

FACULTY OF ECONOMICS AND BUSINESS

PROGRESS REPORT 2 ON ACADEMIC BOARD REVIEW PHASE TWO RECOMMENDATIONS

Recommendation 1	<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>
Action taken by the Faculty	<ul style="list-style-type: none"> ▪ Consolidation has been achieved by the following steps: <ul style="list-style-type: none"> ○ Disbanding 4 subcommittees and 8 working parties since 2005 ○ One working party is reconstituted each semester to cover PG and UG orientation activities, and one has been formed to revise the UoS outline template. ▪ Membership has been revitalised and/or broadened on the: <ul style="list-style-type: none"> ○ Learning & Teaching Committee to ensure there are representatives of school (3 from each), Learning Centre, Fisher Library and the ITL ○ Student Reference Group to ensure all disciplines and levels (UG/PG, international/domestic, male/female) are represented. ▪ More work has been taken on by: <ul style="list-style-type: none"> ○ Office of Learning & Teaching ('OLT') academics (e.g. Survey and QA Working Party has been replaced by an academic with responsibility for USE and other processes) ○ Learning & Teaching Committee Secretary (taking responsibility for projects) ○ disciplinary-based Learning & Teaching Associates
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> ▪ Membership of Learning & Teaching Committee (LTC) will need to be revised following 2006 Faculty restructure ▪ Further reliance on temporary working parties, chaired by existing L&T Committee (LTC) members, as needs arise to handle actioning of shorter term Committee items (e.g. Chair of LTC to head a working party to consider future procedures/policies under the new Faculty structure) ▪ A further working party (Benchmarking Working Party) to close at the end of 2006 when external benchmarking process for assessing standards has been finalised.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> ▪ Number of subcommittees and working parties reduced by 12 ▪ LTC has: <ul style="list-style-type: none"> ○ wider representation ○ reduced number of and regularised meetings ○ improved attendance ○ reduced workload burden on committee and working party members ○ more efficient and effective decision-making by Committee. ▪ Extra workload undertaken by several stakeholders with revised responsibilities. ▪ Additional consultation and dissemination, beyond wider representation of LTC, is achieved through L&T Associates.

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<p>Recommendation 2</p>	<p><i>The Review Team recommends that the Faculty prioritise and appropriately resource CALEB's strategic change program. (Section 3.4.3)</i></p>
<p>Action taken by the Faculty</p>	<ul style="list-style-type: none"> ▪ OLT in Economics and Business (formerly CALEB) strategic priorities paper and 2006 budget approved. Staff engaged in learning and teaching development and support activities have been consolidated within the OLT. Staffing includes 5 academics (leading each portfolio) and 9 professional staff. From 2006 the budget includes peer mentoring program (staff previously funded from Schools) and orientation activities (previously funded from Marketing). ▪ Additional funding provided in 2006 to establish an eLearning Helpdesk with 2 staff to comply with Academic Board policy and provide online support. Turnaround time to process a site review less than 24 hours. University-funded additional resources for eLearning acquired ▪ Peer learning (PASS) program piloted in semester 2 2005 in two units and mainstreamed in semester 1 2006 in 13 UG and 2 PG units of study. ▪ UG peer mentoring program introduced and mainstreamed into both semesters. ▪ L&T Associates network firmly established and active in learning and teaching development, dissemination and governance.
<p>Further action planned but not yet implemented (if appropriate)</p>	<ul style="list-style-type: none"> ▪ Further refinement of strategic plan scheduled for August 2006 (to include further alignment with Faculty L&T Plan, AACSB, EQUIS and Academic Board recommendations). ▪ Further evaluation of OLT 2005-6 pilot projects (e.g. PASS program in Economics and Accounting undergraduate units; SafeAssignments for plagiarism education) and programs (e.g. peer mentoring and retention) to implement refinements and ensure outcomes achieved. ▪ Build on current activities to further make them discipline-based (e.g. orientation and PASS).
<p>Faculty's evaluation of the success of action taken</p>	<ul style="list-style-type: none"> ▪ Strategic change project appropriately resourced and five priority portfolios identified. ▪ Evaluation is a key part of OLT's work. Positive feedback includes: <ul style="list-style-type: none"> ○ PG peer mentoring program has high participation rates (42% of new students in sem1&2 2005) and was a runner-up in the 2005 Vice Chancellor's Award for Support of the Student Learning Experience. ○ UG peer mentoring program mainstreamed also with high participation rates. ○ Positive feedback on the site review process by eLearning Helpdesk received (relating to speed of response and quality of service). ○ Increased attendance in tutor orientation and development sessions. ▪ National Carrick citation "Outstanding Contributions to Student Learning for 'excellence in the leadership, design & implementation of a faculty-wide tutor development program'". June '06 ▪ Positive USE trends: 7 of 8 items common to 2003 & 2005 USE were higher in 2005 (p=.035) ▪ Emerging positive SCEQ trends. College Academic Director "just see in how many cases Economics and Business has had an improvement in figures while many others have had a downturn: Good Teaching, Appropriate Assessment, Appropriate Workload, Generic Skills, and Learning Community. I know that variation from year to year is to be expected, but I'm fairly confident that improvement on that many scales and against the general trend is telling us that something very good is going on." ▪ Successes reported in annual budget <ul style="list-style-type: none"> ○ PASS embedded in 15 units in 2006. Positive grade impact including internationals ○ Student orientation participation increased by 28% ○ >4000 enquiries in OLT reception area – a student L&T hub ○ Students at Risk: 67% of students taken steps to improve academic performance (semester 2, 2005) ○ Tutor program: 82% "helped my teaching"; 70% "helped me feel part of Faculty" ○ Groupwork website published attracting >2000 unique visitors in first 3 months ○ eLearning QA process aligned with AB policy & implemented. ○ Key technologies embedded (84% increase preparation prior to class in Scantron pilot); TEF-funded grants support tablet PCs and keypads pilots in 2006 ○ Helpdesk & staff PD: 1-2-1 support (65 attendees) and workshops (28 attendees) ○ Movement on major projects supported by LTC: TIF/TEF grants, indigenous strategy, UoS Outline template review, site review process etc

