



Institute for Teaching and Learning Academic Board Review Phase Two

Self Evaluation Report

March 2005

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INTRODUCTION: THE NATURE AND ROLE OF THE INSTITUTE FOR TEACHING AND LEARNING

“The University of Sydney ... demonstrates a strong commitment to ensuring the quality of teaching through world-class evaluation systems and an increasing emphasis on teaching professional development, especially for new academic staff” (AUQA Audit Report for University of Sydney 2004, p. 4).

The Institute for Teaching and Learning (ITL) reports to the Pro-Vice-Chancellor (Teaching and Learning). Its primary role is to work collaboratively with the University community to enhance and to assure the quality of learning and teaching. The ITL supports Colleges, Faculties, Schools, Departments and individual members of academic and other staff in achieving the teaching and learning goals and objectives in the University’s Strategic Plan and Faculty Teaching and Learning Plans. Implementing ‘world class evaluation systems’ and ‘teaching professional development’ are key aspects of its work.

In fulfilling this role, the ITL identified a number of strategic activities for 2003-2005 derived from an analysis of the University’s Strategic Plan, Faculty Teaching and Learning Plans, Academic Board Reviews of Faculties and extensive discussions with the Chair of the Academic Board, the Chair of the Teaching and Learning Committee, College Pro-Vice-Chancellors and Faculty Deans, and in consultation with the Pro-Vice-Chancellor (Teaching and Learning).

Our goal is to be a leading academic development unit in the world. Among the indicators of success in reaching that goal are the national and international benchmarking of our programs and projects with leading research universities in Australia and overseas, invitations to present our work and lead academic development and quality assurance workshops at leading international conferences, and invitations to publish descriptions of our work in monographs edited in Australia and overseas. In this context it is pleasing to note that our work has attracted the attention of one of the leaders in the field of higher education studies who wrote:

“Not since the University of Gothenburg in the early 1980’s has a single university teaching development institute had such an extensive impact on thinking in Europe about university teaching and learning, and how to improve it, as has the University of Sydney’s ITL. The Institute for the Advancement of University Learning at the University of Oxford aspires to research-informed educational policy and practice and looks up to the ITL as a model” (Graham Gibbs, Professor of Higher Education, Oxford University).

Programs and Projects

The ITL addresses its strategic areas through:

- accredited programs of study for academic staff within the University (subsequently referred to as programs)
- strategic projects across the University (subsequently referred to as projects).

The ITL has developed an integrated program of studies in higher education, including:

- Graduate Certificate in Educational Studies (Higher Education)
- Graduate Diploma in Educational Studies (Higher Education)
- Master of Education (Higher Education)
- PhD

Current projects, which are designed to address strategic teaching and learning issues within the University and to focus ITL support to the faculties, include:

- Evaluation and Quality Assurance
- Research Higher Degree Supervision Development
- Generic Graduate Attributes
- Research-led Teaching and Scholarship of Teaching
- Information and Communication Technologies
- Internationalisation, global citizenship and inclusivity
- First Year Experience

Student Profile in Programs of Study:

Graduate Certificate	36 enrolled and 33 completed all units of study in 2004.
Graduate Diploma & Masters enrolments in units of study	2003=15; 2004=27.
PhD:	4 being supervised, 4 being co-supervised

Staff Profile:

Academic:	Professor	Associate Professor	Senior Lecturer	Lecturer	Associate Lecturer
	1	1	3	1	1
Administrative	Level 8	Level 7	Level 6	Level 5	Level 4
	1	2	1.5	1	2

There are four key elements to ITL quality assurance processes and structures:

- The development of ongoing links and relationships with the University's committees to ensure that our programs and projects continue to meet the University's needs (see Appendix 7.1 for a list of committee membership).
- The embedding of the University's teaching and learning policies within our practices to ensure that they align with present policy.
- The adoption of a research based, scholarly approach to our academic development activities to ensure that our activities are based upon the best available evidence.
- Internal collaboration and teamwork and external peer review and benchmarking.

The main quality assurance strategies used in addressing these elements are:

- Annual reports to Senate.
- Regular reports to the University's Teaching and Learning Committee.
- The maintenance of a rolling triennial strategic plan.
- Regular reports to the Pro-Vice-Chancellor (Teaching and Learning).
- An annual retreat.
- Regular evaluations of our programs and projects by participants.
- National and international benchmarking with research-intensive universities.

To help assure the quality of its programs and projects the ITL has appointed coordinators for each of its programs of study (one for Graduate Certificate and another for the Graduate Diploma and Masters degree) and each of its projects (one for each project). In addition, each Unit of Study in ITL accredited programs has a unit of study coordinator.

SECTION 1: FOLLOW-UP TO PHASE 1 REVIEW

Actions taken in response to the Academic Board Review of *Goal 1 The University of Sydney will maintain and enhance its position as an outstanding provider of high quality undergraduate and postgraduate teaching, both in Australia and internationally and aspects of Goal 3 Excellence in Research.*

Recommendation 1	The Review Team recommends that the Director heighten the profile of the Institute within the university by more active promotion of its achievements. The Team acknowledges that this is happening to some extent by conference participation and publications, but this is externally, not internally. One way that the profile could be heightened is promotion of the fact that participants in Institute programs and projects had gone on to become leaders in teaching and learning in their faculties.
Action taken by the ITL	<ul style="list-style-type: none"> • Brochures, pamphlets and publicity materials aimed at disseminating ITL achievements and activities have been revised and redeveloped. These are ready for distribution in 2005 (see Appendix 1.1). • <i>Synergy</i> Magazine has been revised to include a focus on ITL and its achievements, and a profile piece on a recent graduate of the Graduate Certificate program. • Reports to Teaching and Learning Committee and Academic Board on its activities in general and on the working groups continue. • An electronic monthly newsletter which advertises ITL publications and achievements has been prepared to begin distribution on Faculty email lists in 2005. • A New staff pack has been developed and distributed to all new academic staff. (Appendix 2.1 includes a list of items in the pack) • A major international high profile higher education conference (HERDSA) is being hosted by the ITL in 2005. • ITL news and achievements are now flagged in a prominent place on the ITL website.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • The number of articles submitted to <i>University News</i> and other University publications will be increased. • The establishment of a higher education research cluster is to be explored with the Faculty of Education and Social Work. • A University wide research seminar that will be advertised to all staff via <i>University News</i> and the University's emailing list is being planned for each semester in 2005.
ITL's evaluation of the success of action taken	A number of initiatives are underway, each of which partly addresses this issue. The ITL is regularly mentioned in the <i>University News</i> , but in the future there is a need for us to be more assertive about our achievements and contribution to each of the initiatives that are discussed there.

Recommendation 2	The Review Team recommends that the Institute develop ways of recognising good teaching in its own area beyond the applications for promotion. It further recommends that the Institute should take advantage of its links with the Faculty of Education and Social Work in this respect.
Action taken by the ITL	<ul style="list-style-type: none"> • Two "Lauding Lunches" were held at the ITL in 2004 to acknowledge staff achievements. • ITL news and achievements are now flagged in a prominent place on the ITL website.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Opportunities to gain recognition through the Faculty of Education and Social Work and other (possibly external) teaching awards are to be explored.

ITL's evaluation of the success of action taken	Although the number of staff teaching in ITL programs is larger than some departments it is still small and this means it is difficult to have an internal recognition scheme. There is a need to recognise good achievements across the whole range of ITL activities – both academic and administrative. The “Lauding Lunch” at which we acknowledge achievements of all staff is meant to achieve this aim.
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Recommendation 3	The Review Team recommends that the Institute review the mentoring program for the Graduate Certificate in Educational Studies (Higher Education), with a view to an earlier introduction of the mentor to the student.
Action taken by the ITL	<ul style="list-style-type: none"> • A mentoring program has now been introduced into the first semester of the Graduate Certificate. • Feedback from mentors and mentees has been sought on the mentoring program and the program revised for 2005.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Development of an alumni association for Graduate Certificate participants starting with a launch in 2005. • Better integration of ITL programs and projects within the Faculty of Education and Social Work including its web site.
ITL's evaluation of the success of action taken	The ITL has successfully piloted an expanded mentoring program in the Graduate Certificate, and as will be seen elsewhere in this report, is looking at ways of further expanding its mentoring programs.

