

INSTITUTE FOR TEACHING & LEARNING

SECOND PROGRESS REPORT ON RECOMMENDATIONS FROM PHASE TWO

Recommendation 1	The Review Team recommends that the ITL 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 Deans with progress report of achievements in all faculties, and attendance. Asked them to review this in nominating representatives for 2006 2. 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. 3. The Institute now keeps a record of attendance and reviews it. At the end of each year we write to participants to thank them for their work. 4. If a faculty representatives misses two meetings we will follow up by email and telephone. If that fails then we contact the dean. 5. If after step 3 attendance is still an issue, the Director seeks guidance from the Deputy Provost and PVC (Learning and Teaching)
Further action planned but not yet implemented (if appropriate)	<ol style="list-style-type: none"> 1. Further analysis of the use being made of Strategic Working Group information is needed 2. Follow up meetings with Deans of faculties with consistent poor attendance <u>and</u> limited progress of strategic projects
ITL's evaluation of the success of action taken	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 ITL 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. New Director of ITL held one-on-one meetings with Deans in the first month of his appointment (October-November 2006) to clarify issues and expectations. 2. The new Director of ITL has attended the Senior Management retreat, two faculty retreats, and addressed the new heads at their orientation program 3. Leading roles in the PVC Learning and Teaching's fora – as speakers and facilitators. 4. Contact has been made with the Chair of the Research and Research Training Committee 5. 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, 60 were from University of Sydney staff involving more than 120 authors. 6. 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 elsewhere in this report 7. During 2005 the Institute designed, printed and distributed three brochures: <i>Programs for University Teachers</i>; <i>Teaching Quality at the University of Sydney</i>; and <i>Institute for Teaching and Learning</i> 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. 8. Creation of an Institute Alumni Chapter (including Steering Committee, handbook and Alumni website) (http://www.itl.usyd.edu/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. 9. Synergy, 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. 10. 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 organising a small conference on phenomenography.

Recommendation 2	The Review Team recommends that the ITL should continue to work on increasing its internal profile across the University. (Section 3.3.4)
	11. 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 60 representatives from the working groups attended the first of these networking meetings
Further action planned but not yet implemented (if appropriate)	<ol style="list-style-type: none"> 1. Foreground role of ITL as participant in Carrick funded projects on ITL website 2. Ensure ITL staff update personal pages 3. Events/ meetings involving leaders of faculty educational development areas, Associate Deans L&T and ITL
ITL's evaluation of the success of action taken	Awareness of ITL is increasing, but efforts will need to continue given the large number of personnel changes in key areas.

Recommendation 3	The Review Team recommends that ITL should increase its level of critical self-reflection, including working to establish an overall evaluation mechanism. (Section 3.4.4)
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 para 3.4.1. We continue to evaluate each of its programs, units of study, and other activities separately. 2. We have identified some areas where evaluation is not routine e.g. administration 3. This activity is included in the 2007 -2009 Strategic Plan (see Recommendation 9) 4. We have established a process for external review. 5. Instigating Unit of Study-type evaluations for all Strategic Working Groups and documenting responses – every two years. 6. Review of ITL's major teaching activities package underway – for completion 12/2007
Further action planned but not yet implemented (if appropriate)	<ol style="list-style-type: none"> 1. Implement overall evaluation strategy in Strategic Plan 2. Establish benchmarking with Hong Kong University
ITL's evaluation of the success of action taken	While evaluations of teaching are good, the evidence of overall performance is still needed

Recommendation 4	The Review Team recommends that the ITL 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)
Action taken by ITL	<ol style="list-style-type: none"> 1. 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 (Saudi Arabia) 2. The ITL continues to attract PhD candidates and supervises them to completion (see list of PhD students on the ITL website http://www.itl.usyd.edu.au/research/phd.htm) but no payment for supervision has been received from Education and Social Work, despite several requests
Further action planned but not yet implemented (if appropriate)	<ol style="list-style-type: none"> 1. Negotiation on the sale of RHD supervision development course are continuing 2. We are negotiating with a second Saudi university about purchasing the integrated teaching package
ITL's evaluation of the success of action taken	Receipts from external earnings are rising each year and would be significantly more if PhD supervision payments were included.