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Recommendation 3	<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>
Action taken by the Faculty	<ul style="list-style-type: none"> ▪ Terms of reference discussed at first meeting each year and online (in call for participation) ▪ Membership expanded to ensure that at least one representative from each discipline. Back-up list kept to ensure all disciplines are involved. ▪ Feedback sought (and implemented) as to how to promote and encourage feedback and participation in the regular meetings.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Continue to monitor ongoing participation and representation
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> ▪ Each discipline formally represented with at least one representative. ▪ Student-initiated discussion items have increased to better inform the Faculty of student concerns that need to be addressed. ▪ Quality and usefulness of SRG feedback informs LTC agenda (e.g. coordination of core unit assessments monitored in 2006 and planned to be coordinated in 2007), and is fed back to disciplines for appropriate action. ▪ Increased call for involvement of SRG representatives in ad hoc faculty initiatives (e.g. selection panel for Excellence in Tutoring Award) ▪ Minimum student attendance was 3 in 2005, 9 in 2006.
Recommendation 4	<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>
Action taken by the Faculty	<ul style="list-style-type: none"> ▪ Two routes established and advertised for informal feedback: OLT senior learning adviser and Student Information Office program advisers. Two SIO-based Program Advisors employed in 2005 to provide integrated, comprehensive advice to Faculty academic staff and students across a range of administrative and academic issues, including collation and appropriate dissemination of teaching performance issues raised by students in email, phone and one-to-one consultation. Feedback is integrated with work of the OLT's Learning Adviser and six-monthly reports are issued to the LTC. ▪ Faculty website updated to indicate various ways feedback is gathered and methods for students to provide feedback (formally and informally). ▪ Methods for providing formal and informal feedback are clearly explained to students, and their use is encouraged, at orientation events (with examples), and via the Student Orientation Handbook, Faculty website and in PASS evaluations. ▪ Tutors in the tutor development program are encouraged to seek feedback from students and given examples of methods to attain this feedback (formally and informally, and anonymously).
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> ▪ LTC discussion and decision of recommendation that some form of student feedback on tutorial teaching be either further encouraged or made mandatory.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> ▪ Report from Program Advisor identified a range of issues, which were taken to the Faculty's LTC, and also disseminated to the appropriate people for actioning. ▪ Student workload expectations (an item raised through feedback) will be included in UoS template guidelines and orientation handbook in 2007.