Recommendation 4	The Review Team recommended that the Institute consider ways of generating more income, particularly through offering their programs to applicants from external institutions. This would allow for the employment of extra academic staff and would ease the workload of current staff.
Action taken by the ITL	<ul style="list-style-type: none"> • Income is being earned from external enrolments in the Graduate Certificate, all enrolments in the Masters and PhD programs (including associate supervision of two new PhD candidates in other faculties with whom such arrangements have been made). • The ITL has developed a pamphlet detailing its graduate studies program including the Graduate Certificate, Masters Degree and PhD programs in order to attract external enrolment income. • To generate additional income up to five external enrolments are being accepted into the Graduate Certificate program in 2005.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Further work to ensure the ITL receives the income from its publications and research grants from the Research Data Collection and from its graduate enrolments will be continued in 2005. • External enrolments in the research supervision development program will be encouraged through distribution of the brochure to relevant target groups and individuals. • Other revenue raising initiatives, including preparing the research higher degree supervision program for sale as a complete package are to be pursued in collaboration with the PVC (T&L). • The ITL is currently negotiating with an external organisation to run the SCEQ and the USE for them with a view to generating further income. • Other opportunities for income generation based upon present and planned future activities are also being explored.
ITL's evaluation of the success of action taken	The ITL has brought in a substantial amount of income to the University through the research quantum - ARC grants, publications, PhD supervision and enrolments on graduate programs – but has not yet received its income from publications, PhD supervision and graduate enrolments. It has been working to have systems in place by the end of 2005 that will ensure it receives income that it has earned from these sources by negotiating with other relevant parties. However this has proved to be difficult and remains a concern.

Recommendation 5	The Review Team recommends that the Institute consider the development of an advanced leadership program for teaching. This could include modules and workshops similar to the Graduate Certificate and thereby maintain the teaching and learning results evident in graduates of the Certificate program.
Action taken by the ITL	<ul style="list-style-type: none"> • In 2004 the ITL made a budget submission for a Level B appointment to support the development and implementation of such a program. • The ITL continues to foster the development of teaching leadership through Working Groups. • Mentors on the Graduate Certificate program may use such experiences in a leadership development unit of study in the Faculty of Education and Social Work which forms part of the Diploma and Masters in Education (Higher Education).
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • ITL involvement in the Faculty of Education and Social Work/ Economics and Business TIF Grant on mentoring will support the creation of seminars and resources to further support leadership development. • The ITL will explore with the Pro Vice-Chancellor (Teaching and Learning) the establishment of a leadership program for Associate Deans (Teaching and Learning) and Chairs of Faculty Teaching and Learning Committees to be implemented in 2005. • The ITL will explore the enhancement of teaching leadership through the integration of the HERDSA Fellowship Recognition and Development Scheme. • The ITL continues to consult and benchmark its activities with universities with established expertise in teaching leadership programs (e.g. Macquarie) in the development of the ITL Teaching Leadership strategy.
ITL's evaluation of the success of action taken	We believe that leadership development is an important area for future development and have continued to expand our mentoring programs and our support for members of working groups within the current budgetary constraints.

Recommendation 6	The Review Team recommends that the Institute consider the development of a program for neophyte academics which would fill the gap between the 3-day program and the Graduate Certificate. Academic staff who had completed either the Graduate Certificate or the Graduate Diploma could use their skills in mentoring participants in this program.
Action taken by the ITL	<ul style="list-style-type: none"> • ITL staff have been working with academic staff in a number of faculties many of whom have completed our Graduate Certificate, to run tutor orientation and induction programs in their faculties, e.g. Arts, Economics and Business, Engineering, Pharmacy, and Science. • The ITL has made a budget submission for a Level B appointment to support and extend this work.
Further action planned but not yet implemented (if appropriate)	The ITL will continue to support faculties who wish to implement such programs thus expanding the successful programs already run in the large faculties to some of the smaller ones.
ITL's evaluation of the success of action taken	With the 3-day Principles and Practice Program required for new members of academic staff on continuing appointments, most of whom have had some initial teaching experience, this program has addressed the needs of relatively inexperienced, but not neophyte – teaching staff. We recognise the need to provide for such staff and believe these needs may best be addressed through work with the faculties on their tutor training programs. Successes in implementing such programs in large faculties now need to be extended to smaller ones.

SECTION 2: GOAL 2: DIVERSITY, ACCESS AND EQUITY

The University of Sydney will continue to provide access to tertiary study and appropriate support for students from a diversity of backgrounds.

Objective

The Institute for Teaching and Learning (ITL) aims to foster the development of an inclusive teaching and learning community. In the era of globalisation and internationalisation we define that community in the broadest terms – international, national and local. We see Aboriginal and Torres Strait Islander peoples as comprising an integral part of our local community of students and staff.

We have had difficulty in deciding what belongs in this Section and what belongs in Section 4 because we treat diversity, inclusivity, access, equity and internationalisation as interconnected. As far as possible we have addressed aspects of diversity and inclusivity in this section and internationalisation in Section 4. However, there are inevitable overlaps.

Policies processes and practices

The ITL's programs and projects are all underpinned by the following values:

- The ITL values the rich cultural diversity of the University's student body and works to foster inclusive teaching and learning practices in relation to cultural difference.
- The ITL works to develop attributes of global citizenship among all of the University's students so they may contribute fully to society as members of local, national and global communities.
- The ITL acknowledges the special place of Indigenous knowledges and perspectives in our academic community.
- The ITL endeavours to ensure that, as far as possible, there is equitable access to its programs and projects.

The ITL endeavours to embed these values in all of its programs and projects. To date, rather than adopting a separate approach to tackling diversity issues (which the research suggests is rarely effective), the priority has been to work to achieve integration of such approaches into other major strategic projects. This work has hitherto been supported by the ITL's *Internationalisation Global Citizenship, and Inclusivity Project*. However, we recognise that the time has now come to review this policy and to take a more strategic and focused approach to supporting the University's strategic initiatives in this area. We recognise that this is a key area for future work and plan to second a university academic for a year to work on this from July 2005.

The ITL is strongly and actively committed to the support and enhancement of Indigenous teaching and learning at the University and has worked collaboratively towards this goal with Aboriginal and Torres Strait Islander staff.

Outcomes

A major outcome to date is the ITL's *Internationalisation, global citizenship and inclusivity project website*. This provides useful resources for academics in terms of both University policy and teaching and learning practice. Resources include the report, *Diversity and Inclusive Teaching* which was the result of an ITL research project funded by the PVC (Teaching and Learning), and which constitutes an important resource for the whole University community. Other resources on the website include reports on *Teaching to Diversity* seminars such as those held in the Faculty of Economics & Business; 'tips' on ways to make the meaning and practice of academic honesty clear to students from all backgrounds; and the *Finding Help for your Student* website. There are also links to useful national and international websites as well as selected references on the diversity literature. However, lack of time and personnel to follow through on the dissemination of these resources has limited their usage across the University.

Examples of the way in which *the Internationalisation, Global Citizenship, and Inclusivity Project* is closely linked to other ITL initiatives and strategic projects are: the 'Internationalisation and Diversity Checklist' (<http://www.itl.usyd.edu.au/diversity/diversitychecklist.pdf>) for teaching staff planning to use ICT with students from a range of backgrounds, devised in collaboration with the *Information and Communication Technologies (ICT) Project* team; inclusion by the *Generic Graduate Attributes Project* Working Group of respect for diversity and working in ways that value diversity in the draft of what has now become the University's new policy on generic graduate attributes approved by Academic Board in December 2004; research-led strategies for more inclusive teaching and learning in the first year on campus devised by the *First Year Experience Project* team.

ITL staff have taken numerous steps to ensure equitable access to Programs. For example, programs are regularly taught at the Darlington/Camperdown campus. However, to ensure that they are accessible to all academic staff, the 3-day *Principles and Practice* Program has been taught in non teaching periods and at Cumberland and Broken Hill. The Graduate Certificate has additionally been taught in Canberra Clinical School. The online Research Higher Degree Supervision Development Program was specifically set up to ensure access to supervision development by staff in clinical schools and remote campuses. The Graduate Diploma unit of study *Developing Flexible Learning in Higher Education* includes video-conferencing to the Cumberland campus and the *Academic Profession* unit of study is taught flexibly through individually negotiated learning contracts. There is open access to the ITL library for staff of the University and the ITL's web page has been designed to have a clear and logical structure and be appropriate for the whole of the University of Sydney community. In addition, steps are taken to ensure that the ITL programs and working group meetings do not clash with other University committees and events by matching class dates with gaps in the University's calendar of events.

The ITL has been aiming to contribute to gradual cultural change across the institution, so that, for example, the valuing of Indigenous knowledges is not just something that occurs within the Koori Centre, but also becomes part of 'mainstream' curricula. Accordingly, it has worked to develop relationships of trust and cooperation with Indigenous staff, and as a direct consequence, every full-time member of staff of the Koori Centre and Yooroang Garang has now attended the ITL's 3-day *Principles and Practice* Program. Examples of ITL staff collaborations with Indigenous colleagues include: a research project to investigate the roles and work of Indigenous academics in Australia funded by the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS); a joint presentation with two Koori Centre academics (on Indigenous knowledges in universities) at the 2003 Diversity Conference in Hawaii; and consulting with Faculty of Nursing staff on issues related to the Indigenousising of the curriculum.

