary 1<sup>st</sup> submission DEST file

Note 1: Student count only includes those enrolled in Economics and Business programs.

Note 2: 2004 data do not include Semester 2, 2004 enrolments.

Note 3: International fee paying students includes those with Australian residency status.

## STAFF PROFILE

The complement of academic and general staff in the Faculty and in each of the Schools is shown in Table 3. In 2004 the Faculty has 212 full time equivalent (FTE) academic staff, comprising 163.7 FTE core academic staff on permanent (tenured) or contract appointments of more than twelve months; 37.8 FTE associate academic staff on casual appointments or short-term contracts of less than twelve months; and 10.5 FTE research-only academic staff. In addition, almost 20 visiting professors and scholars are spending varying periods in the Faculty during the year. There are 81.6 FTE administrative and support staff, and 9.3 FTE research assistants.

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Table 3. Faculty staff profile: 31 March 2004

	School of Business		School of Economics & Political Science		Faculty of Economics & Business	
	Number	FTE <sup>7</sup>	Number	FTE	Number	FTE
<b>Core academic staff (faculty)</b>						
Permanent qualified teaching staff <sup>1</sup>	87	86.5	60	58.0	147	144.5
Contract qualified academic staff <sup>2</sup>	12	10.8	15	8.4	27	19.2
<b>Associate academic staff (faculty)<sup>3</sup></b>						
Short-term contracts of less than 12 months.	6	6	5	2.2	11	8.2
Casual (temporary) appointments <sup>4</sup>	118	14.5	55	15.1	173	29.6
<b>Research-only academic staff</b>	9	8.0	3	2.5	12	10.5
<b>Total academic staff</b>	<b>232</b>	<b>125.8</b>	<b>138</b>	<b>86.2</b>	<b>370</b>	<b>212</b>
<b>General staff</b>						
Administrative and support staff <sup>5,6</sup>	30	27.4	12	10.2	87 <sup>6</sup>	81.6 <sup>6</sup>
Research assistants <sup>5,6</sup>	8	6.6	3	2.7	11	9.3
<b>Total general staff</b>	<b>38</b>	<b>34.0</b>	<b>15</b>	<b>12.9</b>	<b>98<sup>6</sup></b>	<b>90.9<sup>6</sup></b>
<b>TOTAL ACADEMIC &amp; GENERAL STAFF</b>	<b>270</b>	<b>159.8</b>	<b>153</b>	<b>99.1</b>	<b>468<sup>6</sup></b>	<b>302.9<sup>6</sup></b>
Visiting professors and scholars (for 2004)	10	–	9		19	–

**Notes:**

1. Qualified teaching staff employed on a permanent basis (tenured or tenurable appointments) and for whom the institution is the sole or principal employer. The Dean and other permanent academic staff in the Dean's Unit hold appointments in the Schools and are included in the School figures.
2. Qualified teaching staff employed on a contract basis and for whom the institution is the sole or principal employer (contracts of more than 12 months).
3. Associate academic staff are generally involved in tutoring, marking or student advisory duties.
4. Casual staff are employed on a part-time, occasional basis; the University is not their primary employer.
5. In Australian universities, administrative and support staff and research assistants are classified as "general staff".
6. In addition to the general staff of the two schools, total Faculty general staff also includes a large component of "central" Faculty staff in IT, Student Administration Office, Dean's Unit etc.
7. FTEs rounded to the nearest 0.1
8. The distribution of academic staff across appointment levels and gender for the Faculty is shown in Table 4. The Faculty's recruitment policy encourages women to apply for Academic positions, subject to the University's equal opportunity policy.

**Table 4. Faculty of Economics Business: Academic staff by appointment level and gender (FTE, as of 31 March 2004)**

	Academic levels					Totals
	A	B	C	D	E	
<b>Core academic staff</b>						
Permanent qualified teaching staff						
Male	6.0	25.	26.	20.	19.	96.5
		5	0	0	0	
Female	6.0	21.	14.	6.0	1.0	48.0
		0	0			
Total	12.	46.	40.	26.	20.	144.5
	0	5	0	0	0	
Contract academic staff (contracts>12 months)						
Male	4.0	-	4.6	2.0	0.5	11.1
Female	5.8	1.8	-	-	0.5	8.1
Total	9.8	1.8	4.6	2.0	1.0	19.2
<b>Associate academic staff</b>						
Total contract (<12 months) + casual	34.	2.0	-	-	1.0	37.8
	8					
<b>Research-only academic staff</b>						
Totals	1.0	4.3	4.2	-	1.0	10.5
<b>TOTAL ACADEMIC STAFF (FTE)</b>						
<b>Number</b>	<b>57.</b>	<b>54.</b>	<b>48.</b>	<b>28.</b>	<b>23.</b>	<b>212.0</b>
	<b>6</b>	<b>6</b>	<b>8</b>	<b>0</b>	<b>0</b>	
Percentage	27	26	23	13	11	100%
	%	%	%	%	%	

Table 5 shows the distribution of core, associate and research-only academic staff across organisational units (Disciplines and research centres) within the Faculty.

**Table 5. Distribution of academic staff across Disciplines within the Faculty (as of 31 March 2004)**

Organisational unit (Discipline/Centre)	Academic staff with teaching responsibilities						Research -only academi c staff (FTE)	Total academi c staff (FTE)
	Core academic staff			Associate academic staff		Total (FTE)		
	FTE	% teachin g staff	Number of professors	FTE	% teaching staff			
acirt	3.0	100	-	-	-	3.0	5.6	8.6
Accounting and Business Law	45.3	80	7	11.2	20	56.5	1.0	57.5
Finance	17.0	74	2	5.9	26	22.9	-	22.9
Institute of Transport Studies	6.0	100	2	-	-	6.0	-	6.0
Marketing	9.0	87	1	1.4	13	10.4	-	10.4
Work & Organisational Studies	17.0	89	1	2.0	11	19.0	1.4	20.4
<b>School of Business</b>	<b>97.3</b>	<b>83</b>	<b>13</b>	<b>20.5</b>	<b>17</b>	<b>117.8</b>	<b>8</b>	<b>125.8</b>
Econometrics & Business Statistics	7.0	72	2	2.7	28	9.7	1.0	10.7
Economics	31.3	86	3	4.9	14	36.3	1.5	37.7
Government & International Relations	20.0	70	5	8.4	30	28.4	-	28.4
Political Economy	8.1	86	1	1.3	14	9.4	-	9.4
<b>School of Economics &amp; Political Science</b>	<b>66.4</b>	<b>79</b>	<b>11</b>	<b>17.3</b>	<b>21</b>	<b>83.7</b>	<b>2.5</b>	<b>86.2</b>
<b>FACULTY</b>	<b>163. 7</b>	<b>81</b>	<b>24</b>	<b>37.8</b>	<b>19</b>	<b>201.5</b>	<b>10.5</b>	<b>212.0</b>

In comparison with similar schools or faculties in other Australian universities, the Faculty of Economics and Business has a high proportion of core academic staff (permanent and long-term contract): 81 percent across the Faculty, 83 percent for the School of Business and 79 percent for the School of Economics and Political Science. This reflects the policy of the Faculty and the University to minimise the proportion of staff on casual and short-term contract appointments in spite of the large increase in student enrolments since 2002. This approach has been adopted in recognition of the relationship between the quality of outcomes and the proportion of core staff, and to maximise the provision of secure employment opportunities for academic staff.

The above tables show that there is an appropriate distribution of academic expertise across all Disciplines, with significant academic leadership provided through appointments at Level E (full professor) and Level D (associate professor).

## Self Evaluation Report

**RESEARCH**

The mission and ethos of The University of Sydney emphasise the conduct of high quality pure and applied research at nationally and internationally recognised standards. Reflecting this, the Faculty mission statement highlights the centrality of high-quality research and scholarship to business, economics, government and related fields. The distinctive characteristics of the Faculty's scholarly contributions, which are outlined in further detail in the Faculty's Research Plan (Appendix 1.5 and <http://www.econ.usyd.edu.au/content/php?pageid=25>) research by the degree load and completions, links with industry, professions, government and the community and international collaborative partnerships.

Our research genuinely advances knowledge and is applied to meet the challenges faced by business and industry, government and the broader community.

The outcomes of our research are disseminated widely in both the academic literature as well as in business, industry, government, the professionals and the community.

We place high value on collaborative research development through alliances and partnerships with business, industry, government and community organizations, as well as with other leading universities and educational institutions.

While building on expertise within each discipline, we also promote interdisciplinary research which draws upon the wide range of social science and business disciplines which are represented in the Faculty.

The high quality of our research and learning environment attracts excellent higher degree research students.

Our research and scholarship informs our teaching and we foster research among our students through our teaching and learning.

Much of our research is international in scope and coverage and receives international recognition.

The Faculty benchmarks its research performance and measures performance through research income, quality of publications.

The Faculty's Research Plan places emphasis on high-quality research and scholarship, but recognises our productivity is uneven and, for the Faculty as a whole, is not increasing nor is it as well-known in the external community as we would wish. The Faculty has identified a range of action steps aimed at further enhancing the research and other intellectual contributions of the Faculty, with the following items being high priority for the period 2004–2006:

- Identification and nurturing of areas of (potential) research strength within existing disciplines, in new disciplines and through interdisciplinary activities.
- The establishment of new research centres.
- Development of the research potential, particularly of junior staff and early career researchers.
- Building research productivity and leadership in the strategically significant areas of business information systems, international business, international studies, organisational studies, public policy, and strategic management.

**Self Evaluation Report**

- Building critical research mass in the fields of game theory, industrial organisation, international relations, international studies, labour economics, public policy and strategy.
- Further development of international research by building strong strategic links with international institutions with complementary research interests.
- Further encouragement of research-led teaching and research relating to the scholarship of teaching.
- Maintain the intellectual quality of PhD students, improving progression rates and ensuring degrees are completed successfully and in minimum time through the further development of training and support arrangements; introduction of preparatory studies as a prerequisite to commencing a PhD; annual scrutiny of PhD supervisors by their peers; and provision of additional infrastructure, resources and dedicated space.
- Grow overall PhD enrolments, including high-quality international PhD enrolments, to approximately 200 students through the establishment of scholarships; the provision of additional infrastructure, resources and dedicated space; the identification of international target markets; the development and timely delivery of appropriate promotional material; and more active recruitment of students, both domestic and international.

**QUALITY ASSURANCE AND STRATEGIC PLANNING**

The Faculty of Economics and Business is committed to continuous improvement and actively involved in quality assurance and accreditation activities aimed at further enhancing the quality of our teaching, research and community-related programs, as well as our processes for continuous review and improvement. The Faculty operates subject to a Strategic Statement (Appendix 1.3), Teaching and Learning Plan (Appendix 1.1), Research Plan (Appendix 1.5) and International Plan (Appendix 1.6). The Faculty's quality assurance processes are overseen by the Teaching and Learning Committee, Research Committee and the Undergraduate and Graduate Studies Boards.

Over the past two years, coming out of the Faculty's self-review activities for AACSB accreditation and Academic Board Review Phase I, a major priority has been the upgrading of quality assurance processes in relation to teaching and learning, with a number of comprehensive and rigorous systems developed by the Teaching and Learning Committee and implemented across the Faculty.

The Faculty's quality assurance and improvement processes were chosen by University's Quality Advisory & Coordination Group (QACG) as an exemplar for the University, in preparation for the AUQA review.

## Self Evaluation Report

**BENCHMARKING**

The data provided in Table 2 relate to programs for which the Faculty is responsible and reflects the growth in the Faculty's reputation externally. In addition, the Faculty's reputation within the University is demonstrated by the increasing number of students from other faculties who take units of study offered by Economics and Business. This adds approximately 15 percent to the total teaching load of the Faculty, mainly at the undergraduate level.

International students come to the Faculty from over 200 countries, with the largest single proportion coming from mainland China. Over the next five years, the majority of the international students are expected to come from China, Singapore, Hong Kong, Malaysia and Korea (undergraduate); USA, Norway, Canada (undergraduate study abroad); China, India, United Arab of Emirates, Thailand, Vietnam and Mexico (masters coursework); and Norway, United Arab Emirates, China, Malaysia and Vietnam (postgraduate research). The number of students coming from Europe, and Germany in particular, is also increasing.

At the undergraduate level, the main sources of competition are other Sydney metropolitan universities. Competition for international undergraduate and postgraduate students from other Australian universities, and from Asia, Europe and North America, is intense.

The Faculty has a benchmarking programme with Economics and Commerce, University of Melbourne. As a member of the AACSB, the Faculty will benchmark from 2005 with comparable AACSB faculties.

In relation to teaching programs, the best evidence for the reputation of the Faculty at both national and international levels is the number of applicants, the growth rate of fee-paying programs (there are restrictions on the number of Government supported places) and, for undergraduate programs, the minimum student ability level required for entry. On all criteria the Faculty continues to be very successful in attracting students. All programs attract significant numbers of applicants, and the entry standard standards for all programs are increasing.

## Self Evaluation Report

**RECENT REVIEWS****Accreditation**

In April 2004 the Faculty received accreditation by AACSB International (the Association to Advance Collegiate Schools of Business) for its business and specialised accounting programs. The University of Sydney is the first in Australia to have achieved both business and accounting accreditations, and only the third in our region – the Hong Kong University of Science & Technology and the Chinese University of Hong Kong being the others. Internationally, AACSB has accredited 480 institutions, of which 165 have received accreditation of their specialised accounting programs.

AACSB International is a premier international accrediting agency for bachelor's, master's and doctoral degree programs in business administration and accounting. Earning accreditation was the culmination of a comprehensive 15-month self-evaluation exercise, the submission in 2003 of two extensive self-evaluation reports, and an intensive AACSB peer review team visit in February 2004.

The Faculty is now undertaking a similar initiative with efmd (the European Foundation for Management Development). Recognised as a centre for excellence in management education and development, efmd's quality assurance scheme, EQUIS, aims to raise the standard of management education worldwide by facilitating standard setting, benchmarking, mutual learning, and the dissemination of good practice. Earning EQUIS accreditation indicates that a business school is judged to be of international standing. The Faculty is currently preparing its self-assessment report for submission to EQUIS in August 2004. This will be followed by a peer review team visit scheduled for early October.

These self-evaluation and international accreditation initiatives have been extremely beneficial in assisting the Faculty to:

- confirm our commitment to quality, continuous improvement, international peer review and excellence in business and accounting education.
- identify and articulate our intellectual distinctiveness, mission and strategic imperatives, in close consultation with our key stakeholders.
- develop a strategic focus and rigorous processes to assure high-quality outcomes in teaching and learning, research and scholarship, resource planning and allocation, staffing, quality assurance and continuous improvement.
- enhance its external profile, with accreditation providing a local and international strategic advantage and facilitating international benchmarking and networking. For prospective students, employers and other stakeholders, accreditation provides an assurance of quality and contemporary relevance.

In addition to international accreditation, the Discipline of Accounting and Business Law undergoes periodic joint accreditation reviews by CPA Australia and the Institute of Chartered Accountants in Australia (ICAA). The last review, conducted in September 2002, resulted in accounting programs offered by The University of Sydney's Faculty of Economics and Business being re-accredited for a further five years.

The Faculty has also received accreditation of the Business Information Systems majors, available through the Bachelor of Commerce, Bachelor of Economics, Master of Business and Master of Commerce. This accreditation was awarded by the Australian Computer Society in May 2004.

## **Review of administrative processes, procedures and structures**

As the next stage of its continuous improvement program, in June 2004 the Faculty commenced a major review of the appropriateness and effectiveness of its administrative processes, procedures and structures. The overall aim is to identify improvements that better align administrative arrangements with the requirements of the Faculty's mission, and enhance administrative efficiency and effectiveness.

The review will examine the roles and responsibilities of positions within the Faculty Centre, the two Schools and the Disciplines. Where appropriate, roles and responsibilities will be clarified, strengthened and redefined, and key performance indicators defined. The review will also identify any gaps in the provision of administrative services within the existing structure and recommend how these should be addressed.

As part of its continuous improvement program, the Faculty will seek to identify ways to further improve the transparency and effectiveness of administrative services to staff and students; align administrative procedures and processes to the Faculty's mission; enhance communication and team performance; and establish unambiguous lines of reporting and responsibility. A major review will be conducted, aimed at

- identifying areas of administrative strength and gaps, and
- recommending enhancements to the Faculty's administrative structure and procedures; and
- determining associated implementation steps.

## Self Evaluation Report

**COMMITTEE STRUCTURE**

The Committee Structure of the Faculty is detailed below.

**Faculty Executive Committee**

Dean, Faculty of Economics and Business (Chair)  
 Head, School of Economics and Political Science  
 Head, School of Business  
 Associate Dean (Undergraduate Studies)  
 Associate Dean (Postgraduate Coursework Studies)  
 Associate Dean (Research)  
 Director of Doctoral Programs  
 Director of Teaching and Learning  
 Faculty Business Manager  
 Faculty Executive Officer  
 Faculty IT Manager

**Research Committee**

Professor Russell Lansbury, Associate Dean (Research) (Chair)  
 Associate Professor Deborah Brennan  
 Associate Professor Elizabeth Cowley  
 Dr Bradon Ellem  
 Dr Natalie Gallery  
 Professor Graeme Gill  
 Dr Gabrielle Meagher  
 Professor Marcus O'Connor  
 Associate Professor Judy Yates

**Undergraduate Studies Board**

Professor David Grant, Associate Dean (Undergraduate Studies) (Chair)  
 Professor Graeme Dean  
 Dr Dilip Dutta  
 Professor Sid Gray  
 Dr Paul Henry  
 Dr Susan McGrath-Champ  
 Ms F McKay (Library, Invitee)  
 Dr Gil Merom  
 Professor Stephen Nicholas  
 Mr Chris Riley  
 Associate Professor Murray Smith  
 Mr Nigel Smith (SIO, Invitee)

**Graduate Studies Board**

Professor David Hensher, Associate Dean (Postgraduate Coursework Studies) (Chair)  
 Professor Charles Areni  
 Dr John Hobson  
 Dr Evan Jones  
 Ms Janice Loftus  
 Mr R Penn (Library, Invitee)  
 Mr Chris Riley  
 Dr John Shields  
 Mr Nigel Smith (SIO, Invitee)  
 Professor Ben Tipton

**IT Steering Committee**

Mr Nick Kovari, Faculty IT Manager (Chair)  
 Erne Houghton  
 Robert Gray  
 Carole Comerton-Ford  
 Josie Lead  
 Associate Professor Mark Freeman  
 Mark Westcott  
 Michelle Button

**Self Evaluation Report**

Nigel Smith

**ORGANISATION CHART****Membership of the Teaching and Learning Committee and Subcommittees****Teaching and Learning Committee**

Chair - Professor Stephen Nicholas

Deputy Chair – Associate Professor Mark Freeman

Professor Charles Areni (Marketing)

Associate Professor Deborah Brennan (Government and International Relations)

Professor Frank Stilwell (Political Economy)

Associate Professor J. Kitay (WOS)

Associate Professor Erne Houghton (ITS and Chair of IT Steering Committee)

Professor Marcus O’Connor (Director of Doctoral Students and Accounting and Business Law)

Associate Professor Judy Yates (Economics)

Head, School of Business (ex officio)

Head, School of Economics and Political Science (ex officio)

Associate Dean (Postgraduate Coursework) (ex officio) Professor David Hensher

Associate Dean (Undergraduate) (ex officio) A/Professor David Grant

Institute of Teaching and Learning (ex officio) Dr Simon Barrie

Faculty Student Information Office (ex officio) Mr Nigel Smith

Faculty IT Manager (ex officio) Mr Nick Kovari

**SUBCOMMITTEES AND WORKING PARTIES****Strategic Directions & Quality Assurance Subcommittee**

Professor Stephen Nicholas (Chair, Teaching and Learning Committee)

Associate Prof Mark Freeman (Director, Centre to Advance Learning in Economics and Business)

Professor Sid Gray (Head of the School of Business)

Professor Marcus O’Connor (Director of Doctoral Studies)

Professor Frank Stilwell (School of Economics and Political Science)

Associate Professor Deborah Brennan (Government)

Professor Charles Areni (Marketing)

Dr Rosina Mladenovic (Centre for Teaching and Learning)

Dr Simon Barrie, Institute of Teaching and Learning

Associate Dean (Postgraduate Coursework) (ex officio) Professor David Hensher

Associate Dean (Undergraduate) (ex officio) A/Professor David Grant

**Transition, Diversity and Equity Subcommittee**

Stephen Nicholas (Chair)

Mark Freeman (Deputy Chair)

Michael Paton

Stuart Rosewarne

Linda English

Marion Baird

Lyn Carson

Peter O’Carroll

**Transition Working Party**

Michael Paton (Chair)

Jim Kitay

Peter O’Carroll

Ada Chow

**Self Evaluation Report****Diversity & Equity Working Party**

Stuart Rosewarne (Chair)

Michael Paton

Ariadne Vermon

Braden Ellem

Jeffrey Lim

Lidia Nemitschenko

Giuseppe Carabetta

**Student Orientation Working Party**

Linda English (Chair)

Michael Paton

Pearl Rozenberg

Mary Ip

Vicki Bekiaris

Ada Chow

**Orientation CD Working Party**

Mark Freeman (Chair)

Rosina Mladenovic

Ada Chow

Mary Ip

James Whisker

**Academic Honesty Working Party**

Mark Freeman (Chair)

Henriikka Clarkeburn

Grant Michelson

Graham Partington

Helen Bonano

Jason Sharman

**Staff Development in T&L Subcommittee**

Mark Freeman (Chair)

Rosina Mladenovic

Paula Spicer

Lyn Carson

John Shields

**Academic Leadership and Mentoring in T&L Working Party**

Mark Freeman (Chair)

Paula Spicer

Marcus O' Connor

Rosina Mladenovic

Lyn Carson

John Shields

**Causal Tutor Training Working Party**

Rosina Mladenovic (Chair)

Linda English

Lyn Carson

Gordon Mills

**Group Work and eLearning Subcommittee**

Mark Freeman (Chair)

Stephen Nicholas

Carole Comerton-Forde

**Self Evaluation Report**

**Group Work Working Party**

Jim Kitay (Chair)

Jenny Yip

Carole Comerton-Forde

Anu Rammohan

Peter McDonald

**eLearning Working Party**

Mark Freeman (Chair)