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Recommendation 5	<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>
Action taken by the Faculty	<ul style="list-style-type: none"> ▪ TIF-funded grant acquired to undertake PG pedagogy project. ▪ Literature review on intensive (block) mode teaching completed ▪ Two surveys of students regarding intensive mode teaching were completed at the Institute of Transport and Logistics Studies (ITLS), the main discipline pioneering intensive mode. ▪ Various strategies being trialled by ITLS as part of commitment to improvement of intensive mode include half-day blocks and providing extra support for students giving presentations.. ▪ Comparison of USE data on student experiences in intensive mode versus weekly mode undertaken. ▪ Initial PG Pedagogy results reported to the Faculty’s Graduate Studies Board. ▪ Case-based learning approach with GLSN e-library pilot completed and evaluated.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> ▪ Comparison of intensive vs. non-intensive USE data completed. ▪ Postgraduate teaching forum on issues and best practice in intensive mode teaching to be held October 2006. Forum on industry linkages to be held January 2007. ▪ Monitor results of second ITLS student survey. ▪ Finalise TIF report ▪ Awaiting Library copyright clarification before further progress can be made to expand GLSN e-library for case-based learning.
Faculty’s evaluation of the success of action taken	<ul style="list-style-type: none"> ▪ Initial results of first ITLS surveys show many benefits of intensive mode teaching. 61% of students surveyed (n=132) agreed or strongly agreed that intensive mode fits in well with their other commitments. 66% agreed or strongly agreed that intensive mode helps them manage their study time better than other teaching modes. ▪ Literature research showed that most studies have suggested that intensive courses result in equivalent or better learning experiences on a range of measures of interaction, student commitment and academic performance. ▪ Initial comparisons of USE data (weekly versus intensive attendance) confirm this result. ▪ An update on the project will be presented to the Faculty’s Graduate Studies Board later in the year for information and feedback. ▪ Positive results from both students and staff from case-based learning pilot with GLSN e-library for case-based learning. 55% of students agreed or strongly agreed GLSN was a valuable tool in allowing them to undertake their course; 65% agreed or strongly agreed GLSN was beneficial in support of assessments. Staff interest in the tool to support the delivery of effective case-based learning is high and awaiting further resolution of the opportunity to use the tool.

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<p>Recommendation 6</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>Action taken by the Faculty</p>	<ul style="list-style-type: none"> ▪ The Faculty’s website has been updated March 2006 to include extensive groupwork resources for students and for staff (especially developing inclusive assessment tasks), developed through the TIF grant. Information includes designing assessment, assessing tasks and processes, developing assessment criteria, assessing self and peers, allocating marks, evaluating groupwork, and references (online and hard-copy) to further inform staff. Alternative assessment resources on the website distributed via email and L&T Associates ▪ Collaboration with the Faculty of Education and Social Work has provided further good practice examples of in-class and online groupwork. ▪ Various other in-class and eLearning technologies available to assist staff to easily engage in inclusive teaching practices with a particular focus on formative feedback, with applications for summative purposes. For example: <ul style="list-style-type: none"> ○ electronic audience response systems promote interaction engagement and anonymity as well as peer learning ○ team-based learning in-class that incorporates individually completed quizzes followed by team-based quizzes assisted by piloting technologies such as portable scanners & IF-AT (immediate feedback assessment tests) forms and marking schemes ○ online confidential self- and peer-assessment (SPARK) resources piloted in both formative and summative mode to assist students develop inclusive practice with out-of-class team assignments. ▪ SafeAssignment (Blackboard building block for plagiarism detection) implemented and evaluated in March 2006, with student data accessible for comparison only by USyd Blackboard users. Pilots undertaken focussing on supporting student development of the ethical professionalism graduate attribute. ▪ Further dissemination of Respondus (software to assist easy development of online quizzes made available within Blackboard) to staff completed. ▪ Collaboration with Library to action further use of GLSN e-library for case-based learning. ▪ Academic honesty online self-paced module further developed to cover group collusion
<p>Further action planned but not yet implemented (if appropriate)</p>	<ul style="list-style-type: none"> ▪ Finalising copyright issues with Library necessary before further expanding use of GLSN e-library for case-based learning. ▪ Finalising rebuild of SPARK with UTS awaiting BLO approval.
<p>Faculty’s evaluation of the success of action taken</p>	<ul style="list-style-type: none"> ▪ Pilot with detection software showed positive impact on student approaches to preparing assessments: <ul style="list-style-type: none"> ○ 41% reported a better understanding of academic honesty and plagiarism ○ 33% reported changing their approach to researching and referencing others’ work ▪ Simple self-help sheets developed for some alternative resources (e.g. Respondus for automating development of quizzes) and Blackboard support available from eLearning Helpdesk. ▪ GLSN e-library for case-based learning pilot evaluated and reported to inform future directions. 55% of students agreed or strongly agreed GLSN was a valuable tool in allowing them to undertake their course; 65% agreed or strongly agreed GLSN was beneficial in support of assessments ▪ Legal and stakeholder changes, and programming priorities have delayed the SPARK project.