The ITL has supported and participated in national and international conferences on diversity issues at the University of Melbourne, the University of California, Los Angeles and the University of Hawaii. An ITL academic who has now become internationally known for her work on diversity issues was invited to give the opening Keynote at the prestigious 12th *Improving Student Learning Symposium: Diversity and Inclusivity*, held in September 2004 in Birmingham UK.

Stakeholder feedback

International recognised research on diversity and internationalisation in higher education teaching and learning directly informs the ITL's work to support the University's strategic initiatives and has contributed to increasing acknowledgement by colleagues across the University of the need to incorporate more inclusive approaches to student diversity. For example, at the last First Year Experience Working Group meeting in 2004, representatives of Faculties and central units reported on a range of new approaches to this issue. In many cases those initiatives were reported as working well, and new strategies have been incorporated into a number of Faculty plans for the Academic Orientation and Transition of First Year students.

If academic staff are regarded as ITL stakeholders, then spontaneous approaches to the ITL by Indigenous staff as listed above, for example, would constitute evidence that ITL programs and initiatives are valued.

Quality Assurance processes

Quality assurance is through working group progress reports. For example, in the First Year Experience Working Group achievements in improving the learning experience of students from all backgrounds are constantly evaluated, since faculty representatives are obliged to report on what they are doing to implement the objectives in their Academic Orientation and Transition Plans. In the Generic Graduate Attributes Project there is peer review of faculties' progress against objectives agreed to in the project plan (see for example Generic Graduate Attributes Working Group meeting notes 11-6-2004).

Evaluation

It is fair to say that in terms of the impact of ITL initiatives to encourage academics to consider diversity issues in their teaching, much more remains to be done and this is an ongoing concern for the ITL as well as for other areas of the University. The ITL recognises that it needs to consider whether other strategies, including perhaps a Working Group should now be constituted to progress the University's strategic goals in relation to diversity, access and equity. There is a need to develop a more strategic approach including encouraging and supporting further integration of diversity issues into other working groups. The Graduate Certificate, Diploma and Masters programs are other areas where these issues might be dealt with more pro-actively.

In terms of Indigenous outcomes it is important to note that in many instances cited above, it was ITL staff who were approached by Indigenous colleagues, not the other way. The AIATSIS-funded research project has found this level of trust and collegiality to be rare in most Australian universities. However, for the relationship to continue to be a productive one, continual efforts will need to be maintained.

SECTION 3: GOAL 3: EXCELLENCE IN RESEARCH

The University of Sydney will develop its reputation as an institution where pure and applied research and research training are conducted at nationally and internationally recognised standards, including research relevant to the economic, social and cultural well-being of Australia and the region.

Objectives

The ITL endeavours to foster excellence in research and scholarship to provide a strong foundation for all of its activities, to nurture a strong research culture in the ITL and to attract researchers working in cognate areas.

The ITL aims to develop its research profile, including its publications, research grant applications, and ongoing research with colleagues within the University in ways which contribute to the University's research.

Policies, processes and practices

In 2000 a decision was taken in collaboration with the PVC (Teaching and Learning) to increase the level of research activity across the ITL as an aspect of introducing a research-led teaching strategy into the University. At the time, most of the ITL staff were comparatively new to research. Four of the seven academics were working on PhDs and there were no funded research projects. A systematic approach to research enhancement in the ITL was then adopted. This included the implementation of a system of supporting people completing their PhDs and encouraging staff to publish in leading international refereed journals in the higher education arena. Support for staff to take at least some study leave has been provided contingent upon staff demonstrating both research publications as well as academic development outcomes. Support for conference attendance is provided if staff present a paper. The results of such systematic efforts to increase research are now starting to be seen.

This research policy also required some adjustment to the research focus of the staff to ensure that ITL research would provide an evidence base to support its academic development work. So while academics are encouraged to carry out original work on particular areas of interest, they have been very strongly encouraged and provided with support in so far as they align this work with ITL strategic projects related to the University's strategic aims for teaching and learning: namely, bringing teaching and research together, first year experience, information and communication technologies in teaching and learning, generic graduate attributes, postgraduate supervision, and inclusivity and diversity.

In addition, academics in the ITL are encouraged to carry out research focused on teaching and learning in higher education, or academic development work more generally. This may be initiated by faculty academics working with ITL staff on strategic projects. Such research is practitioner based and is often done collaboratively (see Appendix 3.1). In response to a request by the then Pro-Vice Chancellor (Teaching and Learning) that ITL work should be disseminated nationally and internationally, where appropriate the ITL's academic development activities have been presented at conferences and written up for publication. ITL staff are also required to carry out institutional research required by the University, including evaluation of policy and strategy, student course perceptions and evaluation of students' performance via the SCEQ, PREQ etc.

As part of the ITL's policy of developing its portfolio of graduate studies in higher education, academics in the ITL are encouraged to supervise PhD students (see Appendix 3.2) and encourage applications by people interested in doing research on our topics of interest. Steps have been taken for ITL academics to hold Honorary positions in the Faculty of Education and Social Work and this has meant that they have been able to become the main, rather than just an associate supervisor as was previously the case.

The ITL actively encourages discussion and dissemination of research through its fortnightly Research and Development Seminar program. In addition, ITL staff have been encouraged to become members of the Faculty of Education and Social Work Research Clusters.

Outcomes

Research has been published in prestigious international journals, book chapters and refereed and other conference presentations, etc. The number and level of these publications has been steadily growing as demonstrated in the Publications Summary in Appendix 3.3.

Since 2000 the ITL has been in receipt of three ARC Discovery Grants and a research grant from the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS).

In the past two years two staff have completed their PhDs and made subsequent progress in their research careers (one obtaining an ARC Discovery Grant) and two members of staff are in the final stages of completing PhDs.

The number of PhD candidatures has grown. In 2005 five ITL academics are supervisors.

ITL staff are frequently consulted in regard to national and international research projects, for example, ESRC projects in the UK. One member of staff is a member of an international group working towards a European Union funded project on higher education and working life, another was invited by Pearson Education Ltd to be a reviewer for the annual ICT in education prize and one member of staff is an international reviewer for the Australian Research Council. Since 2001, ITL staff have examined 13 PhD theses for 10 Australasian Universities.

Stakeholder feedback

International recognition has resulted in invitations to present keynote addresses, provide consultancy and present seminars and workshops in institutions worldwide (see Appendix 3.4). For example, in 2003 to 2004 four ITL staff were invited to give a total of eleven keynote addresses in conferences in Australia and overseas. One member of staff has been appointed as co-editor of the key prestigious international journal focusing on academic development issues (the *International Journal for Academic Development*) and another is associate editor of the *British Journal of Educational Psychology*.

The ITL regularly attracts scholars from overseas who wish to spend time with us while on study leave from their institutions. One visiting Scholar in early 2005 was the winner of one of the prestigious UK National Teaching Fellowship awards.

ITL PhD supervisors have received excellent comments from PhD examiners, for example:

“... It is one of the best theses of its kind that I have come across: it is first class both in terms of its contribution to knowledge and the clarity with which it is written ... “ (Professor Noel Entwistle, Edinburgh University UK – Thesis of Christopher Cope 2000)

“[the candidate] has completed an exemplary study into important aspects of the experience of first year university physics learning.....She and her supervisors deserve congratulations!” (Professor Cedric Linder, Uppsala University, Sweden – Thesis of Fiona Lyons 2002).

“This is an excellent piece of work, one of the best PhD theses I have ever come across.’ (Professor Ference Marton, Gothenburg University, Sweden. – Thesis of Gerlese Akerlind 2003).

“This is an impressive piece of original research..... [it is] unquestionably a substantial original contribution to knowledge.” (Professor Imogen Taylor, Sussex University – Thesis of Patricia Lyon 2001).

The two ITL academics who are completing PhDs won the Association for Qualitative Research (AQR) prize for Best Research Student Paper at the AQR Annual Conference in July 2004.

Quality Assurance processes

- Comparison with the Faculty of Education and Social Work shows that according to figures supplied by the Research Office, from 2001-3 the ITL received more competitive grant funding per FTE than the Faculty of Education and Social Work as a whole, and published more books and refereed conference papers per FTE than that Faculty.
- ITL Staff are expected to be research active according to the University’s definition, and all full time academics are.
- Increases in numbers of publications in international refereed journals demonstrate that the policies have been effective.
- Each member of staff is expected to present a seminar in the ITL Research and Development series each year and all do.
- ITL academics take a collaborative approach to the improvement of skills, for example in journal editing where we have collectively shared assessments of a set of journal articles and discussed ways of responding to editors’ requests for reviews. We regularly engage in sharing ideas about research, peer review of each others’ papers for publication, and sharing ideas in seminars including some who have shared ideas in the Faculty of Education and Social Work Research clusters.

