

FACULTY OF ENGINEERING

REPORT ON RECOMMENDATIONS FROM PHASE TWO

Recommendation 1	The Review Team commends the Faculty on the improvements that have taken place in communication since the Phase One Review. However, it recommends that they investigate ways to further improve communication across departments and between staff and students and suggests that the Faculty considers engaging an outside consultant to investigate where the blockages of communication occur. (See Section 4.2)
Action taken by the Faculty	A new Faculty umbrella organisation called Engineering Sydney has been established. This organisation spans the Faculty Foundations, Alumni, student organisation SUEUA and Faculty Centres. A 12 page Engineering Sydney Newsletter has been produced Issue 1 October 2005, Issue 2 March 2006 and distributed to all 9000 alumni on the mailing list and all staff. It will also be distributed to students in the Faculty. It has been sent to Deans and the SEG
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	Very positive feedback on this Newsletter and the earlier initiative of the Dean's Communique to staff (8 per year) has been received.

Recommendation 2	The Review Team recommends that the Faculty continue to address the issue of gaps in assumed knowledge for Advanced Engineering students. (See Section 4.5)
Action taken by the Faculty	As reported previously, the Advanced Engineering program was converted to 6 CP over each of the 4 years rather than 12CP, 2CP, 2CP and 12CP in each of the four years respectively.
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	Feedback from students has indicated that there are no further problems as they can either take 24CP in first year including Advanced Engineering, or 30 CP and overload slightly without deleting any units of study. The mix is about 50:50 on this.

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Recommendation 3	The Review Team suggests that staff should be encouraged to apply for the Vice-Chancellor's awards. (See Section 4.9.1)
Action taken by the Faculty	VC's Award notification and material is circularised to all schools and discussed at Faculty T&L committee.
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	Increased awareness of the Awards. In 2005 the Faculty received the CST Excellence in Teaching Award (John Currie) for the best performing CST candidate in the 2005 VC's Awards.

Recommendation 4	The Review Team recommends that the Faculty consider ways of improving the variation in tutor training programs and practices across the Faculty. (See Section 4.10)
Action taken by the Faculty	A mandatory Tutor Training Program has been implemented in the Faculty for all tutors. The training is the front-end of a Tutor Accreditation process, that sees the Awarding of a Faculty certificate upon completion. The training and accreditation process stems from the development of a Faculty Tutor Policy in 2005 that creates consistency in tutor training, practices and administration across the Faculty. This is run by the Tutor Working Group and reports to the T&L Committee.
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	All tutors used in the Faculty must either have completed the Tutor Training and Accreditation process, or be in the process of completion to work as a UoS Tutor. The Training and Accreditation process has been very well received by tutors, and their undergraduate students.

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Recommendation 5	Noting that this contravenes Academic Board policy, the Review Team recommends that the practice of joint teaching of undergraduate and postgraduate students in the Faculty be discontinued. Conflicting advice was received by the Team regarding the difference or otherwise of assessment tasks for undergraduate and postgraduate coursework students; and they suggest that the Faculty investigate the situation. (See Section 4.11)
Action taken by the Faculty	All postgraduate units of study have a 5*** or 6*** code. They can also be taken as electives by some undergraduates in specialised streams. No postgraduate students take undergraduate units of study in the Faculty. This was fully implemented as part of the 6CP standardisation
Further action planned but not yet implemented (if appropriate)	The proportion of undergraduate students undertaking 5*** and 6*** units of study to be carefully monitored.
Faculty's evaluation of the success of action taken	No issues have arisen since the implementation.

Recommendation 6	The Review Team reminds the Faculty about compliance with Academic Board policies, particularly <i>Academic Honesty in Coursework</i> . (See Section 4.12)
Action taken by the Faculty	Relevant AB Policies are noted, with links, on the Faculty and Schools websites. They are also noted and linked for academics and students on UoS outlines on the Faculty's UoS database. The Academic Honesty in Coursework policy is administered via the use of a common Faculty proforma and reporting procedure (see attached) that is distributed to all schools, for distribution to all UoS coordinators. This procedure has been revised 4 times since its introduction in early 2005 to account for the fluid policy situation that has existed since the introduction of the new Plagiarism policy to ensure harmony between the 2 policies. This has not been easy given that all issues (such as examples of plagiarism to fit the definitions, implementation guidelines and support material, and the role of the Registrar) with these policies are still to be resolved by the University and the Academic Board.
Further action planned but not yet implemented (if appropriate)	Ongoing evaluation to ensure relevance for the Academic Honesty reporting procedure
Faculty's evaluation of the success of action taken	Greater awareness of the relevant policies and the adoption of common practices around implementation of the Academic Honesty in Coursework policy has improved the ability to have consistent outcomes in the Faculty in dealing with cases of suspected plagiarism, and to ensure improvement in reporting to the Faculty by Schools.