Sue Fowell

Andre Verheij

Paul Blayney

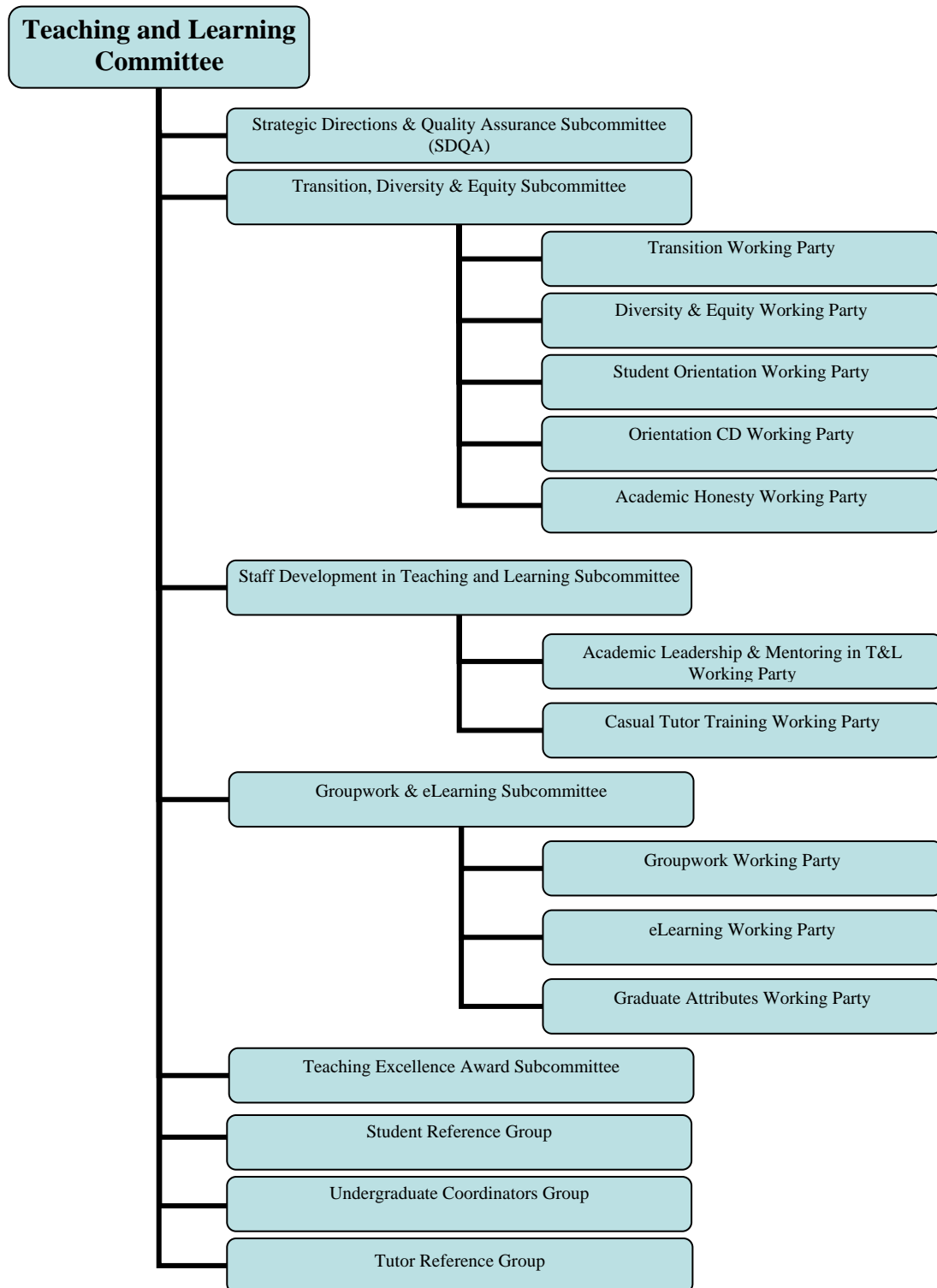
Tig Ihnatko

Peter O'Carroll)

Jeffrey Lim

**Graduate Attributes Working Party**

Rosina Mladenovic (Chair)



**GOAL I: THE FACULTY'S TEACHING AND LEARNING PHILOSOPHY****Introduction: Sustainable Change in Our T&L Culture**

The Faculty has begun a long-term and sustainable change in our teaching and learning culture. This commitment is reflected in the aspirations in the Introduction to the Faculty's T&L Plan (Appendix 1.1), and in our T&L policies and practices. It is an ambitious vision, beyond what we do now—but not beyond our reach.

Aspiring to develop a student-centred culture that values diversity and critical thinking required of leaders, the Faculty's cross-School policies and practices, draw and build upon disciplinary differences that students are exposed to and experience. Seeking to develop research-led teaching in a research intensive faculty, we provide support for all staff to reach their full teaching potential. Our T&L goals define these aspirations for both our students and staff.

**Making a Difference by Creating a Dynamic Learning Environment for Students**

The Faculty's T&L policies and practices prepare students for global leadership by creating an international curriculum that is reinforced with learning and assessment activities to support those graduate attributes that emphasise managing change, valuing difference and developing ethical values. Within a Faculty whose origins are campus-based and anglophile, we aim to create an inclusive and dynamic learning environment that judiciously uses technology to enhance the student learning experience. We strive to prepare students for lifelong learning; to think critically about theories, concepts and assumptions regarding their disciplines; to confidently communicate (orally and in writing) their knowledge; and to be prepared for global citizenship through a critical and open reflection on the cultural and ethical dimensions of the social, economic and political institutions in which they live and work. To help students confront the challenges and ambiguity of an ever-increasing complex world they will face in leadership, the Faculty has implemented a range of initiatives that begins before they set foot on campus (eg. pre-departure video conference orientations in Beijing, and pre-arrival orientation CD) and lasts throughout their active involvement as students in the economics and business learning community. Examples include orientation, transition and diversity programs, peer mentoring, group work guidelines, online honesty and learning modules, internships and student exchanges (with generous scholarships). By challenging our students underlying assumptions and extending their boundaries, we help prepare them to make a difference in the world.

## Changing the T&L Culture for All Our Staff

The Faculty's T&L Plan is committed to integrating research and teaching. Through TIF grants (aligned to feedback from students and recommendations of Academic Board reviews), significant Faculty and School funding, we ensure that our active research interests spill-over into the classroom and are included in our students' experience as a way of making decisions research-led. Consistent with a research-intensive Faculty, various initiatives and incentives are also brought to bear in the evidence-based and scholarship of teaching approach supported in our teaching and learning outcomes. The close working relationship between the T&L Committee (and its subcommittees and working parties) and the Centre to Advance Learning in Economics and Business, respectively representing our policy and support strategies, ensures academic staff are encouraged to 'buy-in' into our T&L strategies. In addition TIF, Faculty and School funding for cross-school teams to collaborate on teaching and learning projects, the Faculty provides generous support for staff development and actively rewards and encourages excellence in teaching. Besides the standard processes that promote improvement from feedback, the Faculty has active reference groups for both students, tutors and undergraduate coordinators. The Faculty also has taken a leadership role within the University, reflected in a joint TIF grant with the Faculty of Education and Social Work, approaches to academic honesty and valuing diversity within our student body and pursuing inclusive teaching, involvement with University and CHASS T&L committees and working parties. Equally importantly, we participate in international best practise, international accreditation and benchmarking, including AACSB and EQUIS accreditation, Australian Business Deans Council on diversity in business education, societies and association and international T&L conference and research.

<p><b>Recommendation 1</b></p>	<p>The Review Team recommends that there should be Faculty-wide compliance with the Academic Board policy on student evaluation and feedback by providing in written form information to students on the results of, and actions taken, in response to their feedback.</p>
<p><b>Action taken by the Faculty (Appendix 1.1: T &amp; L Plan 4.3.7, 5.5)</b></p>	<ol style="list-style-type: none"> <li>1. The Faculty has implemented an Undergraduate and Postgraduate Unit of Study Outline Template, which requires staff to provide feedback to current students on how the subject has incorporated student responses (including surveys) (<i>Appendices 1.1.1 and 1.1.2</i>).</li> <li>2. The results and actions taken arising from student-staff meetings (e.g. Accounting &amp; Business Law; Government &amp; International Relations; Political Economy) are reported in electronic format on Blackboard as well as evident to student representatives at the meeting.</li> <li>3. The Teaching &amp; Learning Forum on the Unit of Study Outline, held 27<sup>th</sup> October 2003 for all academic staff, included information on compliance with this policy. An additional forum on the incorporation of the revised statement of graduate attributes for the undergraduate Unit of Study Outline was held 18<sup>th</sup> June 2004.</li> <li>4. The Faculty Teaching &amp; Learning Committee has created a Student Reference Group<sup>2</sup>, which provides feedback to students on all aspects of teaching and learning, including information of the results of actions taken in response to student feedback.</li> <li>5. Staff are informed of Academic Board policy on student feedback in a number of ways including during orientation sessions, the staff manual, Teaching &amp; Learning website, Unit of Study Outline template, Blackboard training sessions and the Faculty Teaching &amp; Learning Forums.</li> <li>6. Coordinators of Units of Study with low ratings work on an improvement strategy with their HOS and this includes keeping students informed</li> </ol>
<p><b>Further action planned but not yet implemented (if appropriate)</b></p>	<ol style="list-style-type: none"> <li>1. New staff will be informed of Academic Board policy on student feedback in a number of ways including during orientation sessions, the staff manual, Teaching &amp; Learning website, Unit of Study Outline template, Blackboard training sessions and the Teaching &amp; Learning Forums.</li> <li>2. Ongoing Faculty-wide reviews of Unit of Study Outlines to determine the extent of feedback provided to students in all units across the Faculty and actions taken where improvement is needed.</li> <li>3. Student Reference Group - further involvement from the Faculty's alumni is planned for 2004.</li> </ol>

<sup>2</sup> The Student Reference Group includes 12 undergraduate and 9 postgraduate students, and 1 alumnus, with further involvement from the Faculty's alumni planned for 2004. The staff members involved in the group include Chair, T&L Committee; Heads of School; 2 representatives from the Centre to Advance Learning in Economics and Business (CALEB); Manager, Student Information Office; representative SBUS and SEPS

## Self Evaluation Report

## Recommendations from Phase One

<p><b>Faculty's evaluation of the success of action taken</b></p>	<ol style="list-style-type: none"> <li>1. During Semester 1 2004, Unit of Study Outlines were reviewed by the Strategic Directions &amp; Quality Assurance Subcommittee of the Teaching &amp; Learning Committee. The extent of feedback provided to students was as follows: For undergraduate units 88 outlines were reviewed and 92% provided feedback to students. For postgraduate units of the 91 outlines collected 56% provided feedback to students.</li> <li>2. 2003 USE scores revealed an average score of 3.86 across all units for Q7 "staff were responsive to student feedback"</li> <li>3. Minutes of the Student Reference Group meetings provide further evidence of the feedback provided to students on all aspects of teaching and learning, including information of the results of actions taken in response to student feedback.</li> <li>4. The Faculty's unit of study outline template has been noted as an exemplar at the University Evaluation and Quality Assurance working group and is currently being used by the Faculties of Law and Health Sciences to develop their own templates.</li> <li>5. AACSB Report (Appendix 1.2, page 6) stated 'The Faculty provided detailed feedback on student performance and the School's guidelines on evaluation assure a relatively uniform and high quality process...'</li> </ol>
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<p><b>Recommendation 2</b></p>	<p>The Review Team recommends that the Faculty updates the <i>Alignment of Academic Board policies with Faculty policies</i> by Michael Hogan, with information on policies that were not originally included eg <i>Management and Evaluation of Teaching and Generic Attributes of Graduates</i>.</p>
<p><b>Action taken by the Faculty (Appendix 1.1: T &amp; L Plan section 5.5)</b></p>	<ol style="list-style-type: none"> <li>1. Academic Board policies relating to good teaching practices, such as those identified above by the Review Team, have been included in the Staff Information Manual, and were covered in the staff orientation sessions in 2003 and 2004.</li> <li>2. The Hogan document has been re-written as the 'Student and Academic Administration Policies and Procedures Manual for Staff, which contains up-to-date admin policies and key Academic Board good teaching practices.</li> <li>3. The Chair, Teaching &amp; Learning Committee has committed to updating compliance with changes in Academic Board policy via membership of the Board; the Secretary of the T&amp;L Committee monitors the outcomes of the University T&amp;L Committee for changes in Board policy; and Academic Board policy changes are discussed under the standing agenda item University Teaching &amp; Learning Committee.</li> <li>4. The Unit of Study Outline Template provides links to graduate attributes and a range of Academic Board policies and procedures (i.e. academic honesty)</li> <li>5. The Faculty Teaching &amp; Learning section of the website will directly link to the policies index on the Academic Board website. <a href="http://www.econ.usyd.edu.au/content.php?pageid=2519">http://www.econ.usyd.edu.au/content.php?pageid=2519</a></li> <li>6. The redrafted staff manual will be available on the Faculty Teaching &amp; Learning section of the website</li> </ol>

## Self Evaluation Report

## Recommendations from Phase One

<p><b>Further action planned but not yet implemented (if appropriate)</b></p>	<ol style="list-style-type: none"> <li>1. The staff manual will be revised semi-annually to incorporate any relevant changes to Academic Board policies.</li> <li>2. The 'Student and Academic Administration Policies and Procedures Manual for Staff' will be further updated to include recently amended policies (e.g. special consideration) and will be available on the Faculty Teaching &amp; Learning section of the website. <a href="http://www.econ.usyd.edu.au/adminmanual/">http://www.econ.usyd.edu.au/adminmanual/</a></li> <li>3. Using the Unit of Study Outlines, the Strategic Directions &amp; Quality Assurance Subcommittee of the Teaching &amp; Learning Committee will continue to review how graduate attributes are implemented.</li> </ol>
<p><b>Faculty's evaluation of the success of action taken</b></p>	<ol style="list-style-type: none"> <li>1. The development and revision of the faculty manuals and templates has addressed recommendation two.</li> <li>2. The staff manual was introduced and has been improved in response to staff feedback.</li> <li>3. The staff orientation session, which explains Academic Board T&amp;L policies, has been improved.</li> <li>4. SDQA has actively challenged several projects progressing because of relevant Academic Board policies(eg. copyright issues with GLSN; equity issues with McGraw Hill audience response systems)</li> </ol>

<p><b>Recommendation 3</b></p>	<p>The Review Team recommends that the Faculty consider ways of combating the high incidence of plagiarism and academic dishonesty across the Faculty, and complying with the Academic Board policy on Academic Honesty in Coursework.</p>
<p><b>Action taken by the Faculty (Appendix 1.1: T &amp; L Plan, section 2.6.4)</b></p>	<ol style="list-style-type: none"> <li>1. The Faculty has trialled the use of plagiarism detection software, and submitted a report of the outcomes to the Academic Board. The Faculty has since responded to suggestions from the Academic Board relating to the 'opt-out' procedures for using this software, and will adjust practices accordingly for 2004.</li> <li>2. The Faculty's Unit of Study Outline Template requires staff to include:             <ol style="list-style-type: none"> <li>a. a section on plagiarism and academic honesty</li> <li>b. An assignment coversheet requiring student sign-off in relation to academic honesty and provides pro forma on the Teaching &amp; Learning website.</li> </ol> </li> <li>3. The Staff Manual and Student Manual have both been updated to include information on plagiarism, and the Academic Board and Faculty policies.</li> <li>4. The Faculty's staff orientation sessions include information and advice on how to avoid plagiarism.</li> <li>5. The Faculty's 2004 student orientation programs included academic honesty in:             <ol style="list-style-type: none"> <li>a. The orientation sessions during O-week</li> <li>b. Transition sessions held during the first few weeks of semester</li> <li>c. Study skills workshops in first few weeks of semester</li> <li>d. The pre-arrival orientation CD for all students.</li> <li>e. Pre-arrival Orientation in China and Sydney</li> </ol> </li> <li>6. The Teaching &amp; Learning Forum held 18<sup>th</sup> August 2003 focused on plagiarism, reporting on the trial of the plagiarism detection software (TurnItIn).</li> <li>7. A second staff teaching seminar dealing with the design of assessments to avoid plagiarism was held in November 2003 by the Discipline of Government &amp; International Relations. Staff from across the faculty participated.</li> <li>8. CALEB provides advice to staff and students with on academic honesty, for example Ask CALEB news letter April 2004 to all staff provided resources on managing and avoiding plagiarism.</li> <li>9. A web-based academic honesty module for students has been developed, with the initial pilot with undergraduates in semester 1 2004</li> </ol>
<p><b>Further action planned but not yet implemented (if appropriate)</b></p>	<ol style="list-style-type: none"> <li>1. Roll out of the web-based academic honesty module to other units in 2005.</li> <li>2. Unit of Study Outlines will be reviewed on an ongoing basis for compliance on academic honesty and the use of the assignment cover sheet.</li> <li>3. The Academic Honesty Working Group is reconvening to address cheating in exams, participating in AUQF and other conferences on plagiarism and academic honesty to both share and undertake an evidence-based approach to this issue</li> </ol>
<p><b>Faculty's evaluation of the success of action taken</b></p>	<ol style="list-style-type: none"> <li>1. The Faculty has been proactive on the issues of academic honesty as evidenced above.</li> <li>2. The 2004 audit of unit of study outlines conducted by the Strategic Directions &amp; Quality Assurance Subcommittee's revealed that for undergraduate units 88 outlines were reviewed and 91% provided information on academic honesty. For postgraduate units of the 91 outlines collected 90% provided information on academic honesty.</li> <li>3. The Faculty's plagiarism detection software trial has been discussed by the University Teaching &amp; Learning Committee.</li> <li>4. Decline in plagiarism cases.</li> </ol>

<p><b>Recommendation 4</b></p>	<p>The Review Team recommends that the Faculty consider stating generic attributes more explicitly in all unit of study outlines.</p>
<p><b>Action taken by the Faculty (Appendix 1.1: T &amp; L Plan, section 2.3)</b></p>	<ol style="list-style-type: none"> <li>1. A Working Group of the Teaching &amp; Learning Committee was formed to obtain input from a variety of stakeholders both internal (staff and students) and external (employers and professional bodies) in order to embed the University's statement of generic graduate attributes in the context of the Faculty.</li> <li>2. The Unit of Study Outline Template introduced in 2003 requires staff to relate unit of study learning outcomes and assessment to the Faculty's contextualised statement of generic graduate attributes. The Template includes a table listing all the generic attributes and web links to best practice examples</li> <li>3. In the Guidelines for New, and Review of Existing Units of Study, the Undergraduate and Graduate Studies Boards template requires specific information on the generic attributes.</li> <li>4. Some disciplines took a disciplinary response to embedding the new graduate attributes (eg. Government)</li> <li>5. Teaching &amp; Learning Forums relating to the Unit of Study Outline Template and generic attributes were held in October 2003 and June 2004.</li> <li>6. During Semester 1 2004, all Unit of Study Outlines were reviewed by the Strategic Directions &amp; Quality Assurance Subcommittee of the Teaching &amp; Learning Committee to assess the extent of implementation of generic attributes across the faculty units.</li> <li>7. One discipline also undertook their own audit (ie. Accounting)</li> </ol>
<p><b>Further action planned but not yet implemented (if appropriate)</b></p>	<ol style="list-style-type: none"> <li>1. The Chairs of Discipline will be responsible for the continued collection of data to determine the extent to which the Faculty's graduate attributes are being developed within units of study. This will be completed in collaboration with the University's Graduate Attributes Working Group.</li> <li>2. Further refinements of the template to incorporate improvements are being investigated (eg. plain English; links to disciplinary based exemplars; stronger links to grade descriptors; revised emphasis in language from a QA imperative in favour of best practice)</li> </ol>

<p><b>Faculty's evaluation of the success of action taken</b></p>	<p>Evidence of staff implementation of the university policy on graduate attributes includes:</p> <ol style="list-style-type: none"> <li>1. Using the Unit of Study Outlines, the Strategic Directions &amp; Quality Assurance Subcommittee of the Teaching &amp; Learning Committee completed a review the implementation of graduate attributes across all units in the faculty. For the 92 units audited, the results revealed 62% of units developed Research and Inquiry, 59% Information Literacy, 54% Personal and Intellectual Autonomy, 46% Ethical, Social and Professional Understanding and 59% Communication.</li> <li>2. Summary results of the ITL survey of graduate attributes revealed that for the 66 units that responded 90% of units developed Research and Inquiry, 95% Information Literacy, 97% Personal and Intellectual Autonomy, 74% Ethical, Social and Professional Understanding and 91% Communication.</li> <li>3. 2003 SREQ quantitative data revealed and increase in percentage agreement in the generic skills scale scores from 67% in 2002 to 74% 2003.</li> <li>4. There has been a steady increase in the percentage agreement on the generic skills scale of the CEQ (UG quantitative data) from 53% in 2001 to 62% in 2003</li> <li>5. 2003 SCEQ PG quantitative data revealed and increase in percentage agreement in the generic skills scale scores from 55% in 2001 to 64% 2003.</li> <li>6. 2003 USE scores revealed an average score of 3.61 for the development of generic attributes (Q3) across all units.</li> <li>7. 2003 SCEQ UG open response comments on Q37 best aspects of the degree revealed that 10% of respondents said it was the generic skills they developed.</li> <li>8. 2003 SCEQ PG open response comments on Q37 best aspects of the degree revealed that 12% of respondents said it was the generic skills they developed.</li> <li>9. 2003 SREQ open response comments on Q43 best aspects of the research higher degree revealed that 12% of respondents said it was the generic skills they developed.</li> <li>10. The Faculty has been very proactive on the issues of integrating generic attributes into the units of study outlines as evidenced above.</li> <li>11. The Faculty's unit of study outline template has been noted as an exemplar at the University Evaluation and Quality Assurance working group and is currently being used by the Faculties of Law and Health Sciences to develop their own templates.</li> <li>12. AACSB Report (Appendix 1.2, page 6) praised learning goals.</li> </ol>
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<p><b>Recommendation 5</b></p>	<p>The Review Team recommends that the Faculty should instigate a policy for the use of Blackboard which is consistent with the Academic Board policy <i>Quality Assurance and Online Learning for WebCT</i></p>
<p><b>Action taken by the Faculty (Appendix 1.1: T &amp; L Plan, section 2.1, and 4.3.6)</b></p>	<ol style="list-style-type: none"> <li>1. A QA in Online Learning Working Party was established by the IT Steering Committee and the Teaching and Learning Committee to investigate the necessary changes for the faculty to comply with the relevant Academic Board Policy. They met over December 2003 and January 2004 and made recommendations to both Faculty committees in February.</li> <li>2. A special sub-committee of IT Steering Committee has been formed for ongoing liaison between IT and teaching and learning portfolios.</li> <li>3. The protocol for compliance forms part of the responsibilities of the CALEB Director, also this extended to liaison and compliance for the faculty in a CHASS context.</li> <li>4. Through the Director, in regular liaison with the Faculty IT Steering Committee, the Faculty has participated in the development of a discussion paper to Academic Board for further updating and improving the current Academic Board policy and University strategies for quality assurance in online learning.</li> <li>5. Through the Director the Faculty has participated in the development of a CHASS college-wide committee to develop a strategic plan for e-learning including the use of the University in-sourced expertise for strategic projects.</li> <li>6. Approval has been given for funding further staff to support e-learning quality assurance.</li> <li>7. One of the two strategic foci in the Faculty's T&amp;L Plan for 2004-5 relates to QA in group work and e-learning with part of the latter relating to Blackboard. The Faculty received a TIF grant in May 2004 aligned with this and funds earmarked for Blackboard activities coming under the oversight of a T&amp;L sub committee. An E-Learning Working Party has been established with oversight for those aspects specifically related to e-learning.</li> <li>8. Briefs scoping the Blackboard-related projects are being developed for the E-learning Working Party</li> <li>9. In May 2004, CALEB appointed a projects coordinator to ensure a QA approach to managing projects, including those relating to Blackboard, is followed.</li> <li>10. Following 2002 clarifications from Pro-Vice-Chancellor Teaching and Learning, the Faculty's IT Policy and Procedures Committee developed protocols for Blackboard Version 6 Enterprise, implemented 2004, rather than those issues arising from Blackboard standard version.</li> <li>11. Blackboard Enterprise version 6 was introduced in Summer School and server performance has been monitored closely</li> </ol>

