

## FACULTY OF ECONOMICS AND BUSINESS

### REPORT ON ACADEMIC BOARD REVIEW PHASE TWO RECOMMENDATIONS

<b>Recommendation 1</b>	<i>The Review Team recommends that the Faculty review and consolidate the Working Parties of the Teaching and Learning Committee. (Section 3.3.5)</i>
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>▪ Consolidation has been achieved by the following steps: <ul style="list-style-type: none"> <li>○ Disbanding the following subcommittees and working parties: <ol style="list-style-type: none"> <li>1. Strategic Directions &amp; Quality Assurance Subcommittee</li> <li>2. Transition, Diversity and Equity Subcommittee</li> <li>3. Staff Development in Teaching &amp; Learning Subcommittee</li> <li>4. Groupwork &amp; eLearning Subcommittee</li> <li>5. Transition Working Party</li> <li>6. Diversity and Equity Working Party</li> <li>7. Academic Honesty Working Party</li> <li>8. Casual Tutor Training Working Party</li> <li>9. eLearning Working Party</li> <li>10. Graduate Attributes Working Party</li> </ol> </li> <li>○ Planning to close two further working parties at the end of 2005 when these 2004 TIF-funded projects are completed (ie, Groupwork and Academic Mentoring and Leadership).</li> <li>○ One working party is reconstituted each semester to cover PG and UG orientation activities and one has been formed for implementing new Blackboard QA procedures and advise on LMS issues.</li> </ul> </li> <li>▪ Membership has been revitalised and/or broadened on: <ul style="list-style-type: none"> <li>○ the Learning &amp; Teaching Committee to ensure there are representatives of schools (3 from each), Learning Centre, Fisher Library and ITL.</li> <li>○ two of three reference groups (Student Reference Group, Tutor Reference Group, Undergraduate Coordinators Group).</li> </ul> </li> <li>▪ Terms of reference of Learning &amp; Teaching Committee revised to indicate clear relationship to Centre to Advance Learning in Economics and Business (CALEB).</li> <li>▪ More work has been taken on by: <ul style="list-style-type: none"> <li>○ the L&amp;T Committee Secretary (in preparation for Committee meetings);</li> <li>○ CALEB (e.g. Casual Tutor Training Working Party has been replaced by an academic with responsibility for tutor development)</li> <li>○ disciplinary-based CALEB Associates (recently-established distributed network)</li> </ul> </li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>▪ Further reliance on: <ul style="list-style-type: none"> <li>○ CALEB academics for projects of a longer term nature;</li> <li>○ disciplinary-based CALEB Associates for consultation and dissemination; and</li> <li>○ additional smaller working parties, chaired by existing L&amp;T Committee members, as needs arise to handle actioning of shorter term L&amp;T Committee items (e.g. Head of School of Business to chair a working party to develop a proposal for external benchmarking academic assessment standards)</li> </ul> </li> <li>▪ Monitor effectiveness of remaining committees and working parties and make further adjustments as necessary.</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>▪ Reduced number of working parties (6) and subcommittees (4)</li> <li>▪ L&amp;T Committee has: <ul style="list-style-type: none"> <li>○ wider representation;</li> <li>○ reduced number of meetings;</li> <li>○ improved attendance;</li> <li>○ reduced workload burden on committee, subcommittees and working party members;</li> <li>○ more efficient and effective decision-making by Committee.</li> </ul> </li> <li>▪ Extra workload undertaken by several stakeholders with revised responsibilities.</li> <li>▪ Additional consultation and dissemination, beyond wider representation of L&amp;T Committee, is achieved through CALEB Associates.</li> </ul>