- A project is underway to internationally benchmark ITL research output against other university academic development units.

Evaluation

Research in the ITL has steadily grown over the past five years demonstrating considerable success of the policies that were put in place from 2000. This research has, moreover, supported and strengthened the work that the ITL has done to support the University's strategic initiatives in teaching and learning. For example, the theoretical framework from a PhD completed in 2003 by one of the ITL staff has been used to underpin the University's new policy on generic graduate attributes. We anticipate that the two remaining PhDs of ITL staff will be completed in 2005. The strong research leadership support that the ITL has enjoyed over the past four years will be important to the future development of the ITL's research.

It should be noted that ITL achievements in research have been the result of minimal budgetary input. The ITL is a relatively small department and there is no infrastructure support for research. There is no system of internal grants, and no access to any Faculty and College research grants. Allowances for conference attendance etc. have to be made from recurrent budget as there have been no additional resources to support research. In 2004 strenuous efforts have been made to put in place systems to ensure that the ITL receives income from DEST rated publications and PhD completions, but this has not yet resulted in any income earned being transferred to the ITL.

ITL staff are constantly mindful of the need to keep a balance between on the one hand, a desire to achieve high levels of research outcomes, and on the other, their primary responsibility to support the University in its strategic aims for teaching and learning. A key concern in expanding research is lack of accommodation. In the event of success in ARC or other research grant applications we lack the space to accommodate research assistants. Lack of accommodation also restricts ITL capacity to expand the numbers of PhD students.

SECTION 4: GOAL 4: INTERNATIONALISATION

The University of Sydney will enhance its position as a university of high standing in the international community of scholars.

Objective

The ITL aims to support the university in providing to all students a rich and internationalised learning experience as part of their development as global citizens, by working with staff to develop internationalised and intercultural curricula. Thus we are mindful of the need on the one hand to work with faculties to provide appropriate learning experiences for students from a range of cultural backgrounds who come to the University of Sydney to study, and, on the other, of the need to inform and enhance opportunities for students to become citizens capable of contributing to a global society when they leave the University. The ITL also aims to develop its own position as an academic development unit of high standing in the international community of scholars.

Policies, processes and practices

The ITL initiates discussion within the University on issues of diversity and inclusiveness, analyses SCEQ data to highlight such issues and endeavours to address them in all Programs and Projects. The Director contributes to the portfolio planning on internationalisation in the DVC office.

The ITL has viewed the needs of international students as one aspect of an overall approach to diversity, and remains committed to this view, rather than encouraging any kind of 'deficit' approach to international - and NESB - students. However, the ITL has increasingly come to recognise that the SCEQ results for international students (which have been a particular focal point for several years) suggest that special attention now needs to be paid to this cohort.

The ITL endeavours to make its work known internationally and to benchmark with similar centres worldwide. The policy of tying research activities to the strategic projects so that the one can inform the other has meant that the work of the ITL has been disseminated in the international arena.

Outcomes

The *Internationalisation, Global Citizenship and Inclusivity Project* was set up to take on the challenge of working to foster the development of an inclusive teaching and learning community in the University by shifting the perceptions of teaching staff, encouraging them to diversify the curriculum and make assessment more flexible. As mentioned in Section 2, it was decided not to develop a specific Working Group to progress this issue, but rather for this Project to work through the existing Working Groups. ITL staff have also worked to incorporate international perspectives in our Graduate Certificate, Diploma, Masters and PhD programs while recognising that there is more work to do in this area.

In November 2003 the ITL organised a *Vice-Chancellor's Teaching and Learning Showcase of Scholarly Reflection and Inquiry* focused on the topic *Graduates for the World*. As well as keynotes by internationally recognised experts, this included 64 presentations given by 130 University of Sydney staff on themes such as 'The University of Sydney as an international community', 'How are students being prepared for life as global citizens?' and 'The changing nature of disciplinary knowledge in an uncertain world' (see Appendix 4.1).

The ITL has worked closely with areas of the University with a high intake of international students, particularly the Faculty of Economics and Business where a series of staff-student seminars on Teaching to Diversity has been held over several years. Outcomes of the discussions at such seminars, such as suggested strategies for teaching culturally diverse students, have been placed on the ITL *Internationalisation, Global Citizenship and Inclusivity Project* web site. This web site includes useful resources for academics, in terms of both University policy and everyday teaching and learning practice, including University reports such as the report of the Committee to Review Internationalisation in 2003.

The ITL Graduate Attributes Working Group worked to include the following attribute in the University's new policy on generic graduate attributes: '*Global Citizenship: An attitude or stance towards the world: Graduates of the University will be Global Citizens, who will aspire to contribute to society in a full and meaningful way through their roles as members of local, national and global communities.*'

ITL staff are actively involved in research in the area of globalisation and internationalisation (see Goal 2) and are currently supervising two PhD's on diversity issues.

Invitations to present invited seminars and workshops in a wide variety of institutions in Australia and overseas (See Appendix 3.4) demonstrate that ITL staff are in demand in the international community of scholars. Further, all ITL academic and research staff regularly review articles for the leading international higher education journals such as *Studies in Higher Education*, *Higher Education*, *Higher Education Research and Development*, *International Journal for Academic Development*, *Assessment and Evaluation in Higher Education*, the *British Journal of Educational Psychology* and/or for international refereed conferences. In addition, they have presented keynote addresses in international, national and single university conferences and acted as consultants to a number of international projects, participated in PhD and Masters degree examination and in national and international committees and networks. For example, one member of staff is external evaluator to the Reinvention Centre for Excellence in Undergraduate Research at the Universities of Warwick and Oxford Brookes in the UK. In their capacity as office bearers of HERDSA, two members of staff have served on the Council of the International Consortium for Educational Development (ICED). This Council represents 19 national member organisations focused on higher education teaching and learning and academic development including from Europe, North America, Asia and Australasia.

Stakeholder feedback

The ITL is regularly approached by academic colleagues for support in initiatives to internationalise their curricula. This work has borne fruit, and informal indicators such as the tenor of discussion in Working Groups reveal that such perceptions are indeed slowly changing. As mentioned earlier, several faculties have worked with the ITL to incorporate new, inclusive strategies into their strategic planning, for example, in the context of the First Year Experience Project. The ITL has received very positive feedback from members of the SWOT group in regard to its efforts to support students of diverse backgrounds in their first year, for example through the *Finding Help for your Student* website.

ITL staff regularly receive letters of appreciation from faculty colleagues, for example, following the diversity seminars implemented in the faculty of Economics and Business: 'I appreciate your time and your expertise helping the Faculty develop strategies for this important issue' (Mark Freeman, Director, Centre to Advance Learning in Economics and Business).

Quality Assurance processes

The ITL regularly monitors improvements in the academic outcomes of international students using the SCEQ and the results so far have shown small but consistent improvements in perceptions of their learning experience over time. This data is used in planning programs and disseminated to staff in Working Group meetings, seminars and Graduate Certificate classes. It is also reported to Teaching and Learning Committee. For example, the report of the First Year Experience Working Group in June 2004 pointed to issues relating to the progress and course experiences of first year international students and made recommendations for improvements.

International recognition of the ITL is demonstrated in the number of invitations to present our work internationally and to contribute to international publications. The number of repeat invitations indicates the quality and/or usefulness of these.

The ITL benchmarks the University's performance on the SCEQ with that of Oxford University. A member of ITL staff is the University's representative for benchmarking the ICT in teaching and learning with the Open University, UK. Benchmarking relationships are currently being established to benchmark the ITL's academic development activities with centres in other areas of the world. Academics have worked collaboratively within other centres during periods of SSP to share best practice ideas.

Evaluation

A key issue emphasised in all the ITL's work in this area is that internationalisation should not be seen as separate from other issues relating to student diversity. For this reason much of what has been written above in relation to diversity is equally applicable when considering issues of internationalisation. The Generic Graduate Attributes project continues to emphasise ways in which all students can be supported to develop intercultural skills as global citizens, but there is always more work to be done in this challenging area. We recognise that diversity and internationalisation issues have recently become foregrounded in University policy and this now demands a much more strategic approach in the ITL. To this end we are in the process of appointing a person with the relevant expertise to replace the ITL expert who is on extended secondment in New Zealand. Given the success of the other Working Groups, the ITL will need to reconsider the decision not to have a separate working group on these issues. Such an *Internationalisation, Global Citizenship and Inclusivity Project* Working Group would need to continue to focus on an integrated approach across the University as well as work in collaboration with the ITL's other Working Groups.