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Recommendation 7	The Review Team recommends that the terms of the Loxton Postgraduate Research Scholarship in Chemical Engineering for male students be communicated to the students. (See Section 5.2)
Action taken by the Faculty	Until their suspension in 2005, the terms of the Loxton Postgraduate Research Scholarship were made available to all potential students, as well as the Department's commitment to funding an equal number of scholarships for female students – thus maintaining gender equality. The awarding of Loxton (and the equivalent Departmental) Scholarships was suspended in late 2005, as the Loxton Bequest monies were redirected to the appointment of a named position in the field of bio-manufacturing.
Further action planned but not yet implemented (if appropriate)	At the present time, it is unlikely that Loxton monies will be used for scholarship purposes in the future. However, if this were to happen, then gender equality would again be maintained via the awarding of an equal number of Departmental scholarships for women (note that attempts to change the terms of the Loxton Bequest have shown this to be a seriously challenging exercise).
Faculty's evaluation of the success of action taken	The Faculty position is that Chemical Engineering has successfully handled this matter with respect to treating both male and female students in an equitable manner.

Recommendation 8	The Review Team recommends that the Faculty continue to investigate ways in which the English language communication skills of academic staff from an NESB background can be improved. (Section 5.4)
Action taken by the Faculty	No new initiatives since the previous report. No issues have arisen recently from students feedback on this.
Further action planned but not yet implemented (if appropriate)	Student feedback from USEs and Staff-Student Liaison Committees to be carefully monitored for problems in this area.
Faculty's evaluation of the success of action taken	Actions to date appear successful. Most of the new staff appointed do not seem to have problems with English.

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Recommendation 9	The Faculty is advised to inform postgraduate research students of policies and procedures for organising conference travel, particularly in relation to University purchasing policy. (See Section 6.2)
Action taken by the Faculty	Policies and procedures for conference travel are in place. Applications for financial support to attend conferences are called every year and the whole assessment process is well documented. Every research student is encouraged to attend at least a major international conference in his/her research area. The purchase process is well supervised by academic supervisors and finance personnel.
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	No issues have arisen since the implementation.

Recommendation 10	The Review Team recommends that the Faculty investigate ways of providing the necessary structure for timely completion of postgraduate research candidatures. (See Section 6.2)
Action taken by the Faculty	Students are informed at the beginning of their candidature the University's policy of completion. They receive a clear information sheet which provides them with the process of completion, including the milestones, expectations and the step-wise interview procedures. The research progress of every student is closely supervised by group meetings and annual progress reviews. A unit of study ENGG 5000, "Philosophy of Scientific Research", has been in place to offer general research guides. This unit of study addresses some key elements in research, such as 'maximising the chance of discoveries', 'research strategy', 'exploring new research directions and frontiers', 'protection of intellectual properties', and 'plagiarism'. New research students are highly encouraged to attend the course to strengthen their research ability, and hence to speed up their research progress.
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	No issues have arisen since the implementation.

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Recommendation 11	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. (See Section 7.2)
Action taken by the Faculty	All information is provided on the Faculty and School websites. In addition, a new Engineering Faculty postgraduate studies handbook is being produced to supplement the website information. The Graduate School of Engineering is being consolidated into one place in 2006 to better assist students as the numbers increase.
Further action planned but not yet implemented (if appropriate)	A new version of Postgraduate Handbook will be produced to summarise most information required.
Faculty's evaluation of the success of action taken	The website has been shown to have some problems due to the fragmentation of information. Consolidation of the material is occurring.

Recommendation 12	The Review Team recommends that the Faculty consider compiling a database of previous employers to aid in the choice of placements. (See Section 8)
Action taken by the Faculty	Engineering Sydney has recently established an Access Database and is contacting employers to update this information. An Engineering Sydney Careers Fair (the first) was held on 4th April 2006 to better advise students. Twenty three companies and over 500 students attended. It was very well received by both parties.
Further action planned but not yet implemented (if appropriate)	2007 Engineering Carers fair to double numbers of companies and students
Faculty's evaluation of the success of action taken	Post function (Careers Fair) get together of companies with Engineering Sydney Board Members and Heads of Schools indicated the event was successful, particularly in linking students from a range of backgrounds to a range of companies. This was not achieved previously when the individual foundations made the links for particular cohorts of students

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Recommendation 13	The Review Team suggests that the vision of the matrix model of management needed to be communicated more clearly to staff. (See Section 9.1)
Action taken by the Faculty	The matrix model has continued to be communicated through the Engineering Sydney Newsletter and the Deans Communique. The component parts of the Faculty are well represented in these communication channels.
Further action planned but not yet implemented (if appropriate)	Details of specific rows in the matrix being developed to be communicated to the Faculty through the Deans Communiques and DAC meetings.
Faculty's evaluation of the success of action taken	In all areas where rows have been developed in the matrix model (e.g. Felxibel First year, Workshops, Engineering Sydney), significant co-operation now occurs across the whole Faculty, particularly the Flexible First Year.

Recommendation 14	The Review Team noted the large number of professors in the Faculty and suggests that they be utilised as a resource, particularly in the area of leadership. (See Section 9.2)
Action taken by the Faculty	Nearly every professor plays an important role in the Faculty. Two are recently appointed Heads of Schools, two are Foundation Directors, two are Associate Deans, two are Centre Directors, one is Pro-Dean and one is Dean.
Further action planned but not yet implemented (if appropriate)	Several professors to be offered positions on rotation of Heads and Associate Deans
Faculty's evaluation of the success of action taken	The professoriate is more than adequately providing Faculty leadership. Very few professors are not now engaged in the operations of the Faculty.