## Self Evaluation Report

## Recommendations from Phase One

<p><b>Further action planned but not yet implemented (if appropriate)</b></p>	<ol style="list-style-type: none"> <li>1. The performance of servers housing Blackboard are being closely monitored with the most appropriate time for a server upgrade in the near future being planned.</li> <li>2. Future staff training and development will clearly focus on the 3 modes of e-learning activity (ie. Modes A, B and C) and the related QA implications.</li> <li>3. New staff already budgeted for will be recruited and deployed. This includes staff at the technical end (to be located in Faculty IT), the academic training and development side and another person for managing the non-academic aspects of quality assurance in moderating student queries within Blackboard discussion boards. The latter two will be located in CALEB.</li> <li>4. The Faculty is piloting 20 units of study in the new 'application to activate' process for semester 2 2004. Joint report of resourcing implications following pilot application to activate</li> <li>5. Active participation within CHASS e-learning committee in developing a college-wide strategic plan and feedback from the in-sourced strategic University funds</li> <li>6. Active participation in University strategic working party ICT and governance in teaching and learning</li> <li>8. An evaluation of the PC infrastructure needs of students whilst on campus. This will entail focus groups and surveys.</li> </ol>
<p><b>Faculty's evaluation of the success of action taken</b></p>	<ol style="list-style-type: none"> <li>1. Recommendations to IT Steering Committee and T&amp;L Committee relating to QA in Online Learning</li> <li>2. New staff for e-learning training and development (CALEB) and technical support (Faculty IT).</li> <li>3. Joint activities with other stakeholders within the University</li> <li>4. Development of a new sub-committee and strategic plan for ICT infrastructure to support Blackboard usage.</li> <li>5. Recruitment of one academic e-learning developer, one learning technologies officer, and one database administrator. Interviews process currently underway for former two appointments</li> <li>6. Database of current Blackboard practices and users.</li> <li>7. Report on online quizzes project (evaluation and protocol for best practice for both formative and summative assessment)</li> <li>8. Development of CHASS e-learning plan 2005-2010</li> </ol>

<p><b>Recommendation 6</b></p>	<p>The Review Team recommends that the Faculty consider ways of addressing the variation in the quality of teaching across the Faculty, particularly in relation to part-time and sessional tutors.</p>
<p><b>Action taken by the Faculty (Appendix 1.1: T &amp; L Plan, section 4.3)</b></p>	<ol style="list-style-type: none"> <li>1. In 2004, a faculty-wide sessional tutor training day. (<i>Appendix 1.6.1</i>).</li> <li>2. In 2004, a tutor teaching and learning manual.</li> <li>3. In May 2004, 2 follow up sessional tutor training sessions (<i>Appendix 1.6.1</i>).</li> <li>4. In 2003-4 Teaching &amp; Learning Forums for all staff, including sessional tutors.</li> <li>5. In 2003-4, Faculty orientation sessions for new permanent staff which included material on good teaching and learning practices (<i>Attachment 5</i>).</li> <li>6. Disciplines hold Discipline-specific orientation sessions for staff.</li> <li>7. Unit of study co-ordinators hold regular meetings with their sessional tutors to address teaching related issues.</li> <li>8. In 2003, the Strategic Directions &amp; Quality Assurance Subcommittee evaluated the USE in each semester, identifying good performers and staff requiring support.</li> <li>9. Program (with funding) for staff enrolment in Institute for Teaching &amp; Learning Certificate course.</li> <li>10. The Unit of Study Evaluation survey and other survey instruments are used to evaluate variations in the quality of teaching in all units.</li> <li>11. New academic appointments, as part of probation and confirmation are required to attend the ITL's 3-day introduction.</li> <li>12. Schools have a funding scheme to support best practice in teaching &amp; learning.</li> <li>13. Teaching mentors have been identified and examples of best practices in teaching and learning are posted on the Teaching and Learning website as a staff resource.</li> <li>14. The Faculty encourages sessional tutors to use the ITL surveys and make them available to unit of study coordinators.</li> <li>15. Teaching &amp; Learning performance is part of regular new staff mentoring.</li> <li>16. Application for TIF grant to support academic staff mentoring with Faculty of Education &amp; Social Work</li> <li>17. Application for TIF grant to address variations in the quality of student experiences in groupwork and e-learning</li> <li>18. Development of tutor reference group, student reference group and undergraduate coordinators reference group</li> </ol>
<p><b>Further action planned but not yet implemented (if appropriate)</b></p>	<ol style="list-style-type: none"> <li>1. Improved orientation program for all sessional tutors (<i>Appendix 1.6.1</i>).</li> <li>2. Roll out of the Faculty of Economics and Business and the Faculty of Education joint 2004 TIF grant – Academic leadership and mentoring.</li> <li>3. Projects in Groupwork and E-learning TIF grant</li> <li>4. The Faculty's 2004 Staffing Plan is intended to increase the number of full-time staff.,</li> <li>5. The Faculty's Staff Planning &amp; Development Manager will evaluate the benefit of introducing a mentoring or buddy program for sessional tutors</li> <li>6. Identification of teaching mentors form both schools</li> <li>7. Feedback on teaching performance from the Student Reference Group and discipline student representatives.</li> </ol>

## Self Evaluation Report

## Recommendations from Phase One

<b>Faculty's evaluation of the success of action taken</b>	<ol style="list-style-type: none"> <li>1. Feedback on orientation programs revealed high staff satisfaction. (<i>Appendix 1.6.2</i>).</li> <li>2. Using USE, data on letters of commendation and coordinators requiring additional support</li> <li>3. 2003 USE scores revealed an average score of 3.72 across all units for Q2- "the teaching in this unit helped me to learn effectively".</li> <li>4. 2003 CEQ UG quantitative data revealed good teaching scale scores from 34% in 2001 to 38% 2003.</li> <li>5. 2003 SCEQ PG quantitative data revealed good teaching scale scores from 38% in 2001 to 42% 2003.</li> <li>6. 2003 SCEQ PG open response comments on Q37 best aspects of the degree revealed that 14% of respondents said it was the standard of teaching received. Q38 aspects of the degree that could be improved only 7% of respondents said the standard of teaching.</li> <li>7. 2000-2003 Comparative SCEQ data from commencing first year students reveals a steady increase in students' overall satisfaction scores from 21.7 in 2000 to 32.7 in 2003.</li> </ol>
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<b>Recommendation 7</b>	<p>The Review Team recommends that the Faculty continue to monitor and consider ways of addressing the issue of large class sizes, particularly for postgraduate coursework subjects.</p>
<b>Action taken by the Faculty (Appendix 1.1: T &amp; L Plan, section 2.5)</b>	<ol style="list-style-type: none"> <li>1. Plan to increase full time staff to alleviate the large students-staff ratios.</li> <li>2. The Graduate Studies Board made recommendations on appropriate class sizes for postgraduate coursework units.</li> <li>3. To avoid postgraduate students overloading particular classes, each student now receives a personalised timetable to ensure they attend the class they have been allocated.</li> <li>4. Reviewing all classes greater than 80 students to identify any problems associated with large class teaching.</li> </ol>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ol style="list-style-type: none"> <li>1. Eliminate classes greater than 80 students where there are quality concerns</li> <li>2. Recruiting to reduce the staff-student ratios.</li> <li>3. Promotion of peer learning by development of groupwork manual for staff and students (as part of TIF project) with a particular focus on diversity evident within some large classes</li> <li>4. Identifying solutions to the inadequate provision of post graduate teaching spaces.</li> <li>5. The USE and other mechanisms for obtaining student feedback will be applied every semester to monitor progress in addressing the large-class issue.</li> </ol>
<b>Faculty's evaluation of the success of action taken</b>	<ol style="list-style-type: none"> <li>1. Number of new staff members appointed (33% increase in staff in SEPS over 40 appointments in SBus 2003-4)</li> <li>2. USE survey shows from Semester 2, 2003 a marked increase in student satisfaction with graduate support - academically and administratively; but continues to highlight need for better infrastructure, especially graduate teaching space.</li> <li>3. 2000-2003 Comparative SCEQ data for PG students reveals a steady increase in students' overall satisfaction from 53% in 2000 to 63% in 2003.</li> </ol>

<b>Recommendation 8</b>	The Review Team recommends that the Faculty consider the implementation of systematic processes for tutor training across the Faculty to address unevenness.
<b>Action taken by the Faculty</b>	<i>See Recommendation 6.</i>
<b>Further action planned but not yet implemented (if appropriate)</b>	<i>See Recommendation 6.</i>
<b>Faculty's evaluation of the success of action taken</b>	<i>See Recommendation 6.</i>

<b>Recommendation 9</b>	The Review Team recommends that the Faculty consider ways of improving the English language proficiency of tutors across the Faculty.
<b>Action taken by the Faculty (Appendix 1.1: T &amp; L Plan, section 4.3.6)</b>	<ol style="list-style-type: none"> <li>1. Recruitment of new tutors requires certification of English competency..</li> <li>2. Staff with English language problems have been sent on the Certificate course.</li> </ol>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ol style="list-style-type: none"> <li>1. Casual tutor training sessions (<i>Appendix 1.6.1</i>) identify tutors with language problems.</li> <li>2. Casual tutors encouraged to undertake USE evaluations</li> </ol>
<b>Faculty's evaluation of the success of action taken</b>	<ol style="list-style-type: none"> <li>1. Tutors are proficient in the English language.</li> <li>2. 2003 CEQ UG quantitative data revealed an increase in the good teaching scale scores from 34% in 2001 to 38% 2003.</li> <li>3. 2003 SCEQ PG quantitative data revealed an increase in the good teaching scale scores from 38% in 2001 to 42% 2003.</li> <li>4. 2003 SCEQ PG open response comments on Q37 best aspects of the degree revealed that 14% of respondents said standard of teaching. Q38 aspects of the degree that could be improved only 7% of respondents said standard of teaching.</li> <li>5. 2000-2003 Comparative SCEQ data from commencing first year students reveals a steady increase in students' overall satisfaction scores from 21.7 in 2000 to 32.7 in 2003.</li> </ol>

<p><b>Recommendation 10</b></p>	<p>The Review Team recommends that one of the priorities of the Faculty's new Centre to Advance Learning in Economics and Business should be to focus on research-led teaching and in particular on ways in which undergraduate students can be exposed to inquiry-based learning</p>
<p><b>Action taken by the Faculty (Appendix 1.1: T &amp; L Plan, section 5.1.4)</b></p>	<ol style="list-style-type: none"> <li>1. CALEB Director developing a plan to be consistent with a research-led strategy.</li> <li>2. The Faculty's statement of graduate attributes has been revised to link to research and inquiry.</li> <li>3. Staff in the Faculty engaged in research-led teaching have been identified.</li> <li>4. Prior to the formation of the Centre, the Teaching and Learning Committee implemented the Template that linked between the unit outcomes, assessment and the Faculty's learning goals which embody the graduate attributes.</li> <li>5. GSB and USB systematised by review programs and units of study</li> <li>6. 2003 Teaching and Learning Forum on research-led teaching by Angela Brew, ITL.</li> <li>7. Staff orientation program included information on research-led teaching.</li> <li>8. Implementation of a New Unit of Study Proposal form requiring incorporation of research-led teaching.</li> <li>9. Development of school-based funds and criteria for application to encourage scholarship of teaching research (SEPS).</li> <li>10. Revised organisational structure for Faculty Teaching and Learning Committee (TLC) to pursue strategic goals in the Teaching and Learning Plan in a more evidence-based approach.</li> <li>11. Funding support for staff to undertake graduate studies in higher education.</li> <li>12. Establishment of a new major Faculty-based teaching award (\$10,000) with an explicit criterion related to research-led teaching and the scholarship of teaching research.</li> <li>13. SBus Awards for Teaching Excellence with research-led teaching criteria.</li> <li>14. Teaching and Learning Forums on diversity and inclusive teaching, enhanced understanding of incorporating graduate attributes into units of study and the development of grade descriptors for learning outcomes linked to graduate attributes</li> </ol>

## Self Evaluation Report

## Recommendations from Phase One

<p><b>Further action planned but not yet implemented (if appropriate)</b></p>	<ol style="list-style-type: none"> <li>1. CALEB Director will prioritise a research-led strategy to support academics.</li> <li>2. Continuing evaluation of teaching and learning practices, including external EQUIS and AUQA accreditation.</li> <li>3. Further Unit of Study Outline Template revisions, including the new Faculty statement of graduate attributes.</li> <li>4. Teaching and Learning Forums to support research and inquiry-based learning.</li> <li>5. SBus finalising scholarship of teaching funding.</li> <li>6. Audit of Unit of Study outlines underway to show degree to which Research and Inquiry (and other graduate attributes) is being pursued in learning goals.</li> <li>7. Cross-disciplinary teams of academics in Teaching and Learning working parties to roll out of the TIF grant and strategic foci of the T&amp;L Plan during 2004.</li> <li>8. Appointment of additional CALEB staff.</li> <li>9. CALEB staff support Teaching and Learning Working Parties to ensure an evidence-based approach.</li> <li>10. Staff mentoring project supported by a joint 2004 TIF grant with Faculty of Education and Social Work aimed to support innovative teachers and productive researchers.</li> <li>11. Inclusion within Faculty Research Plan of scholarship of teaching research</li> <li>12. Faculty supported Accounting Education Symposium (Feb 2005)</li> <li>13. Expanded CALEB staff with scholarship of teaching research responsibilities</li> </ol>
<p><b>Faculty's evaluation of the success of action taken</b></p>	<ol style="list-style-type: none"> <li>1. The systematic evaluation of all units of study in the Faculty has revealed that many units of study have developed inquiry-based learning.</li> <li>2. The AACSB and EQUIS self-evaluation reports identified research-led teaching and inquiry-based learning.</li> <li>3. Positive feedback by Student Reference Group</li> <li>4. AACSB Report (Appendix 1.2, page 6) praised inquiry-based learning goals</li> </ol>

<p><b>Recommendation 11</b></p>	<p>The Review Team recommends that the Faculty consider publicising assessment criteria and providing more detailed feedback to students</p>
<p><b>Action taken by the Faculty (Appendix 1.1: T &amp; L Plan, section 2.6)</b></p>	<ol style="list-style-type: none"> <li>1. The Unit of Study Outline template requires staff to include the assessment criteria and feedback to students.</li> <li>2. The Unit of Study Outline template recommends that staff provide students with marking guides and provides examples of good practice.</li> <li>3. Staff have been informed at orientation sessions and Teaching and Learning Forums of the importance of providing timely and relevant feedback to students, and possible methods of doing so. In May 2004, a Faculty Teaching and Learning forum was held on the new Academic Board policy on assessment and the use of grade descriptors.</li> <li>4. Staff are provided with resources on assessment and feedback on the Faculty's T&amp;L website.</li> <li>5. In 2004 Unit of Study Outlines were reviewed by the Strategic Directions &amp; Quality Assurance Subcommittee to ensure implementation of assessment criteria and feedback.</li> </ol>
<p><b>Further action planned but not yet implemented (if appropriate)</b></p>	<ol style="list-style-type: none"> <li>1. The 2004 Group Work-Technology TIF grant - Quality Assuring the Student Learning Experience with Group Work &amp; Technology, proposes the formation of specific project teams to support, enhance and quality assure student learning in a number of areas including: <ul style="list-style-type: none"> <li>• increasing student feedback on progress through greater use of formative and summative online quizzes within Blackboard CMS. The quizzes could be used in teaching labs, access labs, off-campus, and completed in groups, individually, or asynchronously.</li> <li>• increasing student interaction, feedback and group work in classes through audience response systems and mobile phone messaging (eg SMS). The audience response system will be trialled against other activities for instant feedback.</li> </ul> </li> <li>2. Investigation of expansion of automated formative and summative feedback using VBA on units of study VBA that have rule-based problems</li> <li>3. Review of Unit of Study Outlines to ensure implementation of assessment criteria and feedback.</li> </ol>
<p><b>Faculty's evaluation of the success of action taken</b></p>	<ol style="list-style-type: none"> <li>1. The 2004 Unit of Study Outlines audit revealed, for 88 undergraduate units, 98% provided explanation of assessment for students. For 91 postgraduate units, 95% provided explanation of assessment for students.</li> <li>2. A review of all undergraduate unit of study outlines in 2003 for the AACSB accreditation revealed that many units provided marking guides, feedback sheets, explanations of minimum requirements for successful completion of a unit and guides for interpreting grades</li> <li>3. The Faculty's unit of study outline template was an exemplar at the University Evaluation and Quality Assurance working group and is currently being used by the Faculties of Law and Health Sciences to develop their own templates.</li> <li>4. 2003 SCEQ data on the appropriate assessment scale revealed an improvement in the faculty's scores from 7.5 in 2002 to 12.4 in 2003.</li> <li>5. 2003 SCEQ PG data on the appropriate assessment scale revealed an increase from 50% in 2000 to 54% in 2003.</li> <li>6. 2003 USE scores revealed an average score of 3.61 across all units for Q5 "assessment"</li> <li>7. AACSB Report (Appendix 1.2, page 6) stated 'The faculty provided detailed feedback on student performance and the School's guidelines on evaluation assure a relatively uniform and high quality process...'</li> </ol>

<b>Recommendation 12</b>	The Review Team recommends that the Faculty consider running a staff development program to improve the operation and assessment of group work.
<b>Action taken by the Faculty (Appendix 1.1: T &amp; L Plan, section 2.6)</b>	<ol style="list-style-type: none"> <li>1. The Teaching &amp; Learning Forum held in September 2003 on assessment practices included group work.</li> <li>2. Information on assessing group work is included on the teaching &amp; learning website. <a href="http://www.econ.usyd.edu.au/content.php?pageid=2519">http://www.econ.usyd.edu.au/content.php?pageid=2519</a></li> <li>3. Information on ways of assessing group work is also made available at the orientation sessions for new staff.</li> <li>4. Several Disciplines run orientation programs which include suggestions for improving student group work.</li> <li>5. An academic paper addressing diversity, group work and assessment delivered to the Global Conference on Excellence in Education and Training, 20-22 May 2004 (Singapore) and posted on the T&amp;L website.</li> <li>6. The Group Work-Technology TIF grant - Quality Assuring the Student Learning Experience with Group Work &amp; Technology, proposes the formation of specific project teams to support, enhance and quality assure student learning in the following ways: <ul style="list-style-type: none"> <li>• developing a web-based 'best practice' manual and toolkit for group work, including group formation, operation, monitoring, feedback and assessment. This assist in the integration of 'Communication' as a core graduate attribute in group work comprising the Faculty's diverse and international student body.</li> <li>• increasing student feedback on progress through greater use of formative and summative online quizzes within Blackboard CMS. The quizzes could be used in teaching labs, access labs, off-campus, and completed in groups, individually, or asynchronously.</li> <li>• extending the use of case studies and with group work, potentially with e-book technology.</li> <li>• enhancing students motivation to develop better communication skills in groups ( a graduate attribute) by integrating the open courseware available from an AUTC Project called SPARK (Self and Peer Assessment Resource Kit) which allows confidential self and peer assessment, and integrated within Blackboard.</li> </ul> </li> <li>7. Advice on groupwork given to ANZSOG curriculum committee.</li> </ol>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ol style="list-style-type: none"> <li>1. Rollout of outcomes of various TIF projects</li> <li>2. Collaboration with Faculty of Science on their groupwork project</li> </ol>
<b>Faculty's evaluation of the success of action taken</b>	<ol style="list-style-type: none"> <li>1. 2003 SCEQ PG open response comments on Q37 best aspects of the degree revealed that 10% said group work.</li> <li>2. The Group Work-Technology TIF project teams will provide a report on the success of the project.</li> <li>3. Further evaluation of success will largely depend on data from USE and other surveys and the Student Reference Group.</li> <li>4. AACSB Report (Appendix 1.2, page 8) stated 'assessment processes are well developed' as a commendation.</li> </ol>