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Recommendation 7	<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>
Action taken by the Faculty	<ul style="list-style-type: none"> ▪ Initial PG pedagogy project focussed on industry links and intensive mode (Recommendations 5 & 8) ▪ Approach (to investigate two distinct stream issue) has been planned, including a literature review and analysis of current practice in other business faculties. ▪ Faculty actively participating in new University strategic working group for PG Pedagogy.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> ▪ Analysis of CEQ and SCEQ qualitative comments to quantify the current extent of this issue. ▪ Student services survey under development to seek feedback on student experience of the structural elements of PG coursework programs ▪ Completion of literature review and analysis of practice in other business faculties. ▪ Discussion with the Faculty's Graduate Studies Board regarding potential approaches. ▪ Focus group testing/validation of proposed alternative strategies. ▪ Faculty continue to participate in University strategic working group for PG Pedagogy and monitor experiences in other faculties.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> ▪ For initial results on PG Pedagogy project see recommendations 5 and 8 ▪ Awaiting next action steps

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Recommendation 8	<p><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></p>
Action taken by the Faculty	<ul style="list-style-type: none"> ▪ Support (funding and other resources) provided for Faculty student clubs and societies, including those organising addresses by industry speakers, such as ComSoc, WOSoc and BLAST (Business Law Association of Students). ▪ Continuation of LUCY mentoring program, for undergraduate female students, who are mentored by industry leaders. ▪ Collaboration with ComSoc student association to establish 30 places for undergraduate students in Women in Investment Banking Mentoring program ▪ Industry projects trial currently underway as part of PG Pedagogy project. The results will suggest a model for future internships. ▪ Survey of staff industry linkages (with respect to teaching) completed. ▪ Two surveys of students regarding industry linkages completed. ▪ Literature review on industry linkages (part of PG Pedagogy project) completed. ▪ Discipline-based initiatives, such as the policy careers network, which provides email alerts to interested students about career opportunities in business, government and non-profit organisations. ▪ The Faculty's Development Officer is developing industry linkages and relationships with alumni. Closer student recruitment links have also been developed into the corporate and government sectors through direct liaison with HR managers and CEOs and through various relationship building events. Recruitment events have been relocated into the CBD to send a clear signal that the Faculty wants a closer relationship with business (e.g. 'downtown' postgraduate information evenings). ▪ The Faculty and Booz Allen Hamilton hosted the inaugural Growth Strategy Competition for selected students from combined degrees in October 2005 ▪ Formal GSB encouragement for all PG units to engage industry/practitioner guest lectures, especially in Master of Business program. ▪ Draft proposal to develop a comprehensive, structured and multi party sponsored career services completed. ▪ Internship program with Shared Services Division of the University successfully delivered for second year running.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> ▪ Various new positions are planned that support industry experience for current students and provide careers advice, placement and follow-up services for graduating students. In particular, the Faculty will establish a Careers Services & Employer Relations Office. New services envisaged include a career mentor program matching students with industry mentors, careers workshops, appointment of a careers adviser, establishment of a career market website and newsletter, and the setting up of industry partner relationships with high-profile recruitment firms. ▪ Expansion of discipline-based initiatives; (e.g. the policy careers network will be expanded to encompass a website and career development workshops). ▪ Postgraduate teaching forum on industry linkages to be held January 2007. ▪ Further support student clubs and societies.

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Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> ▪ 94% of surveyed staff (n=60) use industry experience/involvement in their teaching activities, with case analyses and guest lecturers from industry being the most commonly used strategies of industry involvement. ▪ Students surveyed (n=132) regarding the relationship between industry and their learning experiences at the ITLS nominated lecturers with current industry experience as being the most effective way to assist their studies (95%). ▪ In 2005, the Faculty funded 20 events run by student clubs and societies. About 60-80 students attended each event. The events provided valuable opportunities for students to make industry contacts. ▪ Positive relations with student associations developing and some good initiatives evolving such as the Women in Investment Banking Mentoring Program, ComSoc and WOSoc. ▪ Students completing their studies in 2006 attended a "Farewell BBQ" hosted by the Faculty to ascertain more about their alumni community, hear from recent graduates about their career experiences, and from leading professional business associations about the value of building professional and business networks. ▪ To date 51 students have participated in the LUCY Mentoring Program. All student respondents to the survey conducted at the completion of the semester 2, 2005 program agreed that the program had raised awareness of the breadth of job opportunities in the corporate sector and provided them with an exposure to a network of senior women.
Recommendation 9	<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>
Action taken by the Faculty	<ul style="list-style-type: none"> ▪ As planned the revised resolutions were endorsed in 2005.
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> ▪ The revised Faculty Resolutions introduced in 2006 have been submitted in the format required by the Academic Board. ▪ All programs endorsed by the Academic Board from July 2005 have been successfully set up in FlexSIS for implementation in 2006.