




Institute for Teaching and Learning

REPORT ON RECOMMENDATIONS FROM PHASE TWO

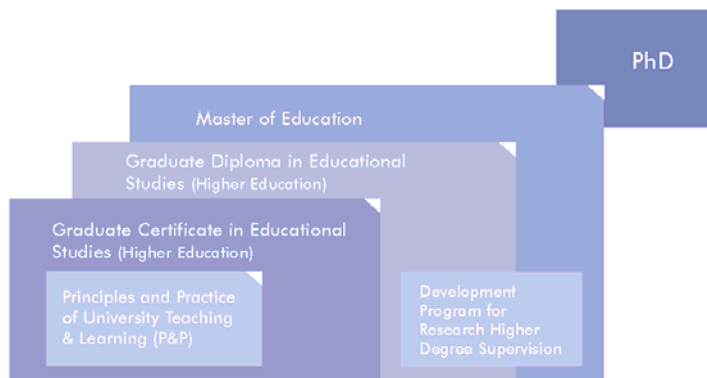
Recommendation 1	The Review Team recommends that the Institute should follow-up faculties not participating in Working Groups. (Section 3.2.7)
Action taken by ITL	<ol style="list-style-type: none"> 1. Wrote to all deans to identify and thank the members of their faculties who serve on the Working Groups, and drew attention to the record of attendance in each case. We will do this annually. 2. The Institute now keeps a spreadsheet of attendance and reviews it. At the end of the year we write to participants to thank them for their work. 3. If a faculty representative misses two meetings we will follow up by email and telephone. If that fails then we contact the dean.
Further action planned but not yet implemented (if appropriate)	If after step (3) above attendance is still an issue the Director seeks the guidance of the PVC (L&T)
ITL's evaluation of the success of action taken	Our letters of thanks elicit positive responses via email from some deans and also from some representatives who have appreciated getting some recognition from the dean.
Recommendation 2	The Review Team recommends that the Institute should continue to work on increasing its internal profile across the University. (Section 3.3.4)
Action taken by ITL	<ol style="list-style-type: none"> 1. Organised a highly successful international conference for the Higher Education Research and Development Society of Australasia Inc (HERDSA) in July 2005. This resulted in 460 conference attendees participating in lively debate on topics of importance to higher education research. Of the papers presented sixty were from University of Sydney staff involving more than 120 authors. 2. Began to invite one dean a semester to visit the Institute, started with Professor Derrick Armstrong of Education and Social Work because of our administrative relations with that faculty. We discussed some of the issues

	<p>elsewhere in this report.</p> <p>3. During 2005 the Institute designed, printed and distributed three brochures ‘Programs for University Teachers’, ‘Teaching Quality at the University of Sydney’ and ‘Institute for Teaching and Learning’, that provide detailed information on its programs, projects and services. The brochures are included in the New Staff Information Packs for all new academic appointments.</p> <p>4. Creation of an Institute Alumni Chapter (including Steering committee, handbook and Alumni website). During 2005 a significant initiative was the creation of the ITL Alumni Chapter, its subsequent launch, and website (http://www.itl.usyd.edu.au/community/alumni.htm). With over 200 graduates of ITL courses during the past 10 years, this was a timely move and during 2006 a number of activities have been planned to further this initiative.</p> <p>5. Photographed academic staff completing their Principal and Practice and linked them to the web site so that participants may download them if they wish.</p> <p>6. <i>Synergy</i>, our magazine, continues to grow. It goes to all academic staff. The editor actively solicits submissions, trying to involve a cross section of the University. It now attracts more copy than it can publish. Each issue contains a section on Institute events, activities, and achievements.</p> <p>7. We have highlighted our research activities more by actively seeking participants for our research seminar series and widely publicising them within the university, and by organizing a small conference on phenomenography.</p> <p>8. We plan to convene meetings each semester of all representatives on all our working parties to brief them on the bigger picture. In February 2006 more than sixty representatives from the working groups attended the first of these networking meetings.</p>
<p>Further action planned but not yet implemented (if appropriate)</p>	<p>The Acting Director continues to press the chair of the Academic Board’s committee on postgraduate studies for a seat as an observer at its meetings with the aim that once a year the director might say something about the Institute’s programs.</p>