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<b>Recommendation 2</b>	<i>The Review Team recommends that the Faculty prioritise and appropriately resource CALEB's strategic change program. (Section 3.4.3)</i>
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>▪ CALEB strategic priorities paper approved by Faculty Executive Committee on Feb 2, 2005. Action items include: <ul style="list-style-type: none"> <li>○ five major portfolios have been identified within CALEB for future budgets and planning: <ol style="list-style-type: none"> <li>1. Orientation, transition and retention</li> <li>2. Foundation attributes</li> <li>3. Professional and curriculum development</li> <li>4. ICT-supported learning and teaching</li> </ol> </li> <li>○ Learning and teaching governance and quality distributed network of academics with L&amp;T expertise in disciplines (Semester 2, 2005).</li> <li>○ a pilot peer learning program embedded in two UG units of study (Semester 2, 2005).</li> <li>○ helpdesk for staff and students engaged in online learning with Blackboard following a Dec 2004 review (in conjunction with the Office of the PVC Teaching &amp; Learning).</li> </ul> </li> <li>▪ Staff engaged in learning and teaching development and support activities have been consolidated within CALEB with 4 academics (to lead each portfolio) and 8 professional staff (of which 3 are currently casual and 2 on one year fixed contracts).</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>▪ CALEB budget from 2006 will include: <ul style="list-style-type: none"> <li>○ all areas of current responsibility (e.g. peer mentoring program staff previously funded from Schools; orientation activities previously funded from Marketing).</li> <li>○ implementing and supporting the work of CALEB through CALEB Associates located in the disciplines.</li> <li>○ conversion of 3 casual to full-time HEO positions to reflect additional administrative work (e.g. administrative assistance for peer learning and mentoring to support increased participation by students in these activities).</li> </ul> </li> <li>▪ CALEB currently recruiting one academic for outstanding portfolio, namely to support permanent and casual academics in professional development.</li> <li>▪ Further alignment of CALEB's priorities with the Faculty's L&amp;T Plan, AACSB and Academic Board recommendations.</li> <li>▪ Ongoing evaluation of CALEB pilot projects (e.g. Peer Assisted Study Scheme program in Economics and Accounting undergraduate units) and programs (e.g. peer mentoring) to implement refinements and ensure outcomes achieved.</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>▪ Strategic change project appropriately resourced and five priority portfolios identified (listed above).</li> <li>▪ Evaluation is a key part of CALEB's work. Early positive signs include: <ul style="list-style-type: none"> <li>○ PG peer mentoring program has high participation rates (~ 50% Semester 1, 2005) and was a runner-up in the 2005 Vice Chancellor's Award for Support of the Student Learning Experience.</li> <li>○ UG peer mentoring program piloted and rolled out also with high participation rates.</li> <li>○ high voluntary participation (~ 65% Semester 2, 2005) in the site review process by Blackboard helpdesk.</li> <li>○ Increased attendance in tutor orientation and development sessions.</li> </ul> </li> </ul>

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<b>Recommendation 3</b>	<i>The Review Team recommends that the Faculty clarify the role of the Student Reference Group and encourage all disciplines to become involved. (Section 3.6.4)</i>
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>▪ Student Reference Group (SRG) membership revised to ensure that at least one representative from each Discipline.</li> <li>▪ Faculty has increased calls for SRG involvement increased in focus groups, surveys, change initiatives, questionnaires, award selection panels (amongst others) in 2005.</li> <li>▪ L&amp;T Committee Secretary implemented more efficient system of organising meetings and following up with representatives.</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>▪ Seek feedback from SRG as to how to promote and encourage feedback and participation in the regular meetings especially.</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>▪ Each Discipline now formally represented on the SRG.</li> <li>▪ Quality and usefulness of SRG feedback (e.g. ICT survey participation increased markedly because of suggestion)</li> <li>▪ Increased call for involvement of SRG representatives in ad hoc faculty initiatives (e.g. selection panel for Wayne Lonergan Outstanding Award for Teaching)</li> <li>▪ Poor attendance recorded at meetings is a common occurrence with timetabling or work clashes most often cited reasons.</li> </ul>

<b>Recommendation 4</b>	<i>The Review Team recommends that the Faculty develop and communicate a separate process for students to provide feedback about teaching performance. (Section 3.6.6)</i>
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>▪ The Faculty has funded and appointed a new SIO-based Program Advisor who, in addition to providing program advice, collates and appropriately disseminates issues raised by students in one-to-one consultation.</li> <li>▪ Tutors in the tutor development program are encouraged to seek feedback from students and given examples of methods to attain this feedback.</li> <li>▪ Use of the ITLS PG student survey to gauge student opinions.</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>▪ A second Program Advisor position is planned.</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>▪ The Program Advisor's 6-month report identified a range of issues, which were taken to the Faculty's L&amp;T Committee, and also disseminated to the appropriate people for actioning.</li> </ul>