SECTION 5: GOAL 5: ENGAGEMENT WITH INDUSTRY AND THE PROFESSIONS

The University of Sydney will continue to make a significant contribution to the well-being and enhancement of the wide range of professions with which it engages.

Objective

ITL staff aim to work as experts in teaching and learning in higher education and to strategically target and contribute to national and international external committees and other professional bodies related to ITL work. The purpose of this is on the one hand, to disseminate University of Sydney teaching and learning ideas and practices and on the other, to enhance the ITL's primary work in supporting the University's strategic priorities in teaching and learning. The ITL also aims to contribute to the profession of academic developers worldwide.

Policies, processes and practices

Engagement in the professional activities has been viewed by the PVC (Teaching and Learning) as a way of raising the profile of the University's teaching and learning both nationally and internationally. Accordingly, encouragement and funding has been provided for ITL staff to participate in key national events and projects in order to present the University of Sydney as a leader in teaching and learning issues.

Accordingly, the ITL set out to establish contact and contribute to national projects, for example, on Graduate Skills Assessment and the GCCA, to liaise with national bodies such as initially CUTSD then AAUT, the AUQF and more recently the Carrick Institute for Learning and Teaching; to contribute to higher education and disciplinary education networks and to actively seek collaboration with external partners.

ITL staff have been encouraged to become members of professional organisations related to its work (see Appendix 5.1), to seek leadership roles in key professional bodies and to engage with professional initiatives, for example as a consultant, journal editor, conference organiser etc.

Outcomes

Many of the outcomes are personal in terms of increased understanding of ideas of relevant professionals. Other outcomes are tangible in terms of how they have fed into the ITL's strategic initiatives. For example, a presentation on research-led teaching given at the national AUQA Forum in 2003 led directly to the setting up of the benchmarking of research-teaching links with Monash University which was endorsed in the AUQA Audit Report on the University of Sydney.

From 1999 – 2003 both the President and Executive Officer of the Higher Education Research and Development Society of Australasia (HERDSA) were ITL academics and the current Vice-President is a member of ITL staff. As well as making representation to, and liaising with, key personnel in the Federal Government on teaching and learning issues, these staff worked to establish the first Australasian scheme to recognise higher education teachers. The HERDSA Fellowship Professional Recognition and Development Scheme is designed to recognise higher education teaching which satisfies a set of quality standards related to a set of criteria. It then builds on that recognition through advanced professional development activities designed to ensure that the standards are maintained and built upon (see Appendix 5.2). The Scheme was launched in 2003 by the New Zealand Minister for Education who awarded the first fellowships and in 2004 the Malaysian Education Minister endorsed the scheme by presenting further fellowships.

Staff have frequently been invited as consultants on a range of national and international projects. For example, they have been consultants to graduate programs in higher education teaching and learning at the Universities of Melbourne and UNE, Exeter University, University College London, and the Hong Kong Polytechnic University, and to other professional associations such as the Australian Association for Engineering Education (AAEE).

Stakeholder feedback

The extent to which ITL staff are in demand nationally and internationally is a useful indicator of success, but we would welcome some guidance as to what criteria we should use to gauge the adequacy of this since feedback has not been collected on a systematic basis.

In the absence of this data, the quotation at the beginning of this report by a leading member of the higher education professional community provides an insight into the contribution that he believes the ITL has been making. We continue to hope that such statements reflect a view of the University of Sydney as a leading institution where teaching and learning are concerned.

Quality Assurance processes

Quality assurance processes include regular meetings of the Director with the Pro-Vice Chancellor (Teaching and Learning) and periodic reports of the working groups to the University's Teaching and Learning Committee.

In addition, the process of collaborative sharing represents a quality assurance process, since in our academic meetings, informal discussions and working together on particular initiatives, we continually challenge each other to articulate the relevance and purpose of the various initiatives we undertake and their relationship to the ITL's overall goals to support the University in its strategic teaching and learning initiatives. For example, sharing of ideas from involvement in the Hong Kong Polytechnic University led directly to the establishment of grade descriptors for our units of study.

Evaluation

ITL staff have been very successful in contributing to the various professional organisations with which they have been associated and have been at the forefront of significant professional developments. We believe that these have in some small measure contributed to the University of Sydney being viewed as a leader in teaching and learning issues. We are confident that they have resulted in the ITL being seen as one of the leading academic development units in Australia and internationally. That being so, as the Phase 1 reviewers noted, we do not advertise our achievements as much as we might and this is an area we are working on for the future.

One issue that must remain constantly in mind is the need to carefully balance such contributions with the primary role of the ITL to support the University's strategic initiatives in teaching and learning. There is evidence that some professional contributions have fed directly into ITL strategic projects in teaching and learning. However, ensuring this is the case is an ongoing challenge. One example, and an important challenge for the future, is to examine possibilities and potential strategies for integrating the HERDSA Fellowship scheme with ITL teaching leadership development initiatives at the University that we were encouraged to develop in the Phase I Academic Board Review. It is felt that this would enhance ITL provision in this area.

SECTION 6: GOAL 6: EFFECTIVE MANAGEMENT

The University of Sydney will improve its position as an efficient, effective and responsible institution, striving to meet the needs of students and staff, and committed to quality in all aspects of its operations.

Objective

The ITL aims to ensure that programs and projects are efficiently managed and to develop professional skills, scholarship, knowledge and abilities of its staff in order to carry out its functions effectively. It endeavours to ensure that the ideas and suggestions of all staff are listened to and taken account of in deliberations no matter what position they hold.

Policies, processes and practices

To ensure effective management of human and physical resources, the ITL has established a project management process with each strategic area led by an academic with responsibility for one or two strategic projects. The Director sets policy direction and oversees the progress of the projects on an ongoing basis.

The Administration and Finance Manager manages ITL administration. The Director and the Manager Administration and Finance meet regularly to discuss issues as they arise. The budget is monitored on an ongoing basis.

Administration procedures have been set up in consultation with the administrative staff to enable maximum efficiency where time, resources and finances are concerned. The workload is managed by hiring casual staff at busy times of the year. Physical facilities are continually monitored to enable staff to have a working environment that provides a pleasant workplace but also has occupational health and safety requirements in place. IT provision runs on a triennial period with most equipment leased for a three year period. Other equipment is updated as necessary and this is planned through the budgeting process.

An induction process has been established for all staff new to the ITL. Administrative staff are encouraged to attend relevant training courses to help with their professional development. This is discussed at the performance management and development meeting held at the beginning of each year. Academic staff similarly are encouraged to take appropriate SSP and conference leave to develop not only research but also their knowledge and understanding of academic development practice more generally.

Registration for events is via the ITL website which provides immediate data about registrations to ITL administrative staff. Registration for programs of study (e.g. Graduate Certificate, Diploma, Masters in Higher Education, and PhD) is through the Faculty of Education and Social Work with whom ITL staff liaise on a regular basis.

Outcomes

The ITL is responsible for the design, administration and reporting of various large scale surveys conducted on behalf of the University, for the purposes of quality assurance and improvement of the student learning experience. These include the Graduate Destination Survey (GDS), the Course Experience Questionnaire (CEQ), and the Postgraduate Research Experience Questionnaire (PREQ), for graduates of the University; the Student Course Experience Questionnaire (SCEQ), for current undergraduate and postgraduate students; the Unit of Study Evaluation (USE) service; and various Feedback for Teachers (FFT) instruments appropriate for a variety of settings (e.g. large group teaching, small group teaching). In addition, ITL staff gather other teaching performance indicator data from third parties (e.g. the University's Planning Office, the Graduate Careers Council of Australia, DEST) for input into the University's scheme for performance-based funding of teaching (see Appendix 6).

The results of these various surveys are fed back to University managers, staff and students in a variety of ways. Web-based reporting is used for most purposes (CEQ, PREQ, SCEQ, SREQ, USE), allowing self-access to a variety of levels of data, and 'on-the-fly' comparisons of different years' results in the case of the CEQ, PREQ, and SCEQ and SREQ. In addition, where the web-based reporting is not configured to provide required information, the ITL regularly provides ad hoc reports (e.g., demographic breakdowns) to staff and managers.

The ITL has put in place web based online systems to deal with the large groups of surveys for which it is responsible. The Unit of Study website is available with online ordering and reporting systems. Also available online is the USE survey for use by distance education students. For the three major surveys the ITL administers follow-up telephone surveys to secure the required percentage of returns for each survey. The installation of a

website to manage and monitor the phone surveying operation has resulted in considerable savings. All casual phone surveyors are also trained on their first night as well given an instruction sheet for future use. All internally run survey queries are logged on a spreadsheet and follow-up dates entered to ensure that staff receive a high quality of service.