ITL's evaluation of the success of action taken	<p>The HERDSA conference offered many staff the opportunity to interact with peers and also to publish in the proceedings. The dean of education said he hoped more staff would make use of our programs. The brochures and alumni chapter offer ways for interested staff to keep in touch with us and each other. We can see that the photographs are being downloaded.</p>
Recommendation 3	<p>The Review Team recommends that Institute for Teaching and Learning should increase its level of critical self-reflection, including working to establish an overall evaluation mechanism. (Section 3.4.4)</p>
Action taken by ITL	<ol style="list-style-type: none"> 1. This recommendation arose partly in the context of further publicising the work of the Institute at paragraph 3.4.1. We continue to evaluate each of its programs, units of study, and other activities. 2. We have identified some areas where evaluation is not routine, e.g., administration.
Further action planned but not yet implemented (if appropriate)	<p>In tandem with the revision of the Institute for Teaching and Learning's Strategic Plan 2003-2006 when the new director arrives, the plan is to develop a more comprehensive and integrated approach to evaluation. One possibility is an annual meeting with Associate Deans to seek their feedback on the ITL and to assess the needs of faculties.</p>
ITL's evaluation of the success of action taken	<p>The acting director sees all evaluations, and notes that they are embarrassingly good. Two members of the staff have been received faculty teaching awards.</p>
Recommendation 4	<p>The Review Team recommends that the Institute for Teaching and Learning should continue to actively pursue the enrolment of full-fee paying students in its integrated program of studies in higher education. (Section 3.6.4)</p>
Action taken by ITL	<ol style="list-style-type: none"> 1. Places in the Graduate Certificate in Educational Studies (Higher Education). Applicants as full-fee payers for the Graduate Certificate in Educational Studies (Higher Education) were generated; 1 in 2005: 2 in 2006, a 100% increase! 2. Generation of Fees from tailoring the Principles and Practice of University Teaching and Learning program for Moore Theological College (Newtown) and the King Fahd University of Petroleum and Minerals. One member of the Moore College staff has subsequently enrolled as fee-paying student in the Graduate Certificate. 

	<p>3. Generation of Fees from Evaluation and Quality Assurance Measures. Moore College and the Australian College of Nursing have purchased the use of our survey questionnaire services.</p> <p>4. Fee Paying places in Higher Education courses. The ITL continues to attract income from PhD completions (see the list of PhD students on the ITL website http://www.itl.usyd.edu.au/research/phd.htm). Enrolments in Master of Higher Education units continue to grow (five in 2005).</p>
<p>Further action planned but not yet implemented (if appropriate)</p>	<p>The Evaluation and Quality Assurance website will provide details for costing this service to outside organizations.</p> <p>The acting director plans to visit the peak body of theological colleges to make our services known.</p> <p>We have negotiated with the College of Nursing about purchasing use of our survey questionnaire capacity.</p>
<p>ITL's evaluation of the success of action taken</p>	<p>Evaluations of the Fee paying programs continue to be positive; e.g. Moore Theological College response to the question 'Overall I am satisfied with the quality of the P&P program' resulted in 20% Agree, 80% Strongly Agree.</p>
<p>Recommendation 5</p>	<p>The Review Team recommends that the ITL should undertake a Review of their Programs to develop clarity around goals and pathways. Specifically, the Review Team felt that ITL should address the demand for programs for neophytes and leaders. (Section 4.1.7)</p>
<p>Action taken by ITL</p>	<p>1. The Institute continues to support faculties in developing and implanting their own programs to prepare tutors. We have worked particularly closely with Arts, Economics and Business, Engineering, and Pharmacy in this endeavour.</p> <p>2. A staff member devised a presentation to neophyte academic staff on the ITL's services and this has been presented (twice in 2005, scheduled for seven sessions in 2006) as part of the SSDU Academic orientation program. In the two sessions in 2005, the first had 17 attendees; the second had 16 attendees.</p> <p>3. In 2005 the Principles and Practice of University Teaching and Learning program had on average 61% neophyte academics. It is the first stage of the Graduate Certificate offered by the ITL and the purpose of the program is to give a basic introduction to higher education teaching and learning principles. The program address how best to facilitate the learning of students, as well as how to enhance their understanding. The completion of this program has been made mandatory for new academic staff.</p>

4. We have a visual representation of the relationships among our programs. It is all our publications now.



Further action planned but not yet implemented

Developing and implementing a program on leadership is contingent of staffing.

ITL's evaluation of the success of action taken

A great many tutors complete the faculty programs. The Acting Director signed certificates of completion for more than seventy from the Faculty of Engineering in January 2006.

The success of the Sydney Staff Development Unit collaboration has been extremely positive with feedback on the sessions rating highly in the program evaluations.

128 participants completed Principles and Practice of University Teaching and Learning program in 2005. Many of these had to complete the program for confirmation of appointment.

2005 Courses and # of Participants	# required to complete	% required to complete
February – 29	20	68%
June – 36	23	64%
September – 27	12	45%
November – 36	24	67%

For 2006 demand for subsidised places in the Graduate Certificate continues to outstrip supply; there were 57 qualified applicants for 36 places.