<b>Recommendation 13</b>	Since the majority of postgraduate coursework students are from overseas, the Review Team recommends that the Faculty consider implementing a strategy to encourage local students to enrol in the postgraduate coursework programs
<b>Action taken by the Faculty</b>	<ol style="list-style-type: none"> <li>1. Marketing campaign to attract local students. This included major local newspapers and student information evenings; new website; and an enhanced local new student Faculty Information Evening.</li> <li>2. Revision of programs to make them attractive to domestic students (ie. Master of Public Policy and Public Affairs; Master of Commerce)</li> </ol>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ol style="list-style-type: none"> <li>1. Marketing focus on local students will continue, particularly the Master of Business with planned mix from current 40% (23% UG and 16.5% PG) to 36% (21% and 15% respectively).</li> <li>2. A new marketing manager position in development to further promote local student enrolments.</li> <li>3. A survey of the types of programs and support demanded by local students.</li> </ol>
<b>Faculty's evaluation of the success of action taken</b>	<ol style="list-style-type: none"> <li>1. Strategic Statement (See Appendix 1.3) directly addresses the management of growth and specific target mix</li> <li>2. Mix of domestic-international students.</li> </ol>

<p><b>Recommendation 14</b></p>	<p>The Review Team recommends that the Faculty include a dimension of mentoring into the postgraduate research experience, and that more attention should be paid to making the postgraduate research student cohort feel part of the Faculty community.</p>
<p><b>Action taken by the Faculty (Appendix 1.1: T &amp; L Plan, section 2.2)</b></p>	<ol style="list-style-type: none"> <li>1. The Faculty appointed a Director of Doctoral Students, who implemented a research induction program for new and continuing research students.</li> <li>2. Existing Discipline-based research induction programmes have been enhanced.</li> <li>3. Research students are informed by email of research seminars and other activities organised by the Faculty.</li> <li>4. Social functions have been organised to increase the feeling of a research-scholarly community.</li> <li>5. The linkage between students and academic staff is enhanced by new procedures for progression in research degrees.</li> <li>6. Five doctoral students acted as mentors in semester one's Postgraduate Peer Mentoring Program (PMP) and enhanced recruitment of Postgraduate research students.</li> <li>7. Research Student Administrative Coordinator supports PMP.</li> <li>8. The Faculty's International Development Officer in concert with the coordinator of the PMP to target international research students who may face language and or other settlement issues.</li> </ol>
<p><b>Further action planned but not yet implemented (if appropriate)</b></p>	<ol style="list-style-type: none"> <li>1. Director, Doctoral Studies, will meet with research coordinators to develop and evaluate training.</li> <li>2. Develop research student Peer Mentoring Program</li> <li>3. Seminars on key issues relating to student progression, supervision and ethics approval.</li> <li>4. Specific evaluation of participating research students' perception of the PMP will be undertaken in post program evaluations in future (when research students are identified as participants)</li> </ol>
<p><b>Faculty's evaluation of the success of action taken</b></p>	<ol style="list-style-type: none"> <li>1. Through the SREQ, the Faculty is aware that research students continue to feel isolated, but these new initiatives will take some time to produce positive results.</li> <li>2. 2002/2003 SREQ comparative data revealed an increase in research climate scale from 50% to 57% and an increase in overall satisfaction from 77% to 82%.</li> <li>3. The Research Student Administrative coordinator has actively supported the promotion of the PMP for semester 2, 2004.</li> <li>4. A doctoral student (Thai Government Scholarship Holder) has already been welcomed into the Faculty and will be invited to join the PMP at enrolment</li> <li>5. The success of the peer mentoring program has brought about a mentor scheme for new research students. Evaluation of the PG PMP (May 2004) resulted in responses from ninety (90) participants, 80% of whom agreed that the program helped them to settle in and know where to locate resources, and who would recommend the PG PMP to new students. The program rated a 69% overall satisfaction rate.</li> <li>6. See also Goal 3, section 7</li> </ol>

<p><b>Recommendation 15</b></p>	<p>The Review Team recommends that the Faculty consider ways of improving the admissions and enrolments process in the Faculty office, and the provision of a more student oriented and service centred approach.</p>
<p><b>Action taken by the Faculty (Appendix 1.1: T &amp; L Plan, section 5.8)</b></p>	<ol style="list-style-type: none"> <li>1. Appointed new Student Information Office (SIO) Manager, who implemented a range of new and improved services to students, such as             <ol style="list-style-type: none"> <li>a. Enrolment dates have been reorganised to ensure a more manageable distribution of student flow.</li> <li>b. Offer letters better inform students of the enrolment process.</li> <li>c. New orientation programs (including web, face-to-face and video conferenced) are in place to help guide and welcome commencing students.</li> </ol> </li> <li>2. SIO Manager a member of the Teaching &amp; Learning Committee and Student Reference Group to ensure communication of teaching and learning practices, and the Student Orientation Working Party.</li> <li>3. Improved communication with the International Office to ensure that greater consistency of advice and more seamless procedures for international students.</li> <li>4. The Faculty's postgraduate admissions guidelines have been reviewed and revised.</li> <li>5. Undergraduate international guidelines are currently under review in collaboration with the International Office.</li> <li>6. The SIO Manager will continue to monitor student feedback from various sources including CEO, SCEQ etc. and take actions as appropriate.</li> </ol>
<p><b>Further action planned but not yet implemented (if appropriate)</b></p>	<ol style="list-style-type: none"> <li>1. Further tightening of Students At Risk Program</li> <li>2. Appointment of student programs advisers at PG and UG level</li> </ol>
<p><b>Faculty's evaluation of the success of action taken</b></p>	<ol style="list-style-type: none"> <li>1. 2003 SCEQ UG open-ended responses for q 67 on student administration 37% of respondents said staff were friendly, helpful and efficient. Responses to Q68 36% of respondents said staff could be more knowledgeable and efficient.</li> <li>2. 2003 SCEQ PG open-ended responses for q 67 on student administration 37% of respondents said staff were friendly, helpful and efficient. Responses to Q68 36% of respondents said staff could be more knowledgeable and efficient.</li> <li>3. The Faculty's admission procedures are being used as the benchmark for other faculties to modify their procedures prior to the implementation of Flexsis release 6.5 in 2005.</li> <li>4. The Student Reference Group provided positive feedback on enrolment.</li> <li>5. 2000-2003 Comparative SCEQ data from commencing first year students reveals a steady increase in students' overall satisfaction scores from 21.7 in 2000 to 32.7 in 2003.</li> <li>6. 2000-2003 Comparative SCEQ PG data reveals a steady increase in students' overall satisfaction scores on quality of student support and administrative services 36% agreement in 2000 and 49% agreement in 2003</li> <li>7. AACSB Report (Appendix 1.2, pages 2, 4) identified student support service as an area for improvement.</li> <li>8. See also Goal 4, section 4.6, and Goal 6, section 4</li> </ol>

<b>Recommendation 16</b>	The Review Team recommends that the Faculty consider updating information about unit of study availability, in particular for postgraduate coursework level units, in both the Faculty handbook and on the Faculty website.
<b>Action taken by the Faculty (Appendix 1.1: T &amp; L Plan, section 5.8)</b>	<ol style="list-style-type: none"> <li>1. The Faculty's website has been redesigned, and information on all units improved.</li> <li>2. The Faculty Handbook has been re-designed and all of the units of study and programs have been verified by the Chairs of Discipline and Heads of School.</li> <li>3. The Faculty now posts its timetable online, allowing students to view units by semester.</li> <li>4. A Web Services Manager has been appointed, with responsibilities for ensuring the quality of the website</li> <li>5. SIO liaised with the Teaching &amp; Learning Committee and relevant academic staff on the process used to update and gather information for the Faculty Handbook.</li> <li>6. The information contained in the Faculty handbook and on the Faculty website is monitored and reviewed by the Information Coordinator. The Unit of Study data is now imported to the website from Flexsis on a daily basis.</li> <li>7. The Web Services Manager ensures a Faculty-wide coordinated approach to the provision and maintenance of information on the web.</li> </ol>
<b>Further action planned but not yet implemented (if appropriate)</b>	
<b>Faculty's evaluation of the success of action taken</b>	<ol style="list-style-type: none"> <li>1. The Faculty Handbook and the website now contain much more consistent, accurate and up-to-date information.</li> </ol>

<b>Recommendation 17</b>	The Review Team recommends that the Faculty consider ways of improving student satisfaction and developing a more student-centred Faculty, especially in relation to structure, processes and relationships.
<b>Action taken by the Faculty (Appendix 1.1: T &amp; L Plan, sections 2.2, 2.3.2, 3.2.8 and 5.8)</b>	<ol style="list-style-type: none"> <li>1. The reconstituted Teaching &amp; Learning Committee has made a commitment to a student-centred and student-led learning Faculty.</li> <li>2. The new SIO manager is a member of the Teaching &amp; Learning Committee.</li> <li>3. The Faculty has developed SIO's capacity to provide career advice.</li> <li>4. Orientation for new staff has focussed on a student-centred approach in teaching.</li> <li>5. A comprehensive strategy for improving student orientation has been initiated, which includes offshore orientation, development of an orientation CD and transition programs.</li> <li>6. An Undergraduate Coordinators Group has been formed.</li> <li>7. A Student Reference Group has been convened by the Teaching &amp; Learning Committee, to provide feedback.</li> <li>8. Teaching &amp; Learning Forums address a student-centred Faculty.</li> <li>9. The integration of the new unit of study outline template and the development of graduate attributes across all units of study in the Faculty has supported the development of more student centred approaches in units.</li> <li>10. Groupwork and e-learning TIF project encourages responsible own learning.</li> <li>11. Student advice groups in Units of Study provide input into curriculum design.</li> <li>12. New Unit of Study template seeks feedback from students.</li> <li>13. Centre to Advance Learning in Economics and Business (CALEB) has been formed with a brief to support students, staff and the faculty build and sustain the leading learning community</li> </ol>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ol style="list-style-type: none"> <li>1. Student Information Office provide student advisers.</li> <li>2. Undergraduate and Postgraduate Programme Directors provide student advice.</li> <li>3. Expansion of CALEB staffing</li> </ol>
<b>Faculty's evaluation of the success of action taken</b>	<ol style="list-style-type: none"> <li>1. 2000-2003 Comparative SCEQ data from commencing first year students reveals a steady increase in students' overall satisfaction scores from 21.7 in 2000 to 32.7 in 2003.</li> <li>2. In October 2003, CALEB was established and provides student-centred teaching and learning.</li> <li>3. The Student Information Office has been restructured.</li> <li>4. The unit of study outline audit data provided in Recommendations 1, 2, 3 and 4 provides evidence of the high level of engagement by teaching staff with the new unit of study template and the development of graduate attributes.</li> <li>5. Outcomes of student surveys and Student Reference Group.</li> <li>6. Career services identified as an area for improvement in AACSB report (Appendix 1.2, page 4) and also high performance (page 5)</li> </ol>

<b>Recommendation 18</b>	In view of the current inclusion of out of date and inaccurate information on the Faculty website, the Review Team recommends that the Faculty considers ways of implementing quality assurance processes to ensure ongoing quality and accuracy of information.
<b>Action taken by the Faculty (Appendix 1.1: T &amp; L Plan, section 5.8)</b>	<ol style="list-style-type: none"> <li>1. The Faculty launched a new website on 31<sup>st</sup> October 2003.</li> <li>2. Mechanisms and procedures are in place to improve the timeliness and accuracy of the content, which have been accepted as University best practice. Eg. Reduced number of users with authority to update the website.</li> <li>3. The Faculty has appointed a Web Services Manager who is responsible for accuracy of web data.</li> <li>4. The Faculty Handbook on the website has been re-designed and verified by the Chairs of Discipline and Heads of School.</li> <li>5. Commenced phase II of web review on the new architecture and content mgt system.</li> </ol>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ol style="list-style-type: none"> <li>1. The Student Information Office will report on the process used to update and gather information for the Faculty handbook</li> <li>2. The web services manager will implement the policy and procedure, established during the development of the new website, and make additional protocols as appropriate</li> <li>3. A major review of content is currently being undertaken</li> </ol>
<b>Faculty's evaluation of the success of action taken</b>	<ol style="list-style-type: none"> <li>1. The website, Handbook and quality assurance processes are measures of success.</li> <li>2. The information contained on the Faculty website is reviewed each year, with close cooperation between academic and administrative staff.</li> </ol>

**GOAL 2: ACCESS, EQUITY AND DIVERSITY**

Fundamental values of the University and Faculty are equity, access and diversity. Our diversity is reflected in our students and staff who are diverse in terms of their ethnicity, language, value systems, gender, age, sexual orientation, disabilities, class and religion. The Faculty values, protects, celebrates and is enriched by our diversity. We recognise our particular responsibilities to Aboriginal and Torres Strait Islander students, and the Teaching and Learning Committee is implementing strategies to enhance our commitment for indigenous students.

The Faculty communicates our commitment to access, equity and diversity through its teaching and learning practices, through scholarships and through celebrating with our access and equity students at scholarship dinners.

To fulfil our commitment to equity and access, the Faculty encourages through the Broadway and other schemes the enrolment of students who have suffered long-term disadvantage, due to disabilities, geographical location, the ranking of their high school, socio-economic circumstances, non-English speaking background or women in non-traditional areas. Second, we provide support mechanisms for access and equity students, including scholarships, mentoring programs and by creating an open and accepting environment. Finally, the Faculty monitors students, through student at risk, transition, progression and retention rates and student advisors.

The Faculty is an international Faculty. Many of our domestic students are 'international', coming from NESB or first and second generation Australians. Our Faculty, and the education of our domestic students, is enriched by our international students, with significant increases in overseas students, especially in our graduate programs, in the last five years. The Faculty has implemented a range of teaching and learning practices, orientation, transition and support programs and monitoring mechanisms to ensure our international students enjoy an intellectually stimulating learning environment.

The Faculty's Teaching and Learning Diversity Policy has a vision of a collegial and harmonious community, where difference is valued; diverse views, beliefs and values are accepted; where culturally-different learning strategies are recognized; and where racisms and prejudice are explicitly rejected. The Faculty promotes critical and open reflection on cultural difference.

Valuing diversity informs and is promoted by our research strategy; administrative processes and procedures; and recruitment policies for staff and students. We have made a commitment both to internationalise our curriculum, providing an understanding of different societies and their implications for Australia, and to adapt our curriculum to different pedagogical and learning strategies. We also provide training, resources and support for academic staff in developing diversity in their teaching and learning.

## Self Evaluation Report

## Objective 1: Transition and the First Year Experience

Policies, Procedures and Practises	Outcomes	Quality Assurance	Evaluation
<p><b>1.1 Pre-arrival Orientation</b> (see Appendix 1.1: T &amp; L Plan)</p>	<p>Development and distribution of 2004 Orientation CD to new students (both domestic and international) containing:</p> <ul style="list-style-type: none"> <li>• Welcome to the Faculty</li> <li>• Teaching and Learning</li> <li>• Information for students</li> <li>• Information for sponsors and parents.</li> <li>• Information on Sydney and Australia</li> <li>• <a href="http://www.econ.usyd.edu.au/content.php?pageid=13532">http://www.econ.usyd.edu.au/content.php?pageid=13532</a></li> </ul> <p>Pre-arrival orientation in Beijing and Sydney via video conferencing for semester 2, 2004.</p>	<p>Undergraduate (UG) A/Dean</p> <p>Postgraduate (PG) A/Dean</p> <p>Teaching and Learning (T&amp;L) Committee</p> <p>Teaching Quality Fellow (TQF)</p> <p>Centre to Advance Learning in Economics and Business (CALEB)</p>	<p>Orientation CD feedback indicates that 49% of students agreed or strongly agreed that the information was helpful; 48% said they would recommend it to other student (Appendix 2.1.1)</p> <p>Survey feedback data is analysed and fed into T&amp;L Committee &amp; Subcommittees/ Working Parties</p> <p>Positive feedback from Student Reference Group (SRG) (minutes of meetings)</p> <p>Video conference feedback showed very high levels of satisfaction: 100% would recommend it to new international students, and 100% found it a useful event.</p>

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<p><b>1.2 Orientation</b></p>	<p>On-Campus Faculty Undergraduate orientation during the pre-SWOT (Sydney Welcome and Orientation Transition) period. See Appendix 2.1.2</p> <ul style="list-style-type: none"> <li>• Welcome from the Dean</li> <li>• Managing student expectations</li> <li>• On-campus life</li> <li>• Introduction to Student Services</li> </ul> <p>On-Campus Faculty Postgraduate orientation during the pre-SWOT period (appendix 2.1.3) including:</p> <ul style="list-style-type: none"> <li>• Managing student expectations about Postgraduate study</li> <li>• Writing Coursework Assignments</li> <li>• Literature review, referencing and Exam techniques</li> </ul> <p>Involvement in University's SWOT and the ISSU's (International Student Services Union) orientation (Appendix 2.1.4, pp7-9):</p> <p>Mentoring Program: three peer group activities include tours of the University, Library, Blackboard and PC labs.</p> <p>On-Campus mid-year orientation for Undergraduates (see Appendix 2.1.5)</p> <p>On-Campus mid-year orientation for Postgraduates (see Appendix 2.1.6)</p>	<p>UG&amp; PG A/Dean</p> <p>T&amp;L Committee</p> <p>TQF</p> <p>CALEB</p>	<p>Survey feedback data is analysed and fed into T&amp;L Committee &amp; Subcommittees/ Working Parties</p> <p>Positive feedback from SRG (minutes of meetings)</p>
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<p><b>1.3 Transition (see Appendix 1.1: T &amp; L Plan, section 1.4)</b></p>	<p>Transition Programs for Postgraduate and Undergraduate students in semester 1 and 2, 2004.</p> <ul style="list-style-type: none"> <li>• The programs introduced students to the physical environment and academic culture of the Faculty, and promoted support services and involvement with University life and peers.                             <ul style="list-style-type: none"> <li>• Seminars included: 'Assessments: What they really want in essays and presentations!'; 'Succeeding with group work'; 'Coping under pressure: time management and other coping strategies'</li> </ul> </li> <li>• First year co-ordinators support first year teaching and learning strategies to enhance the transition from school to university.</li> <li>• Skills sessions for students:                             <ul style="list-style-type: none"> <li>• Introduction to critical reading</li> <li>• Quoting, paraphrasing and summarising</li> <li>• Introduction to critical writing</li> <li>• Analysing the assignment question</li> <li>• Planning an assignment</li> <li>• Analytical writing</li> <li>• Developing an argument</li> </ul> </li> </ul> <p>Workshops plus three Faculty Teaching fora from 2002-2004 on working with diversity, promoting critical and open reflection on – and appreciation of – cultural elements and their influence on teaching and learning and facilitate mutual understanding between students and staff.</p>	<p>T&amp;L Committee CALEB Undergraduate Coordinators Group</p>	<p>Feedback from SRG (minutes of meetings)  Student numbers attending transition sessions (Appendix 2.1.8)</p>
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<p><b>1.4 Students at Risk</b> (see Appendix 1.1: T &amp; L Plan, section 1.4.1)</p>	<p>TIF grant: Benchmarking with Melbourne’s Students at Risk program. TQF assisted in writing of Diversity Report outlining students at risk issues (<a href="http://www.itl.usyd.edu.au/diversity/">http://www.itl.usyd.edu.au/diversity/</a>) New administrative processes for early identification of students at risk (SAR): Identify, contact and mentor students who fail 2 or more subjects in the first semester Introduce support mechanisms for students identified as being at risk, including</p> <ul style="list-style-type: none"> <li>• group consultation</li> <li>• special workshops</li> <li>• consultation with Teaching Quality Fellow</li> <li>• Possible inclusion of targeted SAR in the UG Mentoring Scheme in Semester 2 2004, and 2005.</li> </ul> <p>Early identification of students at risk – MASUS project</p> <ul style="list-style-type: none"> <li>• Ensure that in all core first year units there is an early diagnostic task to identify students at risk of failing by 4<sup>th</sup> week.</li> <li>• Run workshops to improve language skills in targeted areas.</li> </ul> <p>Assess English proficiency and quantitative skills: UoS-based projects to identify students at risk, including those with deficiencies in language and quantitative Skills Mentoring Scheme for Postgraduate; piloted for Undergraduate.</p>	<p>Heads of School (HoS) CALEB UG A/Dean TQF T&amp;L Committee</p>	<p>Report on Undergraduate comparative longitudinal progressions rates (Appendix 2.1.7) Evaluative data in pilot Students at Risk program report (Appendix 2.1.9)</p>
<p><b>1.5 Audit admission, progression &amp; retention</b> (see Appendix 1.1: T&amp;L Plan, section 1.4.2)</p>	<p>Ensure continuous improvement in progression and retention rates through better educational practises, not by compromising standards Establishment of database of progression rates (see Appendix 2.1.7) Practises informed by database of progression rates</p>	<p>UG &amp; PG A/Dean T&amp;L Committee</p>	<p>Report on Undergraduate comparative longitudinal progressions rates (Appendix 2.1.7)</p>

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## Objective 2: Access and support for students from disadvantaged backgrounds

Policies, Procedures and Practises	Outcomes	Quality Assurance	Evaluation
<b>2.1 Scholarships</b> (see Appendix 1.1: T&L Plan, section 1.6.1)	Increased number of scholarships for equity target groups including Indigenous scholarships (e.g. John Bellmaine Suhan Bequest) 45 new undergraduate scholarships based on academic merit (5 x \$10,000) and Broadway criteria (\$5000). Celebrate scholarship holders through Chancellor presenting 178 scholarships to students from 95 schools throughout Australia	Dean	Number and performance of scholarship holders
<b>2.2 Mentoring Program for students from disadvantaged backgrounds</b> (see Appendix 1.1: T&L Plan, section 1.6.4)	Pilot "LUCY" program: mentoring by female corporate executives of female students from disadvantaged backgrounds using Broadway criteria. Postgraduate Mentoring Program, and pilot of Undergraduate Mentoring Program	CALEB T&L Committee	Number and performance of students in the LUCY program Number and performance of students in the Mentoring Program Evaluation of the responses to the Mentoring program (Appendix 2.2.1)
<b>2.3 Support for domestic and international students from non-English speaking backgrounds</b> (see Appendix 1.1: T&L Plan, section 1.6.2)	Consultation times for students with language difficulties Orientation, Transition and early identification of students at risk. See section 1.1.3-4 Workshops on academic discourse Tutor training program (Appendix 1.6.1) Pit-stop tutor rooms for consistent location Counselling for students to utilise University support services (e.g. Maths Learning Centre and Teaching Learning Centre where 21% of the clients are from the Faculty) Development of numeracy, language and academic skills resources as part of TIF	TQF CALEB T&L Committee	Publish consultation times Number of students attending 2003 Paton report in Internationalisation and NESB students ( <a href="http://www.econ.usyd.edu.au/content.php?pageid=2499">http://www.econ.usyd.edu.au/content.php?pageid=2499</a> )