The ITL website, offering a wide range of information for the academic community, is continually updated. It also constitutes dynamic elements which implement database driven management systems. These both support and enhance ITL work, for example the student feedback system and the on line registration processes.

Management of the budget has been a difficult and complex task given that new demands have been added each year. However during the last few years the budget has been successful in coming in very close to the budgeted figure.

An allowance for courses and other training events and resources is provided for each member of staff and most take up the opportunities that this affords. One in three of the ITL fortnightly seminars focuses on a development topic, thus providing opportunities for academic and research staff to explore key strategic issues in depth.

In 2002 one member of staff was promoted to Associate Professor and one to Senior Lecturer and in 2003 a further member of staff was promoted to Senior Lecturer. As the work of the ITL has changed so have administrative staff duties and this has been reflected in new duty statements resulting occasionally in higher level of duties for some staff.

Stakeholder feedback

Feedback from academic staff in the University is systematically sought in relation to the ITL's programs and projects as detailed in the Phase I Review report. This feedback suggests that the management of the ITL is effective. Informal feedback is also regularly received.

High levels of satisfaction are expressed in relation to the ITL's customer service function. All queries are answered in a timely fashion and no-one leaves the front office without assistance. The helpfulness of the ITL website is also frequently commented upon.

Quality Assurance processes

Monthly meetings provide a forum for the review of project effectiveness. An annual retreat and review provides opportunities for all staff to come together to review progress and provides an opportunity for the strategic plan to be updated on annual basis. A planning day is held at the end of each year for all staff, in order to schedule timelines for the administration required for the next 12 months. Meetings are held as needed to enable administration staff to discuss any issues or make suggestions to improve processes.

Other universities in Australia have been contacted to research how equivalent surveys have been administered to ensure best practice in administration of the SCEQ, PREQ etc.

Attendance at Working Group meetings is closely monitored and Deans are kept informed. Faculty representatives unable to attend are asked to provide substitutes. Numbers of attendees at Working Group meetings are kept and reported upon in the Annual Report (see Appendix 7.2).

Evaluation

High levels of motivation and encouragement for staff to achieve has resulted in a cohesive administration team within the ITL who work harmoniously together. Indeed, there has been no administrative staff turnover in ITL's substantive positions for the past seven years. Processes have been continually streamlined to ensure that they are cost and person-power efficient and this is ongoing.

With the increase in our workload over the past few years, accommodation, which has remained constant, is an ongoing problem for us. The continual juggling of space and resources is time inefficient, but in the absence of being allocated additional accommodation, we do not have a solution to this.

The process of preparing this Self Evaluation Report has highlighted the fact that while ITL projects and programs and some systems are systematically evaluated, the ITL does not have in place a system of overall evaluation of effectiveness. We wrestle continually with the requirement to evaluate our work and the time taken out of getting on with that work that increased levels of evaluation would take. With this in mind, we tend

perhaps to be over-critical of our work and this means that we do not always celebrate our achievements as we should; as highlighted in the Phase I Review Report.

SECTION 7: GOAL 7: SERVICE TO THE COMMUNITY

By providing knowledge, opportunity and encouragement, the University of Sydney will maintain and enhance its position as a leading contributor to the opinions and ideas, cultures and lifestyles of the many communities it serves locally, nationally and internationally.

Objective

The mission of the Institute for Teaching and Learning is to work with members of the University community to enhance and help assure the quality of teaching and student learning experiences and outcomes. Thus the primary community that the ITL serves is the University of Sydney. It aims to do this through its Programs and Projects and by responding to requests for assistance from academic managers. In serving the University of Sydney community, however, the ITL disseminates ideas, expertise and knowledge through the wider Australian and overseas higher education community.

Policies, processes and practices

The policy of the ITL is to provide support to Colleges, Faculties, Schools, Departments and individual members of academic staff in achieving the goals and objectives in the University's Strategic Plan and Faculty Teaching and Learning Plans. In fulfilling this role, the ITL identified a number of strategic areas for its activities derived from an analysis of Faculty teaching and learning plans and extensive discussions with the Chair of the Academic Board, the Chair of the Teaching and Learning Committee, College PVCs and Faculty Deans. They were:

- Enhancement of the first year experience and first year progression and retention, including using methods based on best practice in other research-led universities;
- Collection, analysis and dissemination of quality assurance data relating to students' and graduates' experiences of courses and units of study, and graduate destinations (including international comparisons);
- Ways of improvement of the outcomes of quality assurance processes, including the CEQ and SCEQ results and the other teaching performance indicators;
- Support for the introduction of the centrally supported learning management systems in the University through staff and curriculum development activities and the development and implementation of ICT in Teaching and Learning initiatives;
- Implementation of academic staff development in the area of teaching and learning, including flexible postgraduate supervision development, basic training of new staff in teaching methods, an award course in university teaching and learning, and seminars and workshops to meet Faculty needs;
- Support the further development and enhancement of research-led teaching and the scholarship of teaching;
- Support to the University in the area of policy development in each of the above areas on teaching and learning, and including the University's revised teaching and learning plan, the scholarship index, and Faculty teaching and learning plans;
- Develop the ITL's research profile, including its publications, research grant applications, and ongoing research with colleagues within the University in ways which contribute to the University's research quantum.

For the past four years the PVC (Teaching and Learning) strategically decided that the ITL should move away from an emphasis on providing assistance to individual academics wishing to improve their teaching to working with faculties, schools and departments and with key individuals principally through the Working Groups. For example, the *Quality Assurance in Information and Communication Technologies* Working Group is the latest addition, recognising and supporting recent initiatives across the university in this area. This strategic emphasis has included encouraging ITL staff to participate in University Committees, and respond to requests for information from heads of department and deans.

The Pro-Vice Chancellor (Teaching and learning) requested that ITL staff should make known to the wider Australian academic community the nature and quality of the work that the ITL has been doing. Accordingly, staff have been encouraged to present the work of ITL projects at national events, for example the Australian Universities Quality Forums and to develop key national initiatives such as the Australasian Universities Postgraduate Supervision Development Consortium.

ITL staff also have also been encouraged to participate in international committees and forums, and to participate in a range of other activities related to the strategic work of the Institute in order to disseminate the work of the ITL and to gather ideas that are of use in ITL Projects and Programs. International contributions are detailed in Section 4.

Outcomes

The University of Sydney Community

A number of strategic initiatives of the Working Groups have resulted in some key achievements. For example, the work of the Generic Graduate Attributes Working Group resulted in faculties each defining a set of graduate attributes in line with the University's policy prior to that policy being approved by Academic Board. The Research-led Teaching Working Group developed understanding in faculties of research-led teaching through collecting data on a set of performance indicators for research-led teaching. The First Year Experience Working Group developed four first year experience principles and incorporated these into a template available on the First Year Experience Project website. Every faculty now has in place a Strategic Plan for the Academic Orientation and Transition of First Year Students which forms part of the Faculty Teaching and Learning Plans.

There is evidence that Graduate Certificate participants have subsequently taken on leadership roles in teaching and learning in a number of faculties. Many participants and also academics whom the ITL has mentored have subsequently won excellence in teaching awards and/or grants to develop or research their teaching.

ITL academics participate in a wide range of University committees (see Appendix 7.1) and this has enhanced the strategic work they do. For example, one member of ITL staff as a member of the CREO Taskforce was able to draw attention to the pedagogical challenges of video-conferencing lectures, and was able to represent lecturer perspectives in key discussions related to purchasing of video-conferencing equipment. Then, in 2002, as Chair of the Video-conferencing Training & Development working party, she was able to bring together various key players in video-conferencing in the university, to start to develop a suitable training and development program in the area for academic staff of the university. This initiated effective communication networks between administrative, technical and academic staff within the University that continue into 2005.

The ITL's commitment to engaging the university community in scholarly discussions of teaching and learning is demonstrated in recent changes made to our in house magazine, *Synergy* following suggestions made in our Phase 1 Academic Board Review. Coordinated and edited by the ITL, *Synergy* supports critical discussions of the scholarship of teaching and learning within the university community. *Synergy* now includes profiles of strategic level teaching and learning initiatives. Its web-based presence has been revamped to include a discussion forum designed to further enhance public discussion of teaching and learning. Its inclusion within the Scholarship of Teaching Index also provides an additional incentive for staff to publish the outcomes of their pedagogical innovations.