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<b>Recommendation 5</b>	<i>The Review Team recommends that CALEB undertake a study of Postgraduate pedagogy and that this study evaluate the quality of student learning in block teaching using different methodologies including PBL and case-based learning. (Section 3.8.3)</i>
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>▪ The PG Pedagogy project (funded by a TIF grant for \$50,000 received in 2005) aims to:             <ul style="list-style-type: none"> <li>○ strengthen the use of Unit of Study Outline Templates;</li> <li>○ encourage peer review of unit of study outlines by academic colleagues;</li> <li>○ promote the development of links between PG curricula and teaching and industry/professional perspectives and experience. Building on the Faculty’s initiatives in the area of alumni relations and industry advisory boards, a system of peer review of unit outlines by relevant industry/professional reference groups will be established.</li> </ul> </li> <li>▪ Actions identified include:             <ul style="list-style-type: none"> <li>○ collection and collation of unit of study outlines and analysis of pedagogy (completed);</li> <li>○ arranging and running the industry consultation groups;</li> <li>○ setting up the database of best practice curriculum exemplars;</li> <li>○ collecting and setting up the database of industry resources;</li> <li>○ running the postgraduate teaching forum; and</li> <li>○ facilitating three subsequent academic peer review meetings.</li> </ul> </li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>▪ Complete remaining phases in the project: showcase best practice (phase 2) and foster industry relationships (phase 3).</li> <li>▪ Establishment of a database of pedagogical good practice and industry-relevant resources to support teaching.</li> <li>▪ Monitor:             <ul style="list-style-type: none"> <li>○ percentage of units completing peer review process;</li> <li>○ percentage of units changing from traditional lecture mode (passive learning in intensive block teaching) to incorporate more appropriate interactive and active learning strategies</li> <li>○ longer term impact on USE results</li> </ul> </li> </ul>
<b>Faculty’s evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>▪ Phase 1 completed             <ul style="list-style-type: none"> <li>○ A preliminary discussion with the Faculty’s new Development Officer revealed potential ways to work together on fostering industry relationships.</li> </ul> </li> </ul>

<p><b>Recommendation 6</b></p>	<p><i>The Review Team recommends that the Faculty monitor the Group Work – Technology TIF Grant for any learning relevant to assessment and feedback to students that will assist staff to develop alternative methods of assessment. (Section 3.9.2)</i></p>
<p><b>Action taken by the Faculty</b></p>	<ul style="list-style-type: none"> <li>▪ Alternative methods of formative and summative assessments were identified while conducting the TIF-funded project. In addition to typical out-of-class groupwork assessments, opportunities were identified for:             <ul style="list-style-type: none"> <li>○ in-class individual and groupwork formative and summative assessments, such as:                 <ul style="list-style-type: none"> <li>– IF-AT assessments (Immediate Feedback-Assessment Test) which provide students with immediate feedback during a MCQ test as students consider alternative choices and/or debate with team peers the most appropriate answer prior to their selection by scratching out their choice.</li> <li>– alternative uses of Automatic Response System (KEE pads). This assists staff not just with formative feedback but also with peer and individual learning, teaching administration, student preparation and teaching evaluation.</li> </ul> </li> <li>○ online individual and groupwork formative and summative assessments, such as:                 <ul style="list-style-type: none"> <li>– software (i.e. Respondus) to assist easy development of online quizzes made available within Blackboard. Simple self-help sheet and Blackboard support available from helpdesk.</li> <li>– importance of staff developing online quizzes that clearly identify MCQ level of difficulty to assist students adopt deep rather than surface approaches to learning.</li> <li>– availability of early self-diagnostic and self-paced support resources for students to voluntarily use prior to assessments. Several projects in collaboration with Learning Centre and Maths Learning Centre recently completed. These help students self-diagnose and seek support and development in advance of assessments (e.g. Annotated resources. [<a href="http://www.usyd.edu.au/stuserv/documents/learning_centre/AnnotatedWebsites/AWwelcome.html">http://www.usyd.edu.au/stuserv/documents/learning_centre/AnnotatedWebsites/AWwelcome.html</a>]; Maths quizzes [<a href="http://quiz.econ.usyd.edu.au/mathquiz/">http://quiz.econ.usyd.edu.au/mathquiz/</a>]; Clearer writing resources [<a href="http://www.usyd.edu.au/stuserv/academic_support/learning_centre/resour.shtml">http://www.usyd.edu.au/stuserv/academic_support/learning_centre/resour.shtml</a>]) and dissemination to staff now underway</li> <li>– availability of plagiarism detection software as Blackboard building block and possible use with draft assessments (i.e. plagiarism preventative mode).</li> </ul> </li> </ul> </li> <li>▪ Importance of preparing and supporting out-of-class groups for exploiting the full advantages of diversity in out-of-class and in-class groupwork activities. Based on Volet’s work (e.g. Volet and Ang, 1998) that international students prefer to seek help and work in groups with those with who there is less distance, staff can improve their students’ experience of groupwork by better preparing and supporting students through activities that reduce that distance.</li> <li>▪ Several initiatives to develop a building block for Blackboard to enable online confidential self and peer assessment groupwork have been undertaken. Complex negotiations with four other universities have delayed the process.</li> </ul>
<p><b>Further action planned but not yet implemented (if appropriate)</b></p>	<ul style="list-style-type: none"> <li>▪ Manual to encourage good practice groupwork, in particular out-of-class groupwork, be completed by Nov 2005 for online distribution to staff and students. Feedback to be gathered from both stakeholders on usefulness.</li> <li>▪ Collaboration with Faculty of Education and Social Work to provide further good practice examples of in-class and online groupwork.</li> <li>▪ Faculty successfully applied for a TEF grant to fund further audience response systems equipment. Some funds were for permanent installation to enable easy academic use in-class. Further in-class uses including for assessment are being explored.</li> <li>▪ IF-AT assessments being piloted for in-class individual and team-based formative and summative assessments in Semester 2, 2005.</li> </ul> <p style="text-align: right;">continued ...</p>