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<p><b>2.4 Implementation of Diversity Plan (see Appendix 1.1: T&amp;L Plan, section 1.6.3)</b></p>	<p>Diversity Policy (<a href="http://www.econ.usyd.edu.au/content.php?pageid=2499">http://www.econ.usyd.edu.au/content.php?pageid=2499</a>)</p> <p>Promote critical &amp; open reflection on cultural “differences”</p> <p>Increased awareness on the part of academics to the diversity of the Faculty’s students.</p> <p>To ensure curriculum caters for different learning strategies and is inclusive of diverse students, new units of study are required to reference how they address diversity (see new UoS template : <a href="http://www.econ.usyd.edu.au/content.php?pageid=2498">http://www.econ.usyd.edu.au/content.php?pageid=2498</a>)</p> <p>Internationalise curriculum. See Goal 4 section 3</p>	<p>USB/GSB T&amp;L Committee</p>	<p>GSB and USB evaluate how new UoS proposals comply with the requirement of addressing differences in learning styles due to the diversity of our students.</p> <p>UG&amp;PG UoS template audit revealed the majority of outlines collected complied with requirements. The main area for improvement was the linking of Learning Outcomes to the Faculty’s Statement of Graduate Attributes.</p>
<p><b>2.5 Networking for Undergraduate and Postgraduate students, including equity groups</b></p>	<p>See 2.2</p>	<p>See 2.2</p>	<p>See 2.2</p>

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<p><b>2.6 Treat students as individuals (see Appendix 1.1: T&amp;L Plan, sections 1.1.6/7)</b></p>	<p>Consultation/support mechanisms                  Staff responsive to different learning strategies (including Blackboard)                  See also Goal 6 section 4.2</p>	<p>HoS                  CoD</p>	<p>Completion and evaluation of UoS Outlines                  SRG indicates positive feedback on satisfying student needs                  Consultation times                  Coordinators for programs and Discipline advisors</p>
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**Objective 3: Implementing best practise structures for advising on and implementing access, equity and diversity**

Policies, Procedures and Practises	Outcomes	Quality Assurance	Evaluation
<p><b>3.1 Program for and advising on implementing and assessing access, equity and diversity (see Appendix 1.1: T&amp;L Plan, section 5.8)</b></p>	<p>See Goal 1, Recommendation 15                  Diversity Policy (<a href="http://www.econ.usyd.edu.au/content.php?pageid=2499">http://www.econ.usyd.edu.au/content.php?pageid=2499</a>)                  Diversity fora to train academics and general staff on diversity (Appendix 2.3.1)                  Teaching Quality Fellow responsible for liaison with counselling and students with disabilities, Koori Centre and AusAID students                  Diversity and Equity Working Party takes responsibility for:</p> <ul style="list-style-type: none"> <li>• Formal relationship with Koori Centre, with a potential relationship for Aboriginal and Torres Strait Islander students</li> <li>• Liaison with EORA TAFE: encouraging HSC students to enrol through UAI or Broadway and financial support to TAFE students.</li> <li>• Taylors College has a scholarship for students to Sydney University and a reference group including Faculty representatives</li> </ul> <p>Recruitment of UG and PG academic Discipline and Course Coordinators, and specific PG coursework directors</p>	<p>TQF                  T&amp;L Committee</p>	<p>LUCY Program                  Indigenous scholarships                  SCEQ and SREQ comments reveal an increase in satisfaction with diversity of the curriculum: 19% in 2001 to 20% in 2003</p>

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## Objective 4: Attract and support students from high achieving backgrounds

Policies, Procedures and Practises	Outcomes	Quality Assurance	Evaluation
4.1 Advanced and joint courses (see Appendix 1.1: T&L Plan, sections 1.2 & 1.7)	Stream high performing students into the Honours program	UG and PG A/Dean HoS CoD	GSB and USB regular review of programs and units
4.2 Groupwork and Mentoring (see Appendix 1.1: T&L Plan, sections 1.1.6/7, & 2.2.2)	For Groupwork, see section 2.7.1 and Goal 1, Recommendation 12 For Mentoring, see Goal 1 Recommendation 14	Dean UG and PG A/Dean HoS CoD T&L Committee	See section 2.7.1, and Goal 1 Recommendations 12 & 14
4.3 Active student exchange programs (see Appendix 1.1: T&L Plan, section 2.4.3)	Promote critical and open reflection on cultural difference Encourage students to share international issues See Section 1.1 and 1.4	SIO Dean	Number of students involved in exchange program
4.4 Targeting high achieving schools (see Appendix 1.1: T&L Plan, section 1.5)	For school visiting program, see Goal 7.3 and Appendix 7.3.1 Increase in number of honours and research students See Goal 1 Recommendation 15	Marketing Manager Dean	Increasing Faculty as first choice for high performing HSC students

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Objective 5: Preparing students for global citizenship

Policies, Procedures and Practises	Outcomes	Quality Assurance	Evaluation
5.1 Internationalise the curriculum	See Goal 4 Section 3	See Goal 4 Section 3	See Goal 4 Section 3
5.2 Curriculum capitalises on diverse student body	Promote critical and open reflection on benefits from cultural difference Provide training, resources and support for academic staff in developing diversity in their teaching and learning Value and celebrate in the classroom the personal, economic, social and national benefits of diversity Encourage students to share international issues & examples from their home country. Emphasis on groupwork Developing using groupwork with diverse students	HoS CoD Dean	GSB and USB regular review of programs and units Compliance with UoS Outline template section 3: Learning Goals Student surveys UG SCEQ 2000-2003 reveal an increase in student satisfaction with the curriculum (34% in 2000 to 43% in 2003).

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Objective 6: Creating a dynamic learning environment

Policies, Procedures and Practises	Outcomes	Quality Assurance	Evaluation
<p><b>6.1 Sustain a learning community (see Appendix 1.1: T&amp;L Plan, section 2.3)</b></p>	<p>See Goal 1: Recommendations 10, 11, 17</p> <p>Students are made part of the learning community</p> <p>Online resources: Blackboard and WebCT (see Goal 1, Recommendation 5, and T&amp;L Plan 2.2.1)</p> <p>TIF grant for eLearning and academic mentoring (see Goal 1, Recommendation 12)</p> <p>Research-led teaching</p> <ol style="list-style-type: none"> <li>1. Teaching &amp; Learning Committee has made a commitment to a student-centred and student-led learning Faculty.</li> <li>2. The new SIO manager is a member of the Teaching &amp; Learning Committee.</li> <li>3. The Faculty has developed the SIO's capacity to provide career advice.</li> <li>4. Orientation for new staff has focussed on a student-centred approach in teaching.</li> <li>5. A comprehensive strategy for improving student orientation has been initiated, which includes offshore orientation, development of an orientation CD and transition programs.</li> <li>6. An Undergraduate Coordinators Group has been formed.</li> <li>7. A Student Reference Group has been convened by the Teaching &amp; Learning Committee, to provide feedback.</li> <li>8. Teaching &amp; Learning Forums address a student-centred Faculty.</li> <li>9. The integration of the new unit of study outline template and the development of graduate attributes across all units of study in the Faculty has supported the development of more student centred approaches in units.</li> <li>10. Groupwork and e-learning TIF project encourages self learning.</li> <li>11. Student advice groups in Units of Study provide input into curriculum design.</li> </ol> <p>New Unit of Study outline template requires feedback to students.</p>	<p>T&amp;L Committee</p> <p>IT Steering Committee</p> <p>Dean</p> <p>UG and PG A/Dean</p>	<p>Number of units of study using Blackboard (see QA&amp;ICT final report, <a href="http://www.usyd.edu.au/su/ab/QA&amp;ICTFinalReport.pdf">http://www.usyd.edu.au/su/ab/QA&amp;ICTFinalReport.pdf</a> )</p> <p>2000-2003 Comparative SCEQ data from commencing first year students reveals a steady increase in students' overall satisfaction scores from 2000 to in 2003.</p> <p>Positive feedback from Student Reference Group</p> <p>Peer review</p> <p>AACSB Report (Appendix 1.1, page 5)</p>

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Objective 7: Groupwork

Policies, Procedures and Practises	Outcomes	Quality Assurance	Evaluation
<p><b>7.1 Implement best practice for groupwork (see Appendix 1.1: T&amp;L Plan, sections 1.1.6/7, &amp; 2.2.2)</b></p>	<p>See Goal 1, Recommendation 12</p> <p>Teaching &amp; Learning Forum held in September 2003 on assessment practices included group work.</p> <p>Information on assessing group work is included on the teaching &amp; learning website. <a href="http://www.econ.usyd.edu.au/content.php?pageid=2519">http://www.econ.usyd.edu.au/content.php?pageid=2519</a> and made available at the orientation sessions for new staff.</p> <p>Several Disciplines run orientation programs which include suggestions for improving student group work.</p> <p>An academic paper addressing diversity, group work and assessment delivered to the Global Conference on Excellence in Education and Training, 20-22 May 2004 (Singapore) and posted on the T&amp;L website.</p> <p>The Group Work-Technology TIF grant - Quality Assuring the Student Learning Experience with Group Work &amp; Technology, proposes the formation of specific project teams to support, enhance and quality assure student learning in the following ways:</p> <ul style="list-style-type: none"> <li>• increasing student feedback on progress through greater use of formative and summative online quizzes within Blackboard CMS. The quizzes could be used in teaching labs, access labs, off-campus, and completed in groups, individually, or asynchronously.</li> <li>• extending the use of case studies and with group work, potentially with e-book technology.</li> <li>• enhancing students' motivation to develop better communication skills in groups (a graduate attribute) by integrating the open courseware available from an AUTC Project called SPARK (Self and Peer Assessment Resource Kit) which allows confidential self and peer assessment, integrated within Blackboard.</li> <li>• developing a web-based 'best practice' manual and toolkit for group work, including group formation, operation, monitoring, feedback and assessment. This will assist in the integration of 'Communication' as a core graduate attribute in group work comprising the Faculty's diverse and international student body.</li> </ul> <p>Advice on groupwork given to ANZSOG curriculum committee.</p>	<p>Director, CALEB T&amp;L Committee</p>	<p>Positive feedback from SRG (minutes of meetings)</p> <p>SCEQ evaluation from 2005+</p>

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Objective 8: eLearning

Policies, Procedures and Practises	Outcomes	Quality Assurance	Evaluation
<p><b>8.1 Implement best practice for eLearning (see Appendix 1.1: T&amp;L Plan, sections 4.3.6)</b></p>	<p>TIF grant for eLearning (See Goal 1, Recommendation 12)</p> <p>Employment of eLearning specialist in CALEB</p> <p>CALEB Projects Coordinator appointed in 2004 to ensure a QA approach to managing projects, including those relating to Blackboard.</p> <p>Faculty's IT Policy and Procedures Committee developed protocols for Blackboard Version 6 Enterprise, implemented 2004, rather than those issues arising from Blackboard standard version.</p> <ul style="list-style-type: none"> <li>Blackboard Enterprise v.6 was introduced in Summer School and server performance has been monitored closely</li> </ul> <p>A QA in Online Learning Working Party was established to investigate the necessary changes for the Faculty to comply with the relevant Academic Board Policy. They met over December 2003 and January 2004 and made recommendations to both Faculty committees in February.</p> <p>Briefs scoping the Blackboard-related projects are being developed for the eLearning Working Party</p> <p>The CALEB Director is responsible for the protocol of compliance (including liaison and compliance for the faculty in a CHASS context).</p> <ol style="list-style-type: none"> <li>Through the Director, in regular liaison with the Faculty IT Steering Committee, the Faculty has participated in the development of a discussion paper to Academic Board for further updating and improving the current Academic Board policy and University strategies for quality assurance in online learning.</li> <li>Though the Director the Faculty has participated in the development of a CHASS college-wide committee to develop a strategic plan for e-learning including the use of the University in-sourced expertise for strategic projects.</li> <li>Approval has been given for funding further staff to support e-learning quality assurance.</li> <li>One of the two strategic foci in the Faculty's T&amp;L Plan for 2004-5 relates to QA in group work and eLearning with part of the latter relating to Blackboard. The Faculty received a TIF grant in May 2004 aligned with this and funds earmarked for Blackboard activities coming under the oversight of a TLC subcommittee. An E-Learning Working Party has been established with oversight for those aspects specifically related to eLearning.</li> </ol>	<p>CALEB;</p> <p>Faculty IT Steering Committee</p> <p>T&amp;L Committee</p>	<p>USE, SCEQ and SREQ data, and SRG minutes indicate 68% of students agreed that online eLearning systems (such as Blackboard, Web CT) are an effective method for the dissemination of unit of study related material and information.</p> <p>SCEQ evaluations 2005+</p>

## Self Evaluation Report

## Objective 9: Future directions and areas for improvement

Policies, Procedures and Practises	Outcomes	Quality Assurance	Evaluation
<b>9.1 Improve audit, admission, progression and retention rates</b>	Develop new databases by admission categories (e.g. foundation programs)	UG & PG A/Dean T&L Committee	Report on Undergraduate comparative longitudinal progressions rates
<b>9.2 Improve support for domestic and international students from non-English speaking backgrounds</b>	Investigating web-based tests for English language competency, benchmarking with Melbourne University.	CALEB T&L Committee	Development of program
<b>9.3 Increased involvement in student exchange programs</b>	\$150,000 of scholarship funding to support student exchange.	SIO Dean	Increase in number of exchange students
<b>9.4 Improved support for Broadway and indigenous students</b>	High performance and retention and progression rates	T&L Committee	Increase in performance, retention and progression of students
<b>9.5 Equipping staff for cultural awareness and inclusive teaching</b>	Assist staff to review their teaching designs to be more inclusive Further rollout of TIF academic mentoring program with Faculty of Education and Social Work	T&L Committee FEC	Finalisation of cultural change strategy in International Plan

## Self Evaluation Report

**GOAL 3: EXCELLENCE IN RESEARCH**

The Faculty is an Australian and regional leader in theoretical and applied economic, political and business research. The Faculty has an intrinsic commitment to scholarship across the social sciences, which distinguishes the Faculty from other Faculty's whose discipline base constraints them to a narrowly focused economics and business research perspectives. Research within the Faculty encompasses an understanding of social values and social cohesion, a belief in the importance of cultural values and awareness that business itself has its foundation in a broader social context. The Faculty is committed to research that improves our economic, social and personal lives, and that of our society and region.

The Faculty and Heads of each School resource research, allocating funds for staff research activities and participation in academic conferences. Within each Discipline, chairs of discipline and professors are responsible for providing mentoring, guidance and assistance to staff in relation to research activities and the development of research programs.

The Faculty has improved its research performance while balancing a rapidly increasing student load against opportunities for research. The Research Committee has developed strategies to address this challenge. More generally, the Faculty benchmarks its research performance in publications and grants against the GO6. The Faculty has implemented a number of strategies to address our relatively poorer performance.

As outlined in the Research Plan (Appendix 1.5) priorities for the Faculty's research agenda are:

- to advance knowledge and to meet the challenges faced by business and industry, government and the broader community
- to disseminate widely our research outcomes in both the academic literature as well as in business, industry, government, the professionals and the community
- to undertake collaborative research through alliances and partnerships with business, industry, government and community organizations, as well as with other leading universities and educational institutions
- to build expertise within each discipline, and to promote Faculty interdisciplinary research that draws upon the wide range of social science and business disciplines
- to attract excellent higher degree research students by creating a high quality research and learning environment
- As a research-intensive Faculty, our research and scholarship informs our teaching and we foster research among our students through our teaching and learning
- to initiate research that is international in scope and coverage and receives international recognition
- to appoint Professors and Associate Professors in the Faculty that are internationally recognised scholars in their fields of expertise

## Self Evaluation Report

**Objective 1: Improve the quality and amount of research undertaken by members of the Faculty**

Policies, Procedures and Practices	Outcomes	Quality Assurance	Evaluation
<p><b>1.1 Improving research culture and performance through workshops</b> (see Appendix 1.3: Research Plan, p6)</p>	<p>Workshops are conducted to assist staff to improve their capacity to undertake quality research and publish their results in high quality journals and books, particularly early career researchers</p> <p>ARC Linkage, ARC Discovery and Supervising Research Student workshops</p> <p>Increase in the number of publications per FTE (Full-Time Employee)</p> <p>Increase in the quality of publications in international journals and books with international publishers</p> <p>Development of research potential among junior staff and early career researchers</p>	<p>A/ Dean (Research)</p> <p>HoS</p> <p>CoD</p> <p>Professors</p>	<p>Appendix 3.1.1 shows a steady improvement in the output of research publications within the Faculty over the past 5 years</p> <p>Increase in output of research in books, chapters, article preceding and total publications compared to better G06 performance (see appendix 3.1.3)</p>
<p><b>1.2 Improve the research culture and performance through competitive grants.</b> (see Appendix 1.3: Research Plan, pp5, 7)</p>	<p>Special funding for small scale research projects and presentation of papers at conferences</p> <p>Grants for research are provided, on a competitive basis, with particular encouragement given to staff who in the early career stage, are undergoing career changes or require top-up funding to undertake new research activities</p> <p>Research funding of \$800,000 per year is provided between the Schools</p> <p>Seed funding for the preparation and undertaking of Discovery grants and other external grants</p>	<p>A/ Dean (Research)</p> <p>HoS</p> <p>CoD</p> <p>Professors</p>	<p>Increase in the total research income to more than A\$10 million in competitive research grants over the past five years</p> <p>Appendix 3.1.2 shows a 50% increase in the amount of external funding from 2001-2002</p> <p>Above average G06 Category 1 funding but sub standard Category 2-4 fund in (see appendix 3.1.3)</p> <p>Database or ARC Linkage projects (Appendix 3.1.4)</p> <p>Increased research funding to staff by Schools contingent on performance and with yearly performance reports</p>

<p><b>1.3 Increase public sector industry and CRC funding through workshops and competitive grants (see Appendix 1.3: Research Plan, p6)</b></p>	<p>Address underperformance relative to G06 universities in public sector and CRC funding (See Appendix 6.1.3)</p> <p>Improve external research funding</p>	<p>A/ Dean (Research) HoS CoD Professors</p>	<p>Research performance data (see appendix 6.1.3)</p> <p>Centre International Risk and SEPS partner in second stage CRC application</p>
<p><b>1.4 Improve research culture and performance through a mentoring system (see Appendix 1.3: Research Plan, p7)</b></p>	<p>To assist early career researchers to develop and enhance their research activities</p> <p>Faculty-wide Discipline-based mentoring research scheme implemented in 2004.</p> <p>TIF mentoring to be implemented mid-2004.</p> <p>Each new staff members at level A-C is appointed a mentor</p> <p>See Appendix 3.1.7</p>	<p>A/ Dean (Research) HoS CoD</p>	<p>Improved research outcomes from 2005</p>
<p><b>1.5 Improve research culture and performance through teaching relief</b></p>	<p>School research grants support teaching relief to facilitate research and publication.</p>	<p>A/ Dean (Research) HoS CoD</p>	<p>Assess through research outcomes from 2005.</p> <p>Provision of study leave (SSP) is conditional upon provision of a research plan and evidence of achievement in research overseen by A/Dean (Research)</p>
<p><b>1.6 Create new areas of critical research mass (see Appendix 1.3: Research Plan, p8)</b></p>	<p>Appoint staff and fund research initiatives within existing disciplines, to create new disciplines and through interdisciplinary activities</p> <p>Development of new areas of research expertise</p> <p>Funding for International Studies and International Business courses, and the appointment of research leadership through new Chairs</p>	<p>A/ Dean (Research) HoS CoD</p>	<p>Increase in amount of collaborative research in quality journals</p> <p>Number of chairs increase from 13 to 31</p> <p>Development of international business as a new Discipline, international studies and development studies as a new inter-disciplinary area</p>
<p><b>1.7 Rewarding research performance</b></p>	<p>The School of Business has research prizes and gives a research funding bonus for Discipline-defined quality publications</p> <p>The School of Economics and Political Science provides research funding to all staff with DEST points</p>	<p>HoS</p>	<p>Year-by-year comparison of funding for research</p>

## Self Evaluation Report

**Objective 2: Improve the success rate of staff in gaining competitive research grants**

Policies, Procedures and Practices	Outcomes	Quality Assurance	Evaluation
<p><b>2.1 Fund and train researchers to apply for grants (see Appendix 1.3: Research Plan, p7)</b></p>	<p>Workshops are conducted to assist staff to write successful grant applications.</p> <p>Grants are offered to assist early and late career researchers to initiate small research projects that lead to grant applications for major projects, conditional on attending workshops and seeking advice from research mentors.</p> <p>'Near miss' grants are provided to staff who are unsuccessful in achieving competitive grants from the ARC but whose applications are deemed worthy of funding.</p> <p>A monthly <i>Faculty Research Bulletin</i> provides information on available grants, conferences and workshops.</p>	<p>A/ Dean (Research)</p> <p>HoS</p> <p>CoD</p>	<p>Assessment of performance data against G06 (See Appendix 3.1.3)</p> <p>Increase in the number and value of competitive research grants in Category 2-4 (See Appendix 3.1.3)</p>