The wider higher education community

As a spin-off from one of the ITL projects, the ITL participated in setting up the Australian Consortium for Research Higher Degree Supervision. A member of ITL staff served on the steering group, co-wrote the theoretical framework that underpins the project and participated in the development of a wide range of peer reviewed resources that now reside in the 'fIRST' website (www.first.edu.au 'for Improving Research Supervision and Training'). The Consortium now has 39 member institutions in Australia and New Zealand. Resources from the fIRST website are now being integrated into the ITL's program for Research Higher Degree Supervisors.

Since 1998, the ITL has hosted three Vice-Chancellor's Showcases of University Teaching. These high-profile events have typically attracted 150-200 staff and have provided opportunities for academics to present their teaching innovations (1998), scholarly work in relation to teaching and learning (2001), and scholarly reflection and inquiry on the theme *Graduates for the World* (2003). International experts have provided keynotes and there have also been opportunities for sharing ideas through demonstrations and posters. These events, principally intended for University of Sydney staff have attracted some participants from other universities in Australia and New Zealand. For 2005, it has been decided to extend the Showcase idea by hosting the Higher Education Research and Development Society of Australasia (HERDSA) Annual Conference entitled *Higher Education in a Changing World*. By drawing upon the ITL's links with the Higher Education community more generally, an opportunity has therefore been provided for University of Sydney staff to present their teaching in an international higher education forum without leaving the campus! There is evidence that a number of University of Sydney staff are preparing to participate in this way. Furthermore, one member of ITL staff is on the AUQA Forum committee and has encouraged this group to integrate the 2005 Australian Universities Quality Forum with this event, thus providing an opportunity for University of Sydney staff to participate in a further national event. These events also bring to the University delegates from many countries who are interested in furthering higher education.

Stakeholder feedback

The ITL's contribution to the University community is demonstrated in the AUQA commendations for the University of Sydney. For example: "AUQA commends the University of Sydney for identifying themes of

strategic importance in teaching and learning; for establishing working groups to address them; and for using sound data to track progress” (AUQA Audit Report of the University of Sydney 2004, p. 6).

ITL staff report many instances of informal and formal letters of thanks and expressions of appreciation of which the following are examples.

“I have now had the opportunity to read the draft Performance Portfolio for AUQA, which is in good shape well ahead of the deadline for its submission. I would like to thank you for your contribution and express my appreciation for your individual effort in assisting in the writing of a substantial report at this stage.” (Professor Gavin Brown, Vice-Chancellor to a member of ITL staff.)

“Thank you once again for your participation and outstanding contributions to Sydney’s effort” (Professor Paul Ramsden former PVC (Teaching and Learning) following ITL presentations at the 2003 AUQF).

“The Institute for Teaching and Learning has played a leading role in the renewal of the teaching and learning culture of the University of Sydney over recent years. Through its work the ITL fosters intellectual debate and improvements in university teaching and learning. Its staff are active members of the many diverse teaching and learning communities both within the University and externally. In these activities they work to support the University’s strategic efforts in general and in particular to encourage an evidence-based and academic-led approach to teaching and learning enhancement. The ITL’s record of high quality research and its collaborative and scholarly approach to academic development have earned it the respect of the university community.” (Professor Judyth Sachs Acting Pro-Vice-Chancellor (Teaching & Learning)).

“The working group has been pivotal in that it has drawn attention to the issues and highlighted the importance of articulating the GGAs for both students and teachers. I can see how it has helped the xxxx Faculty to achieve its strategic objectives and as a member of the group I can see how other Faculties are also initiating projects to achieve the strategic aims of the University” (member of Generic Graduate Attributes Working Group in Semester 2 evaluation 2004).

“Just wanted to congratulate you on the wonderful work you do with Synergy. This issue is really full of quality contributions and reflects a true upward shift in the way the University is presenting its teaching and learning strengths. I know how much work is involved in getting it all together and we appreciate what you do” (Anne Forster, Director, Innovation and Technology in Education Ventures and Manager, Special Projects Vice Chancellor’s Office).

“Thank you very much for your feedback on the first part of the [Development Program for Research Higher Degree Supervisors’] recognition module. I really appreciate the effort you take with your response. I’m now looking forward to putting the personal angst behind me and engag[ing] with the pedagogical aspects and looking at supervision from different perspectives” (Dr Merran Govendir, Faculty of Veterinary Science).

“Thanks immensely for the feedback (and the praise) on my [Development Program for Research Higher Degree Supervisors’] autobio etc. it was very helpful and I agree with all the questions you have raised. It was helpful in another way too in that it showed me how feedback should be given!” (Dr Graham Hendry, Medical Education, Faculty of Medicine).

“An enjoyable unit of study – lovely to have a break from the office to do something I enjoyed and gain satisfaction from successfully building a website – I used to think only the IT boffins could do this. Teaching staff excellent – Thank you for your hard work in running the unit”. (quotation from a participant in the ITL Designing Flexible Learning Environments for Higher Education unit of study)

Quality Assurance processes

In addition to the regular reports to Teaching and Learning Committee of Academic Board, Annual Reports to Senate, the Director’s regular meetings with the PVC (Teaching and Learning) to set policy directions and review progress mentioned above, evaluation of work with the University of Sydney community takes place through the evaluation of the specific Projects and Programs. We foster critical reflection in our graduate programs and endeavour to apply this individually and collectively to our work in the ITL.

Working groups are evaluated periodically using a specially adapted unit of study evaluation form (see Appendix 7.3). Graduate Certificate, Diploma and Masters units are evaluated routinely using the Unit of Study evaluation proforma as is the 3 day program. The Development Program for Research Higher Degree Supervisors is also evaluated regularly. This online program is database driven and this means that participation can be regularly monitored. (See Appendices 2-7 of SER for Phase I Review for summary of participant evaluations of Programs and Projects.) Ad hoc workshops and events are routinely evaluated. For example, evaluation data has been collected from participants who completed the video-conference training and development workshops.

Academic Board Phase 1 reviews of all the faculties, minutes of Teaching and Learning Committee and Academic Board are monitored for feedback on responses to the use and value of ITL resources and programs and for directions that should be followed. Where strategic projects are implicated, information has been fed into Working Group discussions (see for example, Appendix 7.4)

Evaluation

Academic Board reviews of faculties suggest that the ITL is well integrated within the teaching and learning development work of faculties. In the AUQA report for the University of Sydney, the ITL Working Groups were referred to as the University's Working Groups. We believe that this is an important indicator of how well integrated into the work of the faculties these ITL Working Groups have become. All in all we believe we are making an important contribution to the enhancement of teaching and learning within the University of Sydney community and are conscious of the need to be continually vigilant to ensure that our work continues to be useful.

Once again there is a balance to be struck between work focused on the University's strategic initiatives and disseminating and using this work in wider fora. We believe that we have maintained an appropriate balance, even though for the academics this means that they have an extremely high workload.

SECTION 8: EVALUATIVE SUMMARY OF THE ITL'S EFFECTIVENESS IN CONTRIBUTING TO THE UNIVERSITY'S SEVEN GOALS

Key strengths

The close working relationship between the Pro-Vice Chancellor (Teaching and Learning), the Director and the Chair of Academic Board, as well as membership of the Teaching and Learning Committee and Academic Board have been clear strengths of the ITL, ensuring that its activities are strategically aligned with the University's mission. The ITL endeavours to ensure that its work is well integrated into institutional teaching and learning structures and there is considerable evidence, including from the University's AUQA report, that this is the case.

The ITL's strong, internationally recognised research output provides a solid, scholarly and evidence base for its academic development work related to teaching and learning enhancement in the University. Further, we believe that the ITL's research record has contributed to enhancing the credibility of ITL staff in some sectors of the University of Sydney research-intensive environment.

Effective management, strong leadership, ongoing quality enhancement and the stability of staff has provided a congenial and collegial working environment that has enabled the ITL rapidly to take on new challenges as they have arisen.

Key challenges

A current key challenge is that the ITL has become vulnerable due to the loss of key academic staff. The Director has now taken up a position in the UK and one senior lecturer is on secondment overseas. At the same time, the ITL is being asked to take on additional challenges, for example, to provide support to the University's strategic focus on assessment and to improve postgraduate pedagogy. Currently, we do not have the staff or resources to pursue these, and it is difficult to decide what, if any, of our current projects should be stood down to make way for new initiatives.

Our work is now closely aligned with the strategic priorities for teaching and learning in the University but to maintain this requires constant vigilance. Without a Director who is on key committees and regularly talking to College PVCs, Deans and other senior personnel, we can easily get out of touch. We need to adapt rapidly to changing circumstances, for example, when the University's priorities change, or when key personnel change (for example the PVC (Teaching and Learning)). Maintaining morale at such points is a challenge.

A key weakness is the ITL's lack of appropriate accommodation. Activities have grown but accommodation has remained constant resulting in the continual juggling of resources and accommodation to meet changing demands. This is a time-consuming process. As one member of staff remarked recently, we are a small centre doing the job of a large one.