<p>Recommendation 6</p>	<p>The Review Team recommends that the ITL should undertake an analysis of the Postgraduate Supervision Development Program and that this analysis informs actions to enhance the effectiveness of the program and increase completion rates. (Recommendation 6) (Section 4.2.2)</p>
<p>Action taken by ITL</p>	<p>1. 2004 saw the beginning of a major review and redesign of the Research Higher Degree Supervision program and this continued throughout 2005.</p> <p>2. It became clear during 2005 that the new policy on research supervision training had an impact both on enrolments and on completions. Steps have been taken to clarify requirements for completion of the program, for example, by introducing the program in the Introductory workshops held twice in the year, in the monthly online sessions and in discussions with postgraduate coordinators in some faculties.</p> <p>3. In order to clarify how supervisors can gain academic credit for completing the program, the ITL prepared a unit of study proposal (EDPR6001: Research Higher Degree Supervision) which was accepted for the Masters in Education (Higher Education) by the Faculty of Education and Social Work.</p> <p>4. All supervision modules have now been re-written to take account of the changed policy context, the requirements for supervision registration, new research and scholarship on supervision, new resources that have become available and the objective of increasing the number of program completions.</p>
<p>Further action planned but not yet implemented (if appropriate)</p>	<p>The new modules are currently being integrated into the newly designed website which is due for launch in March 2006. The new website includes improved navigation, direct links to library resources, an improved discussion forum, and improvements to the administrative section of the site.</p> <p>Further discussion with postgraduate coordinators and a further issue of the “Supervisor” newsletter is planned for later in 2006. These measures will disseminate information about the new website.</p> <p>The Institute is very mindful of the resources it needs to run this program.</p>

114 supervisors enrolled in the program in 2005. The growth in registrations is demonstrated in Figure 1

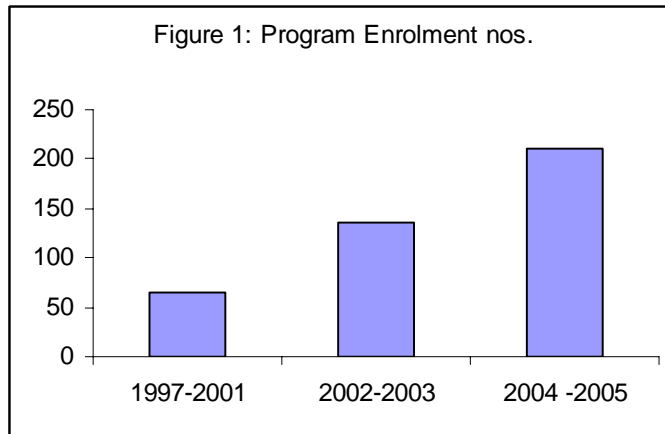
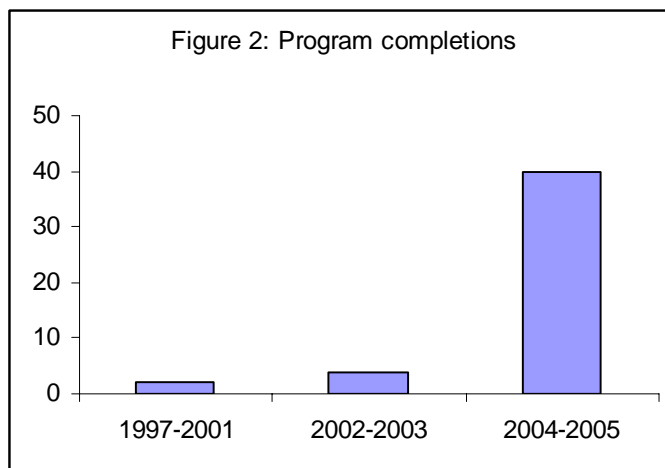


Figure 2 shows the growth in program completions over the past 2 years



Our data show that 54% of the 46 program graduates took less than 12 months to complete all seven modules as shown in the next table.

ITL's evaluation of the success of action taken

**Higher Research Degree Supervision Program Completion Periods
(for 46 program graduates)**

Time Frame	Year of completion					Total	% of completions
	2001	2002	2003	2004	2005		
6 months or less			2	5	6	14	28
6-12 months			2	3	7	12	26
12-18 months				2	5	7	15
18 months-2 years				3	1	4	9
2-3 years or less					3	3	7
Unknown registration date	1	1	1	2	2	7	15
Total	1	1	5	15	24	46	100

Recommendation 7

The Review Team recommends that the ITL should continue to pursue the return of DEST research quantum to the ITL. (Section 6.2.2)

Action taken by ITL

1. The Pro Vice Chancellor (Learning and Teaching) acted on this matter and the Institute received a payment.
2. The Institute has also identified a technical issue about course codes for enrolments for Graduate Certificate that may explain the difficulty in securing funds from fee paying students.