**Objective 3: Benchmarked research performance of staff of Disciplines within the Faculty**

Policies, Procedures and Practices	Outcomes	Quality Assurance	Evaluation
<p><b>3.1 Staff are engaged in understanding research benchmarking</b></p>	<p>Staff are engaged in definition of 'quality' journals that receive bonus funding</p> <p>Research mentors for staff at level A-C discuss quality journals</p> <p>Staff engagement with preparation of DEST audit material</p>	<p>A/Dean (Research)</p> <p>HoS</p> <p>CoD</p>	<p>Faculty was ranked first in gaining National Competitive Research Grants (category 1), but performed poorly in Category 2-4 grants, higher degree completions and total publications (See Appendix 3.1.3)</p>
<p><b>3.2 Set research performance targets for staff in each Discipline</b></p>	<p>Comparative benchmarking of National Key research centres (e.g. ITS and acirrt)</p> <p>Benchmarked G06 Discipline-based research performance data is provided to all staff</p> <p>The Faculty now provides \$800,000 as a result of research benchmarks.</p> <p>Staff survey requires staff to identify their most significant publications.</p>	<p>A/Dean (Research)</p> <p>HoS</p> <p>CoD</p> <p>Professors</p>	<p>2004 Funding Model data on Discipline % share total 2001-2 University research performance, income publications and load (see Appendix 3.1.3)</p>
<p><b>3.3 Compare research performance by Discipline</b></p>	<p>Benchmarks and comparative data with University and CHASS measure performance</p>	<p>A/Dean (Research)</p> <p>HoS</p>	<p>University research performance data by College and Faculty.</p>

## Self Evaluation Report

**Objective 4: Disseminate the results of the Faculty research throughout the academic, business, government and broader communities.**

Policies, Procedures and Practices	Outcomes	Quality Assurance	Evaluation
4.1 Servicing community, industry and professors (see Appendix 1.3: Research Plan, pp8,9)	See Goals 5 and 7	See Goals 5 and 7	See Goals 5 and 7

**Objective 5: Develop significant research clusters with critical mass research**

Policies, Procedures and Practices	Outcomes	Quality Assurance	Evaluation
5.1 Two Faculty-based National Key centres for research and teaching	ITS and acirrt are Australian Research Council (ARC) centres with international reputations in the fields of transport and logistics as well as in industrial relations, training and labour markets.	Boards of ITS and acirrt	External reviews supporting performance of the centres
5.2 Clusters of research expertise (see Appendix 1.3: Research Plan, p8)	<p>Research Centres:</p> <ul style="list-style-type: none"> <li>Centre for International Risk,</li> <li>Centre for South East Asian Studies,</li> <li>Capital Markets Cooperative Research Centre,</li> <li>International Centre for Research in Organisational Discourse, Strategy and Change</li> <li>Accounting Foundation</li> </ul> <p>The International Business and Strategy Group is a cross-Faculty group that focuses on: the dynamics of international firm competition; MNEs external environment; and the internal organisation of the firm. <a href="http://www.econ.usyd.edu.au/au/ib/">www.econ.usyd.edu.au/au/ib/</a></p> <p><b>The World of Work</b> An inter-disciplinary, inter-faculty initiative of the Faculty of Economics and Business, the Work &amp; Faculty was formed in 2002, and consists of staff from the Faculty of Arts, Faculty of Economics and Business and Faculty of Law. <a href="http://www.econ.usyd.edu.au/content.php?pageid=156">www.econ.usyd.edu.au/content.php?pageid=156</a></p> <p><b>Australian Quality of Working Life survey:</b> a nationwide household survey conducted in November 2002 and the starting point for a longitudinal study. Acirrt researchers, Marian Baird, Deborah Brennan and Bettina Cass</p> <p><b>The Modelling Economic and Financial Behaviour Research Cluster,</b> <a href="http://www.econ.usyd.edu.au/mefbr/">www.econ.usyd.edu.au/mefbr/</a> fosters high quality research in the modelling of economic and financial behaviour at both theoretical and empirical levels of analysis and provides a comprehensive basis for the modelling and analysis of economic and financial behaviour in the economy.</p> <p><b>Globalisation and its Challenges:</b></p>	A/Dean (Research) HoS Cluster centres	<p>Number of significant research clusters encouraged and fostered</p> <p>Research performance of clusters</p> <p>Comparative data on research performance from School Annual Reports</p> <p>Accounting Foundation Annual Report (available on request from COD Accounting)</p>

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	<a href="http://www.econ.usyd.edu.au/global/">www.econ.usyd.edu.au/global/</a> historical development of globalisation, the state and globalisation, the economy and globalisation, the law and globalisation, and society and globalisation		
<b>5.3 Faculty financial support for key research centres and critical mass research areas (see Appendix 1.3: Research Plan, p8)</b>	<p>Suggest existing key centres identification of areas that have potential for establishment of new research centres or areas of central research mass</p> <p>Research clusters with significant international alliances (International Centre for Research in Organisational Discourse, Strategy and Change)</p>	Dean HoS	<p>Increase in seed funding from the Schools and Faculty.</p> <p>The number of significant research clusters encouraged and fostered</p> <p>The number of innovative developments in research as measured by alliances, programs and grants</p>
<b>5.4 Research Leadership</b>	ARC Fellows (Professor Woodland and Dr Agastya) and new professional appointments	ARC Dean University Chair Selection Committee	<p>Number of ARC Fellows</p> <p>Increase in Chairs from 13 to 31 1995-2004.</p> <p>Number of FASSA staff receipt of prizes, awards, appointments to external boards</p>
<b>5.5 Fund and reward research excellence</b>	<p>Sustain and building Research Leadership of Excellence</p> <p>Build and sustain research leaders, providing mentoring and international research excellence</p>	A/Dean (Research) HoS AACSB	<p>Quantity and quality of research publications, research load, conference and keynote invitations</p> <p>The number of high quality higher degree research students who are enrolled</p>

## Self Evaluation Report

**Objective 6: Develop alliances with industry, government, community organizations and other institutions to improve and extend collaborative research activities.**

Policies, Procedures and Practices	Outcomes	Quality Assurance	Evaluation
6.1 Leading advice to business (see Appendix 1.3: Research Plan, p9)	See Goals 5 and 7.2	See Goals 5 and 7.2	See Goals 5 and 7.2
6.2 Expand ARC linkage grants	Develop research projects with practical application. Create a culture committed to research links with government and industry	A/Dean (Research) HoS CoD Professors	The quality and number of alliances developed by ARC linkage grants address under-performance in research grant Category 2 (See Appendix 3.1.3) ARC Linkages data 6.1.4
6.3 Distribution of Faculty Research Report (see Appendix 1.3: Research Plan, p8)	Develop links with major employers in the private and public sectors, government departments at both federal and state levels, professional associations and trade unions.	Dean's Board of Advice and other School/Centre /Discipline advisory boards	Distribution list and quality of report

**Objective 7: Continue to attract and support excellent higher degree research students from Australia and overseas.**

Policies, Procedures and Practices	Outcomes	Quality Assurance	Evaluation
7.1 Attract diverse and high performing research students (see Appendix 1.3: Research Plan, p9)	Coterie of 150 postgraduate research students, 50% of whom are recipients of scholarships Creating an outstanding research culture and environment Establishment of Faculty based, School based and Discipline based research student scholarships	A/ Dean (Research) HoS Director, Doctoral Studies	Increase in the proportion of research students completing their degrees on time. Collate data on proportion of research students completing their degree on time.

<p><b>7.2 Induction and mentoring program provided for all postgraduate research students (see Appendix 1.3: Research Plan, p10)</b></p>	<p>Development of best practise training and other support arrangements for higher degree research students</p> <p>Philosophical Foundations of Research (Appendix 3.1.5)</p> <p>Research Induction Program (Appendix 3.1.6)</p> <p>See also Goal 1, Recommendation 14</p>	<p>Director, Doctoral Studies</p> <p>A/ Dean (Research)</p>	<p>Increase in the proportion of research students completing their degrees on time.</p> <p>Quality of induction training programs.</p> <p>SREQ (Q43) data showing improved satisfaction with research.</p>
<p><b>7.3 Excellent infrastructure</b></p>	<p>Provision of physical facilities for 120 research students – access to individual workspace, printers, lounge etc</p> <p>Access to PRSS scheme supplemented by \$50,000 Faculty and School resources (<a href="http://www.usyd.edu.au/reschols/policy/prss">www.usyd.edu.au/reschols/policy/prss</a>)</p>	<p>Director, Doctoral Studies</p> <p>A/Dean (Research)</p>	<p>SREQ 2002-2003 data showing improved satisfaction.</p> <p>Improvement in the physical facilities (work stations and personal computers)</p>
<p><b>7.4 Improve research supervision (see Appendix 1.3: Research Plan, p10)</b></p>	<p>Implement Academic Board policy on supervision</p> <p>Improve research completion rates</p> <p>Provision of training for supervisors</p>	<p>Director of Doctoral Studies</p>	<p>Increase in the proportion of research students completing their degrees on time</p> <p>Improved satisfaction scores relating to supervisory resources</p> <p>SREQ 2003 (Q43) data on students happy with supervision.</p>
<p><b>7.5 Monitoring the progress of postgraduate research students (see Appendix 1.3: Research Plan, p10)</b></p>	<p>Identify research students at risk</p> <p>Improve new completion student progress form (Appendix 3.1.7) rates</p>	<p>Director of Doctoral Studies</p>	<p>Collate data on proportion of research students completing their degrees on time.</p> <p>Monitor completion student progress form</p>
<p><b>7.6 Conference research funding</b></p>	<p>Develop conference application, presentation and participation skills.</p> <p>Schools provide funding.</p>	<p>Director of Doctoral Studies</p>	<p>Students supported</p>

## Self Evaluation Report

**Objective 8: Areas for improvement in research and scholarship in the Faculty**

Policies, Procedures and Practices	Outcomes	Quality Assurance	Evaluation
<b>8.1 Impact of research on external community</b>	Actions are being taken to raise awareness among business, industry and government about the value and relevance of research and scholarship undertaken within the Faculty. See Goal 7.3-5 and Goal 5.1-3	A/Dean (Research) HoS See Goal 7.3-5 and Goal 5.1-3	Increase in the amount of media exposure (see Goal 7.2) See Goal 7.3-5 and Goal 5.1-3
<b>8.2 Improve the number and value of competitive research grants</b>	The reasons for the variability in gaining research funds are being identified and steps taken to achieve better performance.	A/Dean (Research) HoS	Increase in the number of grants (see Appendix 3.1.3)
<b>8.3 Addressing differentials in Discipline research performance</b>	The rate of publication in various categories per academic staff varies between disciplines. The reasons for variability in research output are being investigated and actions taken to improve performance.	A/Dean (Research) HoS	2004 Funding Model – 2001-2002 data on Discipline % share total research performance, income, publications and load
<b>8.4 Tracking productivity of SSP</b>	Ensure SSP results in sustained research outcomes beneficial to the individual and University	A/ Dean (Research) HoS CoD	Research output on SSP goals
<b>8.5 Develop research training programs for both staff and higher degree research students</b>	Expansion workshops to assist higher degree research students and early career researchers with publications Expansion staff supervision workshops Improvement of the system for monitoring progress by higher degree research students with their research programs and completion of theses. Research students are required, in some Disciplines, to give regular seminars which are attended by both students and staff, providing students with feedback. Improvement of support arrangements for higher degree research students, including an increase in the physical facilities available to students, and the opportunity to undertake paid tutoring, lecturing and/or research assistance within their own Discipline area.	A/Dean (Research) Director Doctoral Studies HoS CoD Professors	Number of workshops and seminars. Number of progress reports by both supervisors and students

## Self Evaluation Report

**GOAL 4: INTERNATIONALISATION**

The Faculty is the lead Faculty in the University's internationalisation strategy. The Faculty is international in research, teaching and learning, staffing and its students.

Our research is international in scope and coverage and receives much international recognition. Our Research Plan and our internationalisation strategies build and promote research on international topics and research that is world-class as measured by international standards.

Many of our senior academics are internationally-recognised scholars in their fields of expertise, have received major international prizes and awards and have membership of editorial boards of leading international journals. In particular, our strategies of internationalisation enhance, support and promote our research plan to increase our international partnerships and collaboration, to link with targeted overseas organisations and universities, and to make a difference to countries and people in our region.

In teaching and learning, the Faculty trains its students for global citizenship, which involves challenging our students to understand and value difference and to make Australia and our region a better place economically, socially and politically. We capitalise on our international diversity by enriching students' learning experiences through critically examining our cultural and social assumptions, preconceptions and beliefs.

With an overall emphasis on quality and intellectual rigour, the Faculty ensures that our programs, teaching and learning processes and student support set us apart from "global polytechnics".

Over the past three years the Faculty has achieved substantial growth in enrolments. In particular, the increase in the number of full fee paying international students enrolling in masters programs has been spectacular. This growth has challenged the Faculty – and the University – to manage the intake of international students in order to achieve greater geographical diversity. A wider source of international students will expand the culturally-rich international experience of domestic and international students alike, and enhance our ability to attract quality students.

A high percentage of the Faculty's international students (as well as a proportion of our local students) come from non-English speaking backgrounds, as well as diverse cultures. The large number of international and NESB students mean that the Faculty has strengthened student support services and aims to improve progression and success rates of international students through targeted teaching and learning processes.

To sustain an academic culture and environment which is appropriate and sensitive to the needs posed by internationalisation and an increasingly diverse student body, we design our staffing profile and allocate resources to train and support both our general and academic staff.

**Objective 1: Create a balanced and integrated on-campus learning environment for domestic and international students**

Policies, Procedures, Practises	Outcomes	Quality Assurance	Evaluation
<p><b>1.1 Increase study abroad opportunities for the Faculty's undergraduate and postgraduate students (outbound). (see Appendix 1.4: International Plan, p6)</b></p>	<p>Further developing and implementing student exchange travel scholarships, with carefully targeted institutions (\$100,000 funding). In 2002-4, growth rate of 45 per cent in study abroad students (see Appendix 4.1.1)</p>	<p>International Development Manager</p>	<p>Increase in number of study abroad students (see Appendix 4.1.1)</p>
<p><b>1.2 Promote geographical diversity of overseas students (see Appendix 1.4: International Plan, p4)</b></p>	<p>Creating a balanced and geographically diverse student body by targeting students from India, South America, Western Europe, Russia and Eastern Europe.</p>	<p>International Development Manager</p>	<p>Geographical distribution of overseas students (see Appendices 4.1.2 and 4.1.3)</p>
<p><b>1.3 Promote geographical diversity of students in PG programs</b></p>	<p>See Goal 1, Recommendation 13</p>	<p>See Goal 1, Recommendation 13</p>	<p>See Goal 1, Recommendation 13</p>
<p><b>1.4 Strengthen study abroad opportunities for quality international students (inbound) (see Appendix 1.4: International Plan, p6)</b></p>	<p>Attractive study packages for overseas students; targeting priority geographical areas. Achieve geographical diversity.</p>	<p>International Development Manager</p>	<p>Increase in number of study abroad students (inbound) (see Appendix 4.1.1)</p>

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**Objective 2: Attract high quality international student cohort**

Policies, Procedures, Practises	Outcomes	Quality Assurance	Evaluation
2.1 Increase quality of international PhD enrolments (see Appendix 1.4: International Plan, p10)	See Goal 3, section 7.2	See Goal 3, section 7.2	See Goal 3, section 7.2
2.2 Raise the intake of high-quality international students (see Appendix 1.4: International Plan, p4)	Enhance efficient admission procedures (see Admissions data 2001-4 in Appendix 4.2.1). Develop a system for grading all international universities and admission pathways	Dean	Number of high quality overseas students

**Objective 3: Ensure an internationalized curriculum which enhances the learning experience of both international and Australian students.**

Policies, Procedures, Practices	Outcomes	Quality Assurance	Evaluation
3.1 Specialist degrees in international studies and international business (see Appendix 1.4: International Plan, p6)	Revise the Master of International Business (MIB) with six core international business units and functional international options in 2005. Bachelor of International Studies with geographical and economic streams and options for Arts, Education and Social Work faculties in 2005 Revised 2006 Master of International Studies	GSB USB	Introduction of revised Masters and UG programs Approval by Academic Board
3.2 Specialisation in international studies and international business in UG programs (see Appendix 1.4: International Plan, p6)	Major and minor specifications in International Business and International Studies in UG programs.	HoS GSB USB	Successful introduction of specialisation

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<p><b>3.3 As appropriate, progressively internationalise the curriculum in all degree programs (see Appendix 1.4: International Plan, pp5,6)</b></p>	<p>Increased international content in degree programs – eg. several of the units available in the Bachelor of International Studies core major may also be available as elective units for other programs.</p> <p>Understand and value difference consistent with being an international Faculty</p> <p>Data shows that internationalised curriculum across Disciplines varies by 0 to 100 per cent: SBU by 7 per cent; SEPS by 30 percent; Faculty overall by 18 per cent. (Appendix 4.3.1)</p>	<p>HoS UG &amp; PG Deans</p>	<p>Degree programs with international content</p>
<p><b>3.4 Specialist international units of study (see Appendix 1.4: International Plan, pp5,6)</b></p>	<p>Specific units of study with comparative or international content, including units of study in International Business and International Studies</p>	<p>HoS USG GSB</p>	<p>Number of increase in specialised units</p>

**Objective 4: Delivering best practice services and structures to assist international students.**

Policies, Procedures, Practices	Outcomes	Quality Assurance	Evaluation
<p><b>4.1 Pre-arrival orientation for international students (see Appendix 1.4: International Plan, p7)</b></p>	<p>See Goal 2, section 1.1 See also Appendix 4.4.1</p>	<p>See Goal 2, section 1.1 See also Appendix 4.4.1</p>	<p>See Goal 2, section 1.1 See also Appendix 4.4.1</p>
<p><b>4.2 Orientation</b></p>	<p>See Goal 2, section 1.2</p>	<p>See Goal 2, section 1.2</p>	<p>See Goal 2, section 1.2</p>
<p><b>4.3 Transition</b></p>	<p>See Goal 2, section 1.3</p>	<p>See Goal 2, section 1.3</p>	<p>See Goal 2, section 1.3</p>
<p><b>4.4 Students at Risk</b></p>	<p>See Goal 2, section 1.4</p>	<p>See Goal 2, section 1.4</p>	<p>See Goal 2, section 1.4</p>
<p><b>4.5 Fast track students</b></p>	<p>Attracting higher quality students (see Appendix 4.2.1)</p>	<p>see Appendix 4.2.1</p>	<p>see Appendix 4.2.1</p>

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<b>4.6 Improving services</b>	<p>Appointed in 2003 new Student Information Office (SIO) Manager, who implemented a range of new and improved services to students.</p> <p>Improved communication with Manager, SIO to ensure that greater consistency of advice and more seamless procedures for international students.</p> <p>See also Goal 6, section 4.1 and 2</p>	<p>Manager, SIO Dean</p>	<p>See Goal 6, section 4.1 and 2</p>
<b>4.7 Data for planning international student numbers</b>	<p>Collection of data for managing overseas student numbers to meet planning targets</p>	<p>International Development Manager Dean</p>	<p>Accuracy of meeting the planned overseas student intake</p>
<b>4.8 Implement enhanced support systems for non-English speaking background (NESB) students (see Appendix 1.4: International Plan, p7)</b>	<p>Recognise particular difficulties faced by international students (see Appendix 2.1.8)</p> <p>See Goal 2, section 2.3</p>	<p>Director, CALEB T&amp;L Committee See Goal 2, section 2.3</p>	<p>Narrow the differential between progression rates of domestic and international students</p>
<b>4.9 Improve international student progress and success rates (see Appendix 1.4: International Plan, p7)</b>	<p>Targeting of quality international students</p> <p>See Goal 2, section 1.5</p>	<p>Director, CALEB T&amp;L Committee</p>	<p>See Goal 2, section 1.5</p>
<b>4.10 Develop cooperative relationships with overseas agents</b>	<p>Working with agents to ensure high quality student intake (see Appendix 4.4.1)</p>	<p>International Development Manager</p>	<p>Increase in quality of international student intake</p>

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**Objective 5: Enhancing staff to operate in an internationalised faculty.**

Policies, Procedures, Practises	Outcomes	Quality Assurance	Evaluation
5.1 Building relationships with AACSB-accredited universities	To nurture and expand international links with similarly accredited Faculties	Dean	Benchmarking and research links with accredited faculties and universities
5.2 Appointment of international staff (see Appendix 1.4: International Plan, p8)	Staff with cross-cultural understandings and expertise Enhance international research networks	Dean HoS	Number of international Faculty staff (data collected through academic staff questionnaire)
5.3 Systematic training processes for tutors in relation to English language proficiency and teaching quality (see Appendix 1.4: International Plan, p8)	See Goal 1, Recommendation 9	See Goal 1, Recommendation 9	See Goal 1, Recommendation 9
5.4 Cultural awareness in teaching and learning (see Appendix 1.4: International Plan, pp8,9)	Conduct workshops and other activities that promote critical and open reflection on – and appreciation of – cultural difference and their impact on the teaching and learning environment. Teaching and Learning Forums on diversity held in 2003 and 2004. (Appendix 2.3.1)	HoS GSB USB T&L Committee Director, CALEB	Student surveys USB and GSB review of UoS Outline Template Positive feedback from SRG (Minutes of Meetings)

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<p><b>5.5 Promote discussion on special topics related to international education and management issues for Faculty staff</b> (see Appendix 1.4: International Plan, p9)</p>	<p>Actively encourage academic staff to participate in discipline-based societies where international educational management developments are discussed (eg. the Academy of Management, the Australia-New Zealand International Business Academy, and the Academy of International Business) and international conferences</p>	<p>Director CALEB HoS International Development Manager</p>	<p>Number and quality of staff involvement in education and management issues</p>
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**Objective 6: Promoting a culture of international collaborative research**

Policies, Procedures, Practises	Outcomes	Quality Assurance	Evaluation
<p><b>6.1 Seed funding for international research</b> (see Appendix 1.4: International Plan, pp9,10)</p>	<p>Provision of seed funding (\$50,000) to identify and encourage collaborative areas of international research from the Schools and Faculty e.g. collaboration with University of Illinois Champagne Urbana, and College of Business Nanjing University. See also Goal 3, section 5.3</p>	<p>A/Dean (Research) HoS</p>	<p>Successful collaborative research projects</p>

**Objective 7: International research links and partnerships**

Policies, Procedures, Practises	Outcomes	Quality Assurance	Evaluation
<p><b>7.1 World-renowned visiting scholars</b></p>	<p>Increase the international content and attractiveness of our programs Contribute to program review and development in the context of international trends (e.g. Peter Katzenstein, Cornell University, IS visiting scholar to SEPS) Help foster links with international institutions</p>	<p>Dean HoS</p>	<p>SREQ data from 2002-3 reveals students thought the Seminar Series was one of the best aspects of their course  The School and Discipline Seminar Series. Appendix 4.7.1</p>