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	<ul style="list-style-type: none"> <li>▪ Roll out of SafeAssignment building block for plagiarism detection beyond pilot in Semester 2, 2005. Focus on supporting student development of ethical professionalism graduate attribute to be further evaluated.</li> <li>▪ A pilot project to consider SOLO-based MCQ quizzes underway in Semester 2, 2005. Focus on assisting staff to set quizzes that go beyond recall and surface approaches to learning.</li> <li>▪ Further dissemination of Respondus software to staff now underway</li> <li>▪ TIF grant has provided staff with additional resources to support formative and summative assessments, including assessment of foundational attributes:             <ul style="list-style-type: none"> <li>○ online academic honesty module</li> <li>○ online plagiarism detection</li> <li>○ online literacy resources</li> <li>○ online numeracy resources and workshops</li> </ul> </li> <li>▪ Contractual details still to be resolved to enable online self and peer assessment software to be developed.</li> <li>▪ Widely disseminate self-diagnostics (e.g. maths quizzes).</li> <li>▪ Improve CALEB website to make sure these resources easily available to staff.</li> </ul>
<p><b>Faculty's evaluation of the success of action taken</b></p>	<ul style="list-style-type: none"> <li>▪ TIF grant has provided staff with additional resources to support formative and summative assessments including those that for foundational attributes.</li> <li>▪ Progress in disseminating groupwork manual has been delayed by changes in staffing in Groupwork working party. A six-month report from the SIO's Program Advisor indicates groupwork continues to be a problem for students.</li> <li>▪ Pilot with detection software showed positive impact on student approaches to preparing assessments:             <ul style="list-style-type: none"> <li>○ 41% reported more cautious and conscious of consequences when referencing</li> <li>○ 38% reported improved assignment after submitting draft to detection software</li> </ul> </li> <li>▪ Simple self-help sheets have been developed for some alternative resources (e.g. Respondus for automating development of quizzes) and Blackboard support now available from helpdesk.</li> <li>▪ Legal and stakeholder changes have delayed the SPARK project. Third round of negotiations to jointly develop improved version appears promising.</li> </ul>

<p><b>Recommendation 7</b></p>	<p><i>The Review Team recommends that the Review of Post-Graduate Pedagogy (Recommendation 5) include an investigation of how Postgraduate Coursework programs can be designed to satisfy two distinct streams of students. (Section 4.1.3)</i></p>
<p><b>Action taken by the Faculty</b></p>	<p>See Recommendation 5</p>
<p><b>Further action planned but not yet implemented (if appropriate)</b></p>	
<p><b>Faculty's evaluation of the success of action taken</b></p>	

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<b>Recommendation 8</b>	<i>The Review Team recommends that the Faculty increase the opportunities for student engagement with industry, especially in the postgraduate coursework area. (Section 8.2.2)</i>
<b>Action taken by the Faculty</b>	See Recommendation 5
<b>Further action planned but not yet implemented (if appropriate)</b>	
<b>Faculty's evaluation of the success of action taken</b>	

<b>Recommendation 9</b>	<i>The Review Team recommends that the Faculty widely communicate the Academic Board's Resolutions for Double Degrees and the fact that these single resolutions replace the need to refer back to the resolution in place at the date of the student's enrolment. (Section 9.2.2)</i>
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>▪ In consultation with its partner faculties, the Faculty has redrafted the Faculty Resolutions for the combined degrees for which it has administrative responsibility (i.e. from 2006, the B.Com/B.Arts, B.Com/B.Sci as well as the existing Combined Laws degrees).</li> <li>▪ The Faculty is currently liaising with its partner faculties about administrative procedures for combined degree students (in line with the proposal for the Faculty to undertake administrative responsibility for the B.Com/B.Arts, and B.Com/B.Sci for students commencing from 2006).</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>▪ The revised Resolutions are to be submitted to the Undergraduate Studies Committee for endorsement in its meetings to take place in August and October, 2005</li> <li>▪ The revised Faculty Resolutions, consistent with the Academic Board templates, are planned for introduction in 2006.</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>▪ Successful introduction of revised Faculty resolutions.</li> </ul>