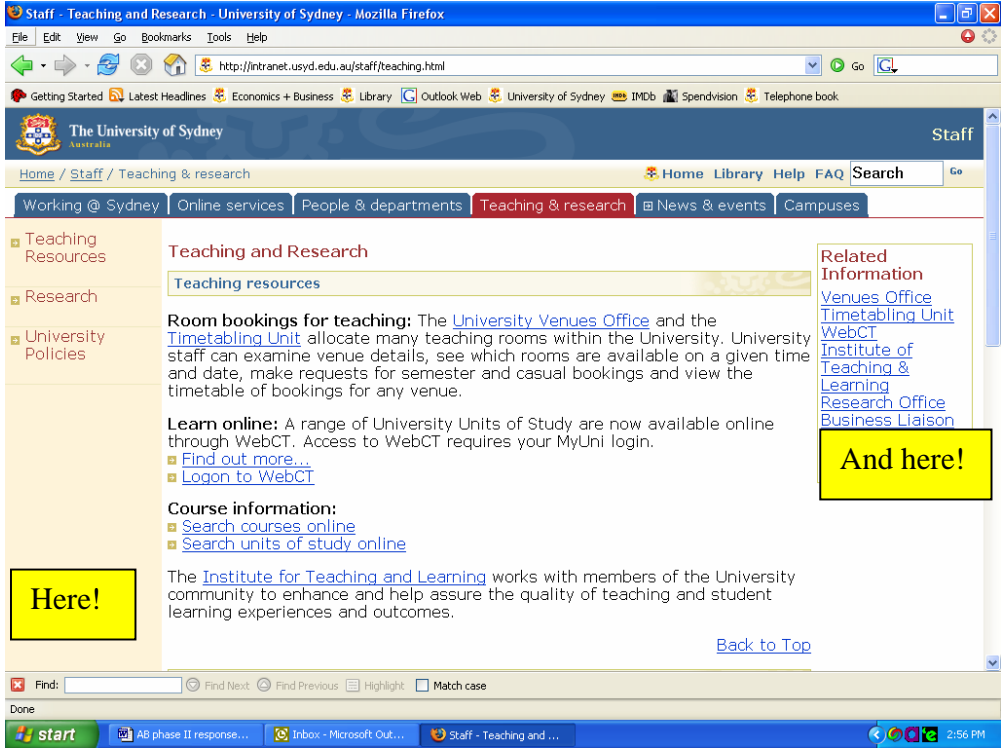
Further action planned but not yet implemented (if appropriate)

We remain unsure that we are receiving funds for diploma and masters courses taught by the ITL. We are following up on this with the Faculty. We are also seeking funding for PhD completions.

ITL's evaluation of the success of action taken

Some of the money is in the bank from the research quantum. We will regularly monitor accounts to see that it is received annually.

Recommendation 8	The Review Team recommends that ITL investigates opportunities for developing a benchmarking relationship with a peer institution in North America and/or the Asia-Pacific region. (Section 6.3.3)
Action taken by ITL	<p>1. The Pro Vice Chancellor (Learning and Teaching) and the Acting Director have had preliminary conversation with Professor Gary Poole about a relationship with the University of British Columbia in November 2005. This is good choice for many reasons, similarity of the universities, common interest in the Asia/Pacific, similar approaches to strategy in teaching.</p> <p>2. The ITL was approached by Nagoya University (a member of Academic Consortium 21) in January 2006 to use our course experience questionnaires and to begin a benchmarking relationship around that instrument. Nagoya University is a research intensive, comprehensive university and it plays a leading role in Academic Consortium 21, of which the University is also a member, and it has a centre akin to the ITL, making it a good choice.</p>
Further action planned but not yet implemented (if appropriate)	The new director will follow up with each university in consultation with the Pro Vice Chancellor (Learning and Teaching).
ITL's evaluation of the success of action taken	Both universities were receptive to the proposition.
Recommendation 9	The Review Team recommends that once the new Director ITL is appointed the ITL should commence the process to update their Strategic Plan. (Section 9.2.3)
Action taken by ITL	A new director has not yet been appointed. The Institute's current plan runs to the end of 2006.
Further action planned but not yet implemented (if appropriate)	We have begun to compile information for the next round of Academic Board reviews which will feed into the planning process later in 2006.
ITL's evaluation of the success of action taken	Too early to comment.

<p>Recommendation 10</p>	<p>The Review Team recommends that the Institute for Teaching and Learning should liaise with the Web Support Unit to request a link to the Institute’s Website from the Staff intranet home page (http://intranet.usyd.edu.au/staff/index.html). (Section 9.3.3)</p>
<p>Action taken by ITL</p>	<p>We have link on the teaching and research page now: http://intranet.usyd.edu.au/staff/teaching.html</p> 
<p>Further action planned but not yet implemented (if appropriate)</p>	
<p>ITL’s evaluation of the success of action taken</p>	<p>We have not yet identified any change because of this link.</p>