Recommendation 5	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)
Action taken by ITL	<ol style="list-style-type: none"> 1. Negotiations regarding the presentation of leadership courses have been held with SydneyLearning 2. The Institute continues to support faculties in developing and implementing their own programs to prepare tutors. We have worked particularly closely with Arts, Economics and Business, Engineering and Pharmacy in this endeavour 3. A staff member devised a presentation to neophyte academic staff on the ITL's services and this was presented (twice in 2005, seven sessions in 2006) as part of the SSDU academic orientation program. 4. In 2005 and 2006, the Principles and Practice of University Teaching and Learning program had on average 60% 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 addresses 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.
Further action planned but not yet implemented (if appropriate)	An external review of ITL courses is being conducted in 2007.
ITL's evaluation of the success of action taken	<ol style="list-style-type: none"> 1. 128 participants completed one of the four sessions of the Principles and Practice of University Teaching and Learning Program in 2005; 143 in 2006; and 56 in the first of three offered in Feb 2007. In Feb 2007, 92% of participants agreed or strongly agreed that what they had learnt in the program would be useful in their work; 94% that the facilitators effectively supported their learning; and 86% were satisfied with the quality of the program (nobody disagreed that they were satisfied). 2. Agreement was reached with SydneyLearning on the provision of leadership programs

Recommendation 6	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)
Action taken by ITL	<ol style="list-style-type: none"> 1. Major review and redesign of the Research Higher Degree Supervision Development Program completed and launched in May 2006. 2. It became clear during 2005 that the new policy on research supervision training had an impact both on enrolments and completions. Steps have been taken to clarify requirements for completion of 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. 3. In order to clarify how faculties 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 4. The new modules have been integrated into the newly designed website launched in May 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. 5. All supervision modules have now been rewritten 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. 6. The Institute is very mindful of the resources it needs to run this program. With this in mind, a generic version of the program has been developed for external sale.

Recommendation 6	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)
Further action planned but not yet implemented (if appropriate)	Further discussion with postgraduate coordinators and a further issue of the "Supervisor" newsletter is planned for later in 2007. These measures will disseminate information about the new website. Evaluation of the new program is being initiated in 2007
ITL's evaluation of the success of action taken	Program enrolments: 1997-2001: 80; 2002 – 2003: 140; 2004: 15; 2005: 24; 2006: 86. Program completions: 72 supervisors have now completed the program, 38 of these in 2006

Recommendation 7	The Review Team recommends that the ITL should continue to pursue the return of DEST quantum to the ITL. (Section 6.2.2)
Action taken by ITL	The Pro-Vice-Chancellor (Learning and Teaching) acted on this matter and the Institute has received a payment each year since 2005.
Further action planned but not yet implemented (if appropriate)	
ITL's evaluation of the success of action taken	

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	<ol style="list-style-type: none"> 1. 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 ITL, making it a good choice. 2. Negotiations with Oxford University between ITL and the now new Director while he was at Oxford resulted in shared benchmarking of the SCEQ system, which is continuing.
Further action planned but not yet implemented (if appropriate)	The new Director will continue with Nagoya and Oxford and also pursue Hong Kong as a third partner
ITL's evaluation of the success of action taken	Oxford and Nagoya are adopting the SCEQ and Nagoya is leading uptake in U21. Three Nagoya academics completed the P&P (3-day) introduction to teaching program. Oxford has invited Sydney to join an international L&T development consortium.

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	1. New Director appointed 2. New Strategic Plan has been developed.
Further action planned but not yet implemented (if appropriate)	Continue rolling updates of the Strategic Plan as the context changes
ITL's evaluation of the success of action taken	The Strategic Plan is integrated with the University of Sydney Learning and Teaching Plan 2007 - 2010

Recommendation 10	The Review Team recommends that the ITL should liaise with the Web Support Unit to request a link to the ITL Website from the Staff intranet home page (http://intranet.usyd.edu.au/staff/index.html). (Section 9.3.3)
Action taken by ITL	There is a link to ITL on the Teaching and Research Page http://www.usyd.edu.au/staff/teachresearch/index.shtml
Further action planned but not yet implemented (if appropriate)	
ITL's evaluation of the success of action taken	We have not yet identified change because of this link