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<b>7.2 Links with overseas universities</b> (see Appendix 1.4: International Plan, pp9,10)	Enhance research (e.g. International Centre for Research in Organisational Discourse, Strategy and Change outcomes) See also 8.1	Dean A/Dean (Research) HoS	Quality and quantity of overseas students (see Appendix 4.7.2) and research publications
<b>7.3 Expanding inbound and outbound overseas visiting program</b> (see Appendix 1.4: International Plan, p6)	Links and exchanges with targeted European universities. (Links to UK and US are already well developed) Links with Chinese universities through Chinese government fellowship program	A/Dean (Research) HoS	Quality of overseas visitors
<b>7.4 Develop an international alumni network</b>	Enhancing existing alumni network (eg Singapore) and build new alumni networks with five new chapters in 2006 and two new chapters each following year	International Development Manager	Growth in alumni network New links with business and government using alumni network
<b>7.5 Expand links with international scholarly bodies</b> (see Appendix 1.4: International Plan, pp9,10)	Active membership of international scholarly bodies of strategic significance including Pacific Rim, Academic Consortium 21, the Pacific Asia Consortium on International Business Education and Research (PACIBER), and the US National Academy of Sciences	A/Dean (Research) HoS Centre Directors	Quality of strategic alliances measured by data in academic staff questionnaire
<b>7.6 Enhance existing areas of research strength and collaboration with international organisations</b> (see Appendix 1.4: International Plan, pp9,10)	Expand international collaborative research including the World Bank, OECD, ILO, UN agencies, US National Academy of Sciences and editorial boards of leading international journals.	A/Dean (Research) HoS	Quality and quantity of academic staff collaboration with international organisations

## Self Evaluation Report

## Objective 8: Future directions and areas for improvement

Policies, Procedures, Practises	Outcomes	Quality Assurance	Evaluation
8.1 Approve and implement international strategic plan (see Appendix 1.4: International Plan)	Fulfil objectives in International Plan (International Plan, Appendix 1.4)	Dean	Successful implementation of International Plan
8.2 Enhance links with overseas universities (see Appendix 1.4: International Plan, p10)	Improved research through international publications, grants and student load	Dean A/Dean (Research) HoS	Quality and quantity of overseas students (see Appendix 4.7.2)  Research publications, grants and student load
8.3 Fast-track quality students (see Appendix 1.4: International Plan, p4)	Cooperation with the SIO and International Office to fast track students in 2005. An administrative position is proposed for next year to assist this process. (see Admissions data 2001-4, Appendix 4.2.1)	SIO	Number and quality of students via the fast track procedure (appendix 4.2.1)
8.4 Pre-arrival orientation (see Appendix 1.4: International Plan, p7)	Enhancement of the orientation website and CD to include student voice-overs.	See Goal 2, section 1.1	See Goal 2, section 1.1
8.5 Improving services (see Appendix 1.4: International Plan, p7)	Training courses, placement of alumni, orientation planning and function for 2005	Manager, SIO Dean	Administration review: experts are being brought in to review the structures in place

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<p><b>8.6 Cross-disciplinary international research</b> (see Appendix 1.4: International Plan, p9)</p>	<p>"Country coordinators" and funded research programs and projects are used to create critical mass of cross-discipline researchers working on international topics.</p>	<p>A/Dean (Research) HoS</p>	<p>Number and quality of collaborative international, collaborative research projects and joint publications</p>
<p><b>8.7 Further develop key collaborative international partners</b> (see Appendix 1.4: International Plan, pp9,10)</p>	<p>Identification and collaboration with targeted overseas universities and organisations with which several people in the Faculty have research links, building on these strengths to enhance our profile and meet the needs and demands of our students.</p>	<p>A/Dean (Research) HoS</p>	<p>Quality and quantity of targeted international collaborations</p>

**GOAL 5: ENGAGEMENT WITH INDUSTRY AND THE PROFESSIONS**

The Faculty in its research and teaching seeks to make Australia and its region a better place economically, socially and politically. To make a difference to our society, the Faculty engages with industry and the professions.

The Faculty provides education and training to industry and the profession, both at award degree level and also non-accredited training courses. The Faculty is also involved in contact consulting and research and applied and theoretical research financed by industry. Members of the Faculty serve on boards and provide consulting advice. The aim is to help industry and the professions tackle immediate economic, political and business problems.

Through the Faculty's close relationship with industry and the professions, the Faculty seeks to influence the ethical standards and the social responsibilities of our industry and professional partners. The Faculty impresses on industry and the professions the need for fairness and transparency as much as efficiency and effectiveness.

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**Objective 1: Industry and the profession's input into education programs and strategic directions**

Policies, Procedures, Practises	Outcomes	Quality Assurance	Evaluation
<b>1.1 Advice from external advisory boards and stakeholders</b>	<p>Board of Advice and School, Discipline and Centre advisory groups provide industry and professional advice on degree programs and strategic advice and support, building and sustaining links with the business-related professions, industry and government. Advisory board members are active participants in a variety of Faculty forums.</p> <p>Adjunct professors drawn from the business world, including Wayne Lonergan (Financial Consultant) and Bob Savage (former CEO of IBM Australia).</p> <p>Accounting Foundation, which is governed by a Council comprising corporate leaders and senior University academics, including the Dean of the Faculty, the Head of the School of Business, and three academics from the Discipline of Accounting and Business Law.</p>	Dean HoS Centre Directors	Innovative and current programs and units of study
<b>1.2 Program Review, Development and Accreditation</b>	<p>Australian Computer Society (ACS), CPA Australia and the Institute of Chartered Accountants in Australia (ICAA) accredit degree programs.</p> <p>Public Policy consultative board from government and industry (Appendix 5.1.1)</p> <p>Each unit of study in a program must comply with the outline template that ensure development of graduate attributes, which were also developed with feedback from industry and the profession</p>	Dean HoS USB GSB T&L Committee	Accreditation  Program approval by Academic Board

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## Objective 2: Partnership with business in delivering educational programs

Policies, Procedures, Practises	Outcomes	Quality Assurance	Evaluation
2.1 Input into teaching	Experiential learning through applied case studies and industry-based projects with extensive use of industry-based practitioners as adjunct professors, tutors and guest speakers, which brings relevance and practical experience into the classroom.	HoS CoD	Innovative units of study (eg. Citizenship democracy develops Environmental Plan for Canterbury Council)
2.2 Internship, Mentoring and Placement Programs	Student internship programs that give students the opportunity to make use of their academic knowledge within a work context (e.g. Internship in Public Policy & Affairs (see Appendix 5.2.1)) State Government's "LUCY Mentoring Program" (see Goal 2 Section 2.2)	UG and PG A/Deans HoS CoD	Number and performance of students in Internships program. Number and performance of students in LUCY program
2.3 Executive Education Programs	<b>Institute of Transport Studies (ITS)</b> develops and delivers industry-based award and non-award courses throughout Australia. Partnerships with the Bus & Coach Association of NSW and of Western Australia, and the Roads & Traffic Authority of NSW. <b>acirrt (originally the Australian Centre for Industrial Relations Research and Training)</b> conducts a range of professional development short courses, briefings and conferences for practitioners in Sydney, Brisbane and Melbourne. Members of acirrt are regularly invited to address practitioner conferences, workshops and meetings.	Centre Advisory Boards HoS	Continuing executive education program

## Self Evaluation Report

## Objective 3: Producing research results and providing advisory services that contribute to the development of industry and the professions

Policies, Procedures, Practises	Outcomes	Quality Assurance	Evaluation
<p><b>3.1 Research from Research Centres</b></p>	<p>The Faculty is home to two prestigious National Key Centres of Excellence in Teaching and Research:</p> <ul style="list-style-type: none"> <li>Institute of Transport Studies (ITS): collaborates with industry and government and fosters innovative ideas in transport and logistics management policy and professional practise. <a href="http://www.econ.usyd.edu.au/its/">http://www.econ.usyd.edu.au/its/</a></li> <li>acirrt: one of Australia's leading workplace research and training organisations. acirrt has successfully completed over 75 major contract research projects. acirrt has a large (fee for service) practice that provides organisations with the latest information and trends in agreement making. In addition, research by acirrt has been used by Australian royal commissions of inquiry, test cases before industrial tribunals, the International Labour Organisation and the OECD. <a href="http://www.acirrt.com">http://www.acirrt.com</a></li> </ul> <p>The Faculty is home to several research centres. School of Business:</p> <ul style="list-style-type: none"> <li>Accounting Foundation and the Pacioli Society <a href="http://www.econ.usyd.edu.au/AF/">http://www.econ.usyd.edu.au/AF/</a></li> <li>International Centre for Research in Organisational Discourse, Strategy and Change <a href="http://www.management.unimelb.edu.au/icrod/icrod.html">http://www.management.unimelb.edu.au/icrod/icrod.html</a></li> <li>Capital Markets Cooperative Research Centre <a href="http://www.cmcrc.com">www.cmcrc.com</a></li> </ul> <p>School of Economics and Political Science:</p> <ul style="list-style-type: none"> <li>Centre for International Risk <a href="http://www.econ.usyd.edu.au/content.php?pageid=2060">http://www.econ.usyd.edu.au/content.php?pageid=2060</a></li> <li>Centre for South Asian Studies <a href="http://www.econ.usyd.edu.au/CSAS/">http://www.econ.usyd.edu.au/CSAS/</a></li> </ul> <p>Faculty staff make regular and significant contributions to key educational debates and issues e.g.:</p> <ul style="list-style-type: none"> <li>Prof Peter Wolnizer represents the Australian Accounting Profession on the Education Committee of the <i>International Federation of</i></li> </ul>	<p>Advisory Boards</p> <p>Successful External Reviews</p> <p>Dean</p> <p>Centre Directors</p> <p>A/Dean (Research)</p> <p>HoS</p>	<p>Annual Reports</p> <p>Recommendation from external reviews leading to further improvement.</p> <p>Centre financial viability</p> <p>Quantity and quality of conferences</p>

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	<p><i>Accountants</i>. He is the Asia-Pacific member of the Education Policy Committee of the <i>International Association of Financial Executives Institutes</i> and serves on the Accreditation Quality Committee of the <i>AACSB International</i>. He is also Chairman of the Board Education Committee for <i>CPA Australia</i>, Chair of Australian Business Deans Council, and Chairman of the recent Review of Education Strategy and the CPA Program.</p> <ul style="list-style-type: none"> <li>• Prof Stephen Nicholas, Dr. Jeaney Yip, Dr. Carol Comerton-Forde and A/Prof. Jim Kitay presented a paper at the <i>Global Conference on Excellence in Education and Training</i> (2004).</li> <li>• Dr Michael Paton presented a paper to the <i>Communication Skills in University Education Conference</i> (2004).</li> </ul>		
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<p><b>3.2 Seminars, Workshops &amp; Roundtables</b></p>	<p>Three University funded Key Cross-Faculty Research Clusters. Each has been designated a research strength by the University, providing expert contributions to key areas of public debate:</p> <ul style="list-style-type: none"> <li>• The Modelling Economics &amp; Financial Behaviour cluster draws on the work of researchers across the Faculty as well as distinguished visiting international scholars. <a href="http://www.econ.usyd.edu.au/mefbrc/visitors.htm">http://www.econ.usyd.edu.au/mefbrc/visitors.htm</a></li> <li>• The Globalisation &amp; Its Challenges cluster looks at globalisation from a historical, economic, legal and social perspective. <a href="http://www.econ.usyd.edu.au/global/">http://www.econ.usyd.edu.au/global/</a></li> <li>• The World of Work cluster brings together researchers from across the Faculty of Economics and Business with those from the Faculties of Arts and Sciences.</li> <li>• The Faculty regularly hosts conferences, roundtable events and other public fora</li> </ul> <p>Economics is hosting the 2004 Economic Society of Australia’s 33<sup>rd</sup> Conference of Economists.</p> <p>The Centre for International Risk hosts workshops, seminars and other public fora designed to foster research and understanding into risk and risk management practices and which involve academics, professional practitioners, the business community and government. <a href="http://www.econ.usyd.edu.au/content.php?pageid=2060">http://www.econ.usyd.edu.au/content.php?pageid=2060</a></p> <p>Capital Markets Cooperative Research Centre holds internships, seminars and roundtables (<a href="http://www.cmcrc.com">http://www.cmcrc.com</a>)</p> <p>Roundtables have included: Ambassador Derek Shearer, Chevalier Professor of Diplomacy and World Affairs, Occidental College, Los Angeles: “The Politics of Presidential Elections—Key policy issues of the Bush-Kerry Race: An analysis of key domestic and international economic issues in the upcoming Presidential contest.”</p>	<p>HoS CoD Centre Directors</p>	<p>Quality and number of seminars, workshops and roundtables</p>
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<p><b>3.3 Research Advisory Services</b></p>	<p>From 1999-2003, Faculty staff were involved in 101 advisory positions in a range of important international, national and local community organisations including <i>United Nations Human Rights Commission, International Development Fund, HM Treasury London, Accounting Standards Board Canada, Department of Education and Training, Victoria, Association of Commonwealth Trade Unions, NSW Audit Office, Commonwealth Bank of Australia, Immigrant Women’s Speakout Association.</i> (Appendix 5.3.2)</p> <p>Faculty staff provide expert advice and opinion within state and federal legal systems, to Senate and House Committee enquiries and to the professional and educational field.</p> <p>ITS is very active in applied research, consultancy and advice to government and private sector organisations. (<a href="http://www.econ.usyd.edu.au/its/">http://www.econ.usyd.edu.au/its/</a>)</p>	<p>A/Dean (Research) HoS Centre Directors</p>	<p>Quality and importance of advisory positions</p> <p>Quality of Faculty Research Bulletin and Faculty Brochure</p> <p>Approval by Dean and Heads of School for outside work</p> <p>Compare data from yearly Academic Staff Questionnaire</p>
<p><b>3.4 Industry Linkage Grants and Professional Projects</b></p>	<p>Research links with industry and community groups including the NSW Working Women’s Centre and the NSW Labour Council, Holden Ltd and employer associations such as the Australian Retailer Traders Association and management consultants. These have been formalized through ARC linkage projects, through business research partnerships and in on-going communication and contact.</p>	<p>A/Dean (Research) HoS</p>	<p>Data from Staff Questionnaire</p>

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**Objective 4: Obtaining financial support from industry and the professions to better promote educational and research leadership**

Policies, Procedures, Practises	Outcomes	Quality Assurance	Evaluation
<b>4.1 Prizes, Scholarships and Sponsorship</b>	The Faculty is able to offer a number of scholarships and prizes (for both students and academic staff) thanks to contributions from the corporate world. These include the Baulderstone Hornibrook Scholarship, Qantas Honours Scholarship, Canon Scholarship, the Investec Prize, the CPA Australia Prize, and the Wayne Lonergan Outstanding Teaching Award. In addition, many of the events run throughout the year by the Faculty are only made possible thanks to the support of organisations such the Australian Stock Exchange, CPA Australia, KPMG, Corporate Express, Fairfax, Coca Cola Amatil and a range of other organisations from the business, public and educational sectors.	Faculty and School Executive Officers  UG & PG A/Deans  HoS	Number and performance of scholarship holders

**Objective 5: Future directions and areas for improvement**

Policies, Procedures, Practises	Outcomes	Quality Assurance	Evaluation
<b>5.1 Data collection</b>	Improved connections with industry and profession, and more systematic data on industry-profession interaction, including Staff Questionnaire and SEPS In The News database  See Goal 7, section 6	A/Dean (Research)  HoS	Improved data

**GOAL 6: EFFECTIVE MANAGEMENT**

The Faculty of Economics and Business is committed to a systematic process of on-going self evaluation and improvement. The aim of the Faculty is to develop management and support operations that align with its mission: *“To build and sustain the leading learning community in business, economics and government in Australia and its region”* (see Appendix 1.3: Faculty Strategic Statement)

The Faculty now has a well established, effective and streamlined academic structure which encompasses two Schools, the School of Economics and Political Science and the School of Business. While the Faculty has achieved significant improvements in a range of administrative and professional areas, it is currently working to enhance Faculty-wide coordination of administrative and support activities and is looking to address any gaps that have been identified in relation to service provision to internal and external stakeholders.

The Faculty and Schools have institutionalised the continuous strategic review and improvement process, including strategy retreats, strategy workshops and strategy forums. The planning and review process is transparent, collegial and wide-based.

Quality assurance is an integral part of the strategic and continuous improvement process, dependent on overview by the Faculty Executive Committee, and monitoring and approval by the Teaching and Learning Committee, Graduate Studies Board, Undergraduate Studies Board, Research Committee and IT Steering Committee.

The Faculty seeks to build and promote efficient and effective management processes, structures and practises that allow staff to reach their full potential by providing support that relieves staff of mundane tasks. The Faculty, Schools and Disciplines are served by general staff in a partnership that promotes research, teaching and learning and service of the community, industry, professions and government.

Currently, the Faculty is undergoing an external administrative review conducted by an external consultant.

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**Objective 1: Institutionalised Strategic Planning and Quality Assurance Processes**

Policies, Procedures, Practices	Outcomes	Quality Assurance	Evaluation
<p><b>1.1 Institutionalised Strategic Continuous Improvement Reviews and Policy Development Processes</b> (see Appendix 1.3: Strategic Statement, p12)</p>	<p>Progressive clarification of the Faculty’s mission and strategic priorities and established new directions and outcomes. The development and implementation of the mission statement has been an integral part of this ongoing strategic thinking and planning process.</p> <p>Strategic processes</p> <p>School Strategic Planning</p> <p>New interdisciplinary framework</p> <p>New disciplines (e.g. International Business)</p> <p>Revision of existing and implementation of new programs of study</p> <p>New research priority areas</p> <p>Comprehensive evaluation of existing programs and units of study</p> <p>Establishment of a client-focused student administration</p> <p>Integrated information technology environment</p> <p>Ongoing review of administrative functions</p> <p>Establishment of the Centre to Advance Learning in Economics and Business (CALEB).</p> <p>2003 Strategic Thinking workshop (Appendix 6.1.1)</p> <p>Comprehensive evaluation of Faculty strategic direction</p> <p>Revised BCom and new BlntsS</p>	<p>Dean</p> <p>HoS</p> <p>Board of Advice</p> <p>School, Discipline and Centre Advisory Boards</p>	<p>Strategic Statement (Appendix 1.3); AACSB Report (Appendix 1.2); T&amp;L Plan (Appendix 1.1); Research Plan (Appendix 1.5); IT Plan (Appendix 1.6)</p> <p>New programs of interdisciplinary study (eg Bachelor of International Studies)</p> <p>Establishment and performance of CALEB</p> <p>External administrative review (by external consultants)</p>

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<p><b>1.2 Efficient Structures and Quality Assurance Processes</b> (see Appendix 1.3: Strategic Statement, p12)</p>	<p>Faculty Executive Committee Advisory Boards Boards for Centres, Schools and Disciplines Undergraduate Studies Board (USB) and Graduate Studies Board (GSB) Teaching and Learning Committee, and Strategic Direction and Quality Assurance Subcommittee Research Committee Student Information Office (see Goal 1, Recommendation 15)</p>	<p>Dean HoS CoD UG &amp; PG A/Deans Chair of T&amp;L Committee</p>	<p>AACSB commendation (Appendix 1.2, pp3,5) External administrative reviews (by external consultants)</p>
<p><b>1.3 Staff Involvement in Strategic Planning</b> (see Appendix 1.3: Strategic Statement; Appendix 1.1: Teaching and Learning Plan; Appendix 1.5: Research Plan; Appendix 1.4: International Plan)</p>	<p>Inform and involve staff in strategic planning. Faculty and School strategic retreats and planning sessions (N:/SEPSINFO/sepsinfo.htm) (Appendix 6.1.1 and 6.1.2) Dean's electronic newsletter Web-based agendas and minutes of Faculty Teaching and Learning Committee (<a href="http://www.econ.usyd.edu.au/content.php?pageid=2496">www.http://www.econ.usyd.edu.au/content.php?pageid=2496</a>) and School Executive meetings (N:/SEPSINFO/sepsinfo.htm) School electronic Bulletin (N:/SEPSINFO/sepsinfo.htm)</p>	<p>Dean HoS</p>	<p>Quality of strategic planning documentation Timely posting of minutes, agendas, and circulation of Faculty and School Bulletins</p>
<p><b>1.4 Administration Improvement Program</b> (see Appendix 1.3: Strategic Statement, p12)</p>	<p>Continuous improvement of the transparency and effectiveness of administrative services to staff and students; align administrative procedures and processes to the Faculty's mission; enhance team performance and communication; and establish unambiguous lines of reporting and responsibility. The first element of the program has been the appointment of an external consultant to examine the current arrangements and their appropriateness, and to advise of future steps aimed at improvement. This is taking place within the context of the Faculty's mission, strategic development and growth.</p>	<p>Dean</p>	<p>External administrative reviews (by external consultants)</p>

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<p><b>1.5 Stakeholder feedback</b> (see Appendix 1.3: Strategic Statement, p12)</p>	<p>Board of Advice with members from government, business and secondary school, providing significant feedback regarding strategic initiatives</p> <p>Centre, School and Discipline external advisory bodies.</p> <p>ACS, ICAA and CPA accreditation provides AACSB accreditation</p> <p>Student Consultative Committee is broadly representative of students.</p>	<p>Dean HoS CoD Directors of Centres</p>	<p>Participation of advisory bodies in Faculty, School and Centre strategic and operational decision making.</p> <p>CHASS eLearning Committee</p>
<p><b>1.6 Accreditation and External review</b></p>	<p>Continuous improvement through international accreditation and external review outcomes.</p> <p>AACSB International accreditation for business and accounting programs.</p> <p>Pursing accreditation with the European Foundation for Management Development (efmd) and its quality assurance scheme, EQUIS.</p> <p>CPA Australia and ICAA accreditation for accounting programs.</p> <p>Recently awarded accreditation by the Australian Computer Society (ACS) for its business information systems majors.</p>	<p>Dean</p>	<p>AACSB accreditation (see Appendix 1.2)</p> <p>CPA/ICAA/ACS accreditation</p>

**Objective 2: Diversification and Strengthening of Funding Bases**

Policies, Procedures, Practices	Outcomes	Quality Assurance	Evaluation
<p><b>2.1 Expanding and managing Fee paying student enrolments</b> (see Appendix 1.3: Strategic Statement, pp1-4)</p>	<p>Closing the funding gap and diversifying the funding base.</p> <p>Increase in total enrolments from 3,800 in 1999 to almost 6,350 in 2003 (EFTSU by program load). Enrolment figures for 2004 are in excess of 6,700. with rise in total Faculty income from fee paying students (see Appendix 6.2.1 and Appendix 6.1.3)</p>	<p>Dean</p>	<p>Change and expansion in funding base (See Appendix 6.2.1 and 6.3.1)</p>

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**Objective 3: Staff Planning and Development**

Policies, Procedures, Practices	Outcomes	Quality Assurance	Evaluation
<b>3.1 Best practise staff planning and development</b> (see Appendix 1.3: Strategic Statement, pp8-9)	Support, training and develop academic and general staff School accelerated staff plan (available on request) Faculty and School-based training program for general staff Faculty General Staff Plan (Appendix 6.3.2) SEPS General Staff Plan (Appendix 6.3.3) Appointment of Manager, Staff Planning and Development Research Plan (Appendix 1.5 and Goal 3, section 1.1) Development opportunities for staff include training courses both internal and external, attendance at conferences and secondments both within the Faculty and across the University.	Dean HoS A/Dean (Research)	Quality of Faculty and School staffing plans PM&D
<b>3.2 Staff orientation</b> (see Appendix 1.3: Strategic Statement, pp8-9)	General and Academic staff training and orientation (see Appendix 6.3.4)	Dean Manager, Staff Planning and Development HoS	Positive feedback from staff orientation survey

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## Objective 4: Student Administration and Services

Policies, Procedures, Practices	Outcomes	Quality Assurance	Evaluation
4.1 Student Manual and Procedures Manual	<p>Compliance with University policies and procedures.</p> <p>Assist new staff and support existing staff with their roles.</p> <p>Student Manual advises students of policies and procedures and provides information pertinent to the administration of their studies  <a href="http://www.econ.usyd.edu.au/content.php?pageid=2383">www.http://www.econ.usyd.edu.au/content.php?pageid=2383</a>)</p> <p>Unit of Study outlines must reference the Manual  <a href="http://www.econ.usyd.edu.au/content.php?pageid=2498">http://www.econ.usyd.edu.au/content.php?pageid=2498</a>)</p>	<p>Student Information Office (SIO)</p> <p>Faculty Executive Officer</p> <p>Chair, T&amp;L Committee</p>	<p>SCEQ data pertaining to Commencing First Year undergraduate students in 2003 indicated that 79 percent were satisfied with the service quality of the Faculty's student administration (up 14.3 percent) and 93 percent were satisfied with the overall quality of student support and administration services (an increase of 31.8 percent).</p>

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<p><b>4.2 Enhanced Student Advising</b> (see Appendix 1.3: Strategic Statement, pp6-7)</p>	<p>Faculty has established two new positions entitled "Program Advisors" to support undergraduate and postgraduate students in need of high level advice including choice of major and unit of study combinations.</p> <p>Undergraduate Coordinator groups (see Goal 1 Recommendations 6 and 17)</p> <p>See also Goal 4, section 4.6</p>	<p>Dean HoS SIO UG and PG Dean</p>	<p>Reports from meetings of UG Coordinator groups</p> <p>AACSB (Appendix 1.2, page 4) and SCEQ 2003 (Q.67 &amp; 68) showed improvement was required</p>
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**Objective 5: Effective Committees and Boards**

Policies, Procedures, Practices	Outcomes	Quality Assurance	Evaluation
<p><b>5.1 Creation of Schools</b></p>	<p>Create economies of scale and scope with improved administrative functions while ensuring Discipline distinctiveness</p>	<p>Dean</p>	<p>Successful operations of Schools</p>
<p><b>5.2 Effective Committee Structure</b> (see Appendix 1.3: Strategic Statement, p12)</p>	<p>See Section 1.2</p> <p>Appointment of Committee Services Office responsible for assessing support for Faculty committees coordination</p>	<p>See Section 1.2</p>	<p>See Section 1.2</p>

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**Objective 6: Infrastructure Development**

Policies, Procedures, Practices	Outcomes	Quality Assurance	Evaluation
<p><b>6.1 Quality Buildings, Offices and Teaching Spaces</b> (see Appendix 1.3: Strategic Statement, p11)</p>	<p>New Economics and Business building (2002) Infrastructure improvements to Merewether building New SIO (2001)</p>	<p>Dean</p>	<p>Quality of buildings</p>
<p><b>6.2 Information Technology and centralised services</b> (see Appendix 1.6:IT Plan)</p>	<p>Blackboard: The Faculty's e-learning environment. It is a web-based system that allows lecturers and students to connect to the system from anywhere and at anytime. It is an adjunct tool to teaching face to face. New computer labs some with 24 hour access for staff and students General-use computer labs for students Centralised IT services, enhanced student administration operations and the development of supporting manuals have been key to recent improvements. There are however a number of areas which have been identified by the Faculty as priority areas for enhancement. See Appendix 1.6: IT Plan</p>	<p>IT Steering Committee Dean</p>	<p>Quality and number of computer labs and quality of IT support</p>

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**Objective 7: Areas for Improvement**

Policies, Procedures, Practices	Outcomes	Quality Assurance	Evaluation
<b>7.1 Quality Buildings, Offices and Teaching Spaces</b> (see Appendix 1.3: Strategic Statement, p11)	Significant growth in student enrolments and in the number of general and teaching staff, addressed by planning new accommodation including office accommodation, lecture theatres and more computer laboratories, and is currently in discussion with University officers in order to identify a solution to these needs.	Dean	Quality of buildings
<b>7.2 Review of Administration</b> (see Appendix 1.3: Strategic Statement, p12)	Report on future directions and improvements	Dean	External consultant's report and implementation plan

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**GOAL 7: SERVICE TO THE COMMUNITY**

The Faculty creates and derives value from, and serves the wider interests, of the community in which we operate. That community is both within Australia and our region.

The Faculty leads public debate about the type of society that we are, and the type of society we wish to become. We recognise our responsibility for helping business, industry, government and the professions to define their social responsibilities and to meet appropriate ethical standards.

The Faculty also seeks to build a better, more caring and fairer society through public debate, through our research and teaching. We influence our society through building close relationships with industry, business and the professions, through our continuing links with our students, and through producing world leaders in business, government and society. Unlike most Economics and Business faculties in Australia, the distinctiveness in our disciplines means the Faculty is well-placed to serve non-profit organisations and the Third Sector.

By emphasizing interdisciplinary research and with our unique social science focus, our applied and theoretical research allows us to influence our community's values and way of thinking, while being enriched by the complexity of our external environment.

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Objective 1: Leading Public Debate in Business, Learning and Politics

Policies, Procedures, Practises	Outcomes	Quality Assurance	Evaluation
<p><b>1.1 Hosting leading figures in public debate</b></p>	<p>Major public lectures, roundtables and other fora that inform national and international public debate:</p> <ul style="list-style-type: none"> <li>• RC Mills Memorial Lectures Program: e.g. since 1955, 19 lectures delivered by significant Australian and international contributors on a wide range of specialisations.</li> <li>• RJ Chambers Memorial Research Lecture: e.g. (2003) Professor Daniel Kahneman, Princeton University and winner of the 2002 Nobel Prize in Economic Sciences.</li> <li>• Kingsley Laffer Memorial Lecture: e.g. (2004) Heather Rideout, Director, Australia Industry Group</li> </ul> <p><i>Ad hoc</i> Public lectures: e.g. (2003) Professor Robert J Shiller, the Stanley B. Resor Professor of Economics at Yale University, on "Democratising Finance", US Ambassador Derek Sheen (2004) on "The Politics of Presidential Elections"</p> <p>School Visitor Programmes provide funding for visits by distinguished academics. These visitors participate in a range of activities including public lectures e.g. Joel Cutcher-Gershenfeld, Sloan School of Management, Massachusetts Institute of Technology on "Industrial Relations Negotiation and Arbitration" and Professor James Markasen – University of Colorado – Boulder on "Globalisation – Myths and Facts"</p>	<p>A/Dean (Research) HoS CoD</p>	<p>Number and quality of participants at each event.</p>

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<p><b>1.2 Leading key areas of public debate</b></p>	<p>Leading debate through media (see appendix 7.1.1)                  Web-based on-line journals e.g. <i>Australian Review of Public Affairs</i>, and <i>Worksite</i>.                  Journals edited by Disciplines and produced by leading international publishers e.g. <i>Journal of Industrial Relations</i> (Blackwell); <i>Abacus</i> (Blackwell).                  Book launches eg Sydney Morning Herald 6 day series on R Tiffin and R Gittins <i>How Australia Compares</i> launched by the Vice-Chancellor and Honorary Leslie Tanner, MP                  School-based web directories and media activities such as SEPS Media (<a href="http://www.econ.usyd.edu.au/SEPS/news">www.econ.usyd.edu.au/SEPS/news</a>)                  Web based Faculty directory of experts (web page updated on a regular basis)  <a href="http://www.econ.usyd.edu.au/content.php?pageid=25">http://www.econ.usyd.edu.au/content.php?pageid=25</a>                  Prof L Weiss formed Australian Interest (<a href="http://www.australianinterest.com">www.australianinterest.com</a>) as a forum for US-Australia FTA debate</p>	<p>Faculty Research Committee                  Faculty Web-Services Manager                  Dean                  HoS</p>	<p>Increase in media activity 1999-2004                  Comparison of data from yearly Academic Staff Questionnaire                  Testimony to senate and government inquiries                  Data on media exposure in Appendix 7.1.1</p>
<p><b>1.3 Conference activities, roundtable events and other public fora</b></p>	<p>See Goal 5 section 2.3</p>	<p>See Goal 5 section 2.3</p>	<p>See Goal 5 section 2.3</p>

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<p><b>1.4 Network for contributing to public debate</b></p>	<p>The use of electronic media (e.g. <i>Worksite</i> and <i>Australian Review of Public Affairs</i>) links the Faculty to an Australian and international network of academics, students, public policy analysts and the general public.</p> <p>Web, Faculty Bulletins and Brochures advertising Faculty's expertise and role in public debate.</p> <p>Web-based public debate cite such as <i>The Australian Interest</i> (<a href="http://www.australianinterest.com/">http://www.australianinterest.com/</a>) a public forum dedicated to informed, non-partisan debate on all aspects of Australian foreign economic policy, especially the proposed Australia-US Free Trade Agreement.</p> <p>Reports educational resource and research papers on international business <a href="http://www.econ.usyd.edu.au/ib/IB/">www.econ.usyd.edu.au/ib/IB/</a> and on diversity management <a href="http://www.econ.usyd.edu.au/IB/DM_Index.htm">www.econ.usyd.edu.au/IB/DM_Index.htm</a></p> <p>Web and print resources for educating and resourcing public debate, including technical manuals and resource (Centre for International Risk <a href="http://www.econ.usyd.edu.au/CIR">www.econ.usyd.edu.au/CIR</a>)</p>	<p>HoS CoD</p>	<p>Peer review of working papers.</p> <p>Quantity and quality of web sites and resource material</p> <p>PM&amp;D</p>
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**Objective 2: Leading advice to business, government, professional, educational and other community organisations**

Policies, Procedures, Practises	Outcomes	Quality Assurance	Evaluation
2.1 Advisory positions for Faculty members	See Goal 5 section 3.3	See Goal 5 section 3.3	See Goal 5 section 3.3
2.2 Consulting positions and major commissioned reports	See Goal 5 section 3.3	See Goal 5 section 3.3	See Goal 5 section 3.3
2.3 National Key Centres	See Goal 5 section 3.1	See Goal 5 section 3.1	See Goal 5 section 3.1
2.4 Research Centres	See Goal 5 section 3.1	See Goal 5 section 3.1	See Goal 5 section 3.1
2.5 Leading Key Education Debates	See Goal 5 section 3.1	See Goal 5 section 3.1	See Goal 5 section 3.1

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**Objective 3: Leading educational and personal development of secondary school students**

Policies, Procedures, Practises	Outcomes	Quality Assurance	Evaluation
<p><b>3.1 Coordinate school business interactions in NSW</b></p>	<p>The Faculty contributes to the educational and personal development of secondary school students. Activities include the New South Wales <i>Australian Business Week</i>, a five day residential program which assists 80 final year secondary school students in developing their leadership, business, communication and teamwork skills, introducing them to university life.</p> <p>Career events at Schools (Appendix 7.3.1)</p> <p>Dr Lyn Carson involved with secondary school students to assist the community in making decisions about crucial issues such as the development of the Canterbury Council Environment Plan (Appendix 7.3.2).</p>	<p>Dean Marketing Manager</p>	<p>Number of schools participating in Australian Business Weekend residential program</p> <p>A firm of consultants has been engaged to prepare a Faculty Strategic Communication Plan that will evaluate performance.</p>

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**Objective 4: Building alumni network to influence public debate**

Policies, Procedures, Practises	Outcomes	Quality Assurance	Evaluation
<p><b>4.1 Enhancing existing and future alumni through Faculty initiatives</b></p>	<p>A Beta Gamma Sigma (BGS) Australian chapter has been established which:</p> <ul style="list-style-type: none"> <li>• encourages and honours academic achievement by students studying AACSB-accredited business programs</li> <li>• fosters personal and professional excellence amongst its members</li> </ul>	<p>Marketing Manager International Office</p>	<p>A firm of consultants has been engaged to prepare a Faculty Strategic Communication Plan that will address this issue.</p>

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## Objective 5: Producing world leaders in business, government and society

Policies, Procedures, Practises	Outcomes	Quality Assurance	Evaluation
<p><b>5.1 Training future leaders</b></p>	<p>Preparing students for Global Citizenship (See Goal 1 Recommendation 5)</p> <p>Young Achievement Australia Business Skills Program: a 16-week program in which students create a new company research, design, produce and sell goods and services, and prepare a business plan and annual report. Mentors are taken from the business community, other universities and the Faculty.</p> <p>Grassroots Empowerment (GEM) International Convention: addresses social issues through community service projects that are a joint initiative between youth and the community by:</p> <ul style="list-style-type: none"> <li>• encouraging youth to take a socially active role in the community;</li> <li>• equipping youth with the necessary skills, networks and resources to successfully set-up and run sustainable community service projects and;</li> <li>• establishing accredited university courses that integrate mainstream studies with involvement in GEM projects.</li> </ul> <p>Consultative forums: Dr Lyn Carson draws on local government experience to design and conduct consultation processes, and to teach undergraduate and postgraduate courses about public participation in decision making (Appendix 7.5.1)</p> <p>Faculty staff are participating in the State Government's "LUCY Mentoring Program" (see Goal 2, section 2.2)</p> <p>Graduates of the Faculty of Economics and Business are leaders in their chosen fields. They include: James D. Wolfensohn (President, World Bank), Mark Latham (Leader of Federal Opposition), Jillian Broadbent, (Member Reserve Bank Board), The Hon. Tony Abbott MP. (Minister for Health and Ageing), Diana Ryall, (Managing Director Apple Computer Company), David Clarke (Executive Chairman, Macquarie Bank) His Excellency Sir Richard Butler (Australian Ambassador to the UN, 1992-1997 &amp; Governor of Tasmania)</p>	<p>See Goal 1 Recommendation 5</p> <p>HoS</p> <p>CoD</p> <p>Professional bodies</p> <p>USB</p> <p>GSB</p>	<p>See Goal 1 Recommendation 5</p> <p>Quality of graduates</p> <p>Number and quality of participants</p>

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<p><b>5.2 Internships</b></p>	<p>To produce effective leaders, Faculty students need to graduate with work experience. Undergraduate internship programs are administered in Public Policy &amp; Affairs (see Appendix 5.2.1) and Work and Organisational Studies. Participating organisations include the NSW Premier’s Department and Oxfam/Community Aid Abroad.</p>	<p>HoS CoD</p>	<p>Employer Feedback via internship co-ordinators. Student feedback via UOS evaluations, feedback to internship co-ordinators and students reference groups. A firm of consultants has been engaged to prepare a Faculty Strategic Communications Plan that will address this issue.</p>
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## Objective 6: Future Goals and Areas for Improvement

Policies, Procedures, Practices	Outcomes	Quality Assurance	Evaluation
<p><b>6.1 Improved connections with community and data collection on links with community</b></p>	<p>The Faculty recognises that it needs to implement more effective initiatives in order to better interface with the community that it serves. Areas for improvement include: high school relations; work experience, job and graduate placement and follow-up, alumni relations, and employer feedback. It has engaged in a number of strategic initiatives designed to facilitate better community service:</p> <ul style="list-style-type: none"> <li>• Organisational and staffing arrangements in the area of marketing and external relations are under review, as part of a comprehensive review of administrative structures and functions across the Faculty. The review will lead to the creation of a new marketing and international development unit.</li> <li>• New appointments of an alumni officer and a student recruitment/placements officer will be made later in 2004.</li> <li>• The second phase of a web services review is to be carried out under the auspices of the Faculty Web Site Working Group.</li> <li>• A strategic marketing plan is to be developed that builds on the strategic communications plan.</li> <li>• A market intelligence survey will be carried out in order to determine the needs of the local education market at both the undergraduate and postgraduate levels.</li> <li>• A review and development of appropriate procedures and practices pertaining to high school relations is to take place.</li> <li>• More effective mechanisms for assisting graduate placement and follow-up are to be developed. Exit and follow-up interviews are to be carried out and acirrt have been asked to develop a placement tracking database.</li> <li>• Faculty alumni-relations and the Faculty alumni database are to be further developed.</li> <li>• Faculty working group under the leadership of the A/Dean(PG coursework) will develop postgraduate work experience programs with appropriate employers</li> </ul>	<p>Dean Board of Advice HoS</p>	<p>Employer Feedback Student Feedback Alumni Feedback</p>

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<p><b>6.2 Build Alumni Network</b></p>	<p>Development of Overseas Alumni network (see Goal 4, section 8.2)</p> <p>Development of Faculty-alumni relations and an alumni database</p> <p>Assessing operations as part of the review of Faculty administrative structures and functions.</p> <p>Developing a communications plan in consultation with Vice Principal (University Relations).</p> <p>A senior position is currently under consideration, which will have overall responsibility for all aspects of domestic and international external relations.</p> <p>Alumni initiatives will include the establishment of more active domestic and international alumni relations; development of an alumni database; advertising to alumni; special alumni events; bequests; alumni publications; and the development of international Faculty alumni associations.</p>	<p>Marketing Manager</p> <p>International Office</p>	<p>A firm of consultants has been engaged to prepare a Faculty Strategic Communication Plan that will address this issue.</p>
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**SECTION 8: EVALUATIVE SUMMARY OF THE FACULTY'S EFFECTIVENESS OF CONTRIBUTING TO THE UNIVERSITY'S SEVEN GOALS**

The Faculty seeks to be the leading learning community in the region, and its policies, strategies and practices are designed to achieve that goal.

The Faculty has institutionalised continuous improvement and quality assurance through its Strategic Statement (Plan) (Appendix 1.3), Teaching and Learning Plan (Appendix 1.1), Research Plan (Appendix 1.5) and Internationalisation Plan (Appendix 1.4). These plans are integrated and they advance the University's and College's goals and plans. For each University goal, the plans specify outcomes and assign responsibilities for quality assurance and evaluation of performance. Our plans are dynamic and regularly up-dated through the wide-spread participation of all our staff and a highly engaged Board of Advice.

Our quality assurance and evaluation measures are determined by both absolute and relative standards. Consistent with being a leading Faculty of Economics and Business in our region, we set absolute measures of performance, which we measure against our past performance, our performance compared to other faculties in the University and with the G06 commerce faculties. The Faculty has subjected itself to successful external review and accreditation, including the AACSB accreditation (see Appendix 1.2), AQUA visit, and CPA, ICAA and Australian Computer Society accreditation. The Faculty has submitted its self-evaluation review report to the accreditation arm of the European Foundation for Management Development—EQUIS. The Faculty is now seeking to benchmark itself against international partner AACSB faculties.

Our self-evaluation report has been constructed to reveal to the Academic Board review team our progress towards achieving outcomes, QA and evaluations for each University goal. While the Faculty is proud of its record of improvement in teaching and learning (especially in meeting the Recommendations of the Academic Board Phase 1 Review), research, management and internationalisation, the self-evaluation report also reveals further improvements required in each area. The report clearly identifies the actions that the Faculty is taking in areas of under-performance.

Our plans, strategic planning processes and committee structures are designed to ensure 'buy-in' from academic and general staff and students. A major strength of the Faculty is the commitment of its staff to the Faculty's goals and aspirations, evident in the wide range of improvements put in place over the last five years. Our staff are supported by effective administrative structures, funding for research, scholarship of teaching and teaching and learning innovations.

The Faculty successfully engages with industry, the professions and the community. We lead public debate; work with external stakeholders to set high ethical and social responsibility standards; and to collaborate with external partners to improve the social, economics and political life of Australia and our region.

The Faculty leads internationalisation in the University. We are committed to a staff and student profile that is international in mind-set as well as location, to research that is international in scope, and to building international collaborative research links. The Faculty is improving its research performance, with action plans to provide support and training to research staff. Our initial aspiration is to be the first in G06 relative research performance by Discipline—a goal to which we are close. Our long-term goal is to have significant clusters of

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critical research mass that are recognised as internationally leading research groups. These groups are being built, supported by a targeted hiring plan (including a near tripling of the professoriate over the past five years) and significant levels of research funding.

The Faculty's Teaching and Learning Plan has responded to the recommendation of the Academic Board Phase 1 report; it ensures compliance with Academic Board teaching and learning policy; it implements best practice teaching and learning; it drives innovation within the Faculty; and it commits us to cooperating across the University in teaching and learning initiatives. Constructed to ensure participation by a large proportion of academic staff, the Plan has been instrumental in changing the culture of teaching and learning in the Faculty.

The Faculty's strategic planning links to the University's and College's strategic goals and with those of the Schools. The Faculty's planning and QA measures are tied to the University's strategic plan, QACG, Academic Board reviews and administration reviews. The self-evaluation review demonstrates our commitment to further the goals of the University; to build a Faculty that is distinctive and international; and to enshrine continuous improvement and excellence in research, teaching and learning as part of our everyday practice.