Research support and the growth of new projects, for example teaching leadership initiatives, would be facilitated by the existence of structures and systems to ensure that the ITL receives income from research publications, PhD completions, and Graduate Diploma and Masters level enrolments. For several years we have tried to ensure that the ITL receives income earned through this work and in 2004 the Director made collaborative efforts to set up systems for this. However, to date such systems have proved elusive and no income has been received. We would welcome guidance on what else the ITL can do.

Key areas for improvement

In preparing this Self Evaluation Review we have continually asked ourselves 'How does the ITL know it has been effective?' We have to conclude that in many instances our effectiveness is impressionistic. It is clear that there have been significant achievements but preparing this report has highlighted the fact that although the ITL has in place well developed systems for evaluating its Programs and Projects particularly as they relate to teaching, learning and research training issues, and a number of measures are in place to ensure the integration of its activities with University priorities, it does not have clearly articulated policies and structures for overall evaluation. In 1999 quality assurance procedures and performance indicators were set up for the overall work of the ITL and in relation to research, community involvement and contributions to the profession. Yet being a small department, this became unwieldy and in so collaboration with the PVC (Teaching and Learning) it was decided to concentrate on the major Projects and Programs. In the future we need to re-articulate some of these quality assurance processes in ways that do not detract from the mission of the ITL to support the University in strategic developments in teaching and learning.

The existence of an ITL Director with an internationally recognised research track record and prior experience of managing an academic development unit has been a key strength of the Institute in recent years. It is a credit to the ITL that the Director has now been offered the position of Director of Research and Evaluation in the UK's Higher Education Academy. At the same time, it is to be hoped that an experienced and internationally recognised new Director will soon be appointed to lead the ITL into the future. ITL staff are concerned that there should be no loss of impact in the transition to a new directorship.

We recognise that diversity and internationalisation issues have become foregrounded in University policy and that this now demands a much more strategic approach in the ITL. To this end we are in the process of appointing a person with expertise in this area to replace the ITL expert who is on extended secondment in New Zealand. Given the success of the other Working Groups, the ITL may need to reconsider whether such a strategic approach should include setting up a new Working Group on these issues.

ITL staff work to foster critical reflexivity among faculty academics and take very seriously the need to 'practice what we preach'. Yet sober reflexivity has to be balanced with the need to present ourselves positively. In this regard we are perhaps too self critical. There continues to be a tension between what the ITL does and what people in the University think it does. For example, the research base of our activities is not generally well known or understood. We need to continue to articulate our purpose clearly and develop and publicise well-argued rationales for how the various components of our work fit together. This is an ongoing challenge. This review has been helpful in pointing up areas where quality assurance processes could be strengthened. Such processes could, in future, help us to more confidently publicise our achievements.

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Appendix 1: Data to support Section 1: Follow-up to Phase 1 Review

ITL Brochures

1.1 Institute for Teaching and Learning

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Appendix 2: Data to support Section 2: Goal 2: Diversity, Access and Equity

- 2.1 Lists of contents of the ITL's new staff pack
- 2.2 List of Graduate Certificate enrolments by College

Appendix 2.1: Data to support Section 2: Goal 2: Diversity, Access and Equity

List of Contents of the Institute for Teaching and Learning's New Staff Pack

1. Letter to staff member.
2. The ITL's new brochures and list of staff.
3. A list of likely areas of need for new teaching staff, with sources of support in each case.
4. A postcard for a web-based resource for staff: *Finding Help for your Student*
5. A bookmark for the ITL's website on the *First Year Experience*.
6. A set of teaching strategies put together in collaboration with First Year Coordinators on campus.
7. A postcard for the ITL's website on how to evaluate your teaching.
8. A package from HERDSA, the Higher Education Research and Development Society of Australasia.
9. Synergy magazine.
10. Map guide of Sydney University.
11. A brochure about the University "Australia's First University since 1850"

Appendix 2.2: Data to support Section 2: Goal 2: Diversity, Access and Equity

Graduate Certificate 2003 & 2004 by College

Year Completed	2003	2004
College of Health Sciences	8	10
College of Humanities and Social Sciences	4	13
College of Sciences and Technology	17	10
Totals	29	33

Appendix 3: Data to support Section 3: Goal 3: Excellence in Research

- 3.1 ITL Collaborative Research Projects
- 3.2 PhD Students supervised in the ITL
- 3.3 Publication Output for the ITL for 2001, 2002, 2003 and 2004 plus
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- 3.4 Seminars and Workshops presented by ITL staff in other
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Appendix 3.1: Data to support Section 3: Goal 3: Excellence in Research

ITL - Collaborative research projects

- Exploring the potential for support of students in professional/clinical placements and research settings, and for collegial collaboration.*
Mary Jane Mahony, Faculty of Health Sciences, University of Sydney, **Theresa Sullivan**, Department of Occupational Therapy, University of Manitoba, Canada, **Kim McShane**, Institute for Teaching and Learning, University of Sydney.
- An evaluation model to describe sustainability and growth of a physics teaching development initiative*
Manjula D. Sharman, School of Physics, **Kim McShane**, Institute for Teaching and Learning, Kathryn Wilson and Rosemary Millar, School of Physics, The University of Sydney.
- A developmental comparison of curricula design using web technologies.*
Robert Ellis, Institute for Teaching and Learning, University of Sydney, Shahed Khan, School of Regional Planning, University of Western Sydney, David Levy, School of Electrical and Information Engineering, Rafael Calvo, School of Electrical and Information Engineering, University of Sydney.
- Investigating the benefits of open source programming for e-learning*
Rafael Calvo, School of Electrical and Information Engineering, **Robert Ellis**, Institute for Teaching and Learning, University of Sydney.
- Investigating the implications of disciplinary variation for web-inclusive curriculum design*
Robert Ellis, Institute for Teaching and Learning, Rafael Calvo, David Levy, School of Electrical and Information Engineering, Judy Kay, Robert J Kummerfeld, School of Information Technologies, University of Sydney.
- First year students' ability to transfer their mathematical skills from one subject to another*
Peter New, Sandra Britton, Manju Sharma, Judy Kay, Faculty of Science and **Angela Brew**, Institute of Institute of Teaching and Learning, University of Sydney.
- Transfer of learning in higher education: a formative evaluation of the Graduate Certificate in Higher Education*
Jim Kitay, Faculty of Economics and Business, **Michael Prosser**, **Paul Ginns**, Institute for Teaching and Learning, University of Sydney.
- Australian Chemistry Enhanced Learning Laboratory (ACELL) 2004-6*
Simon Barrie, Institute for Teaching and Learning, University of Sydney, Bob Bucat, Chemistry, University of Western Australia, Mark Buntine, Chemistry, University of Adelaide, Geoff Crisp, Centre Learning and Professional Development, University of Adelaide, Dr Adrian George, School of Chemistry, University of Sydney, Ian Jamie, Chemistry, Macquarie University, Scott Kable, School of Chemistry, University of Sydney.
- Symbolic Mental Rehearsal of Database Use Instructions*
Paul Ginns, Institute for Teaching and Learning, David Reid, Neville Goodwin, School of Development and Learning, University of Sydney.
- Measuring the student experience of online learning - a validation study*
Robert Ellis, **Paul Ginns**, Institute for Teaching and Learning, Rosanne Taylor, Faculty of Veterinary Science, Ann Applebee, Institute for Teaching and Learning, University of Sydney.
- The conception and approach to learning of second year Veterinary Science students*
Melanie Collier, Rosanne Taylor, Michelle Hyde, Faculty of Veterinary Science, **Michael Prosser**, Institute for Teaching and Learning and Paul Sheehy, Faculty of Veterinary Science, University of Sydney.
- Differences in students' perceptions of learning biochemistry in a cross disciplinary unit of study*

Laura Minasian-Batmanian, Jennifer Lingard, Biomedical Sciences, **Michael Prosser**, Institute for Teaching and Learning, University of Sydney.

13. *Understanding student learning: A comparison of students' perceptions of learning in two different disciplines*

Laura Minasian-Batmanian, Jennifer Lingard, Biomedical Sciences, **Michael Prosser**, Institute for Teaching and Learning, Chris Stewart, History and Philosophy of Science and Manjula D Sharma, Physics, University of Sydney.

14. *Learning physics in the wake of the new HSC: How students think about their studies in physics*

Chris Stewart, History and Philosophy of Science, Manjula D Sharma, Physics and **Michael Prosser**, Institute for Teaching and Learning, University of Sydney.

15. *Indigenous Academic voices: Stories from the Tertiary Education Frontline*

Christine Asmar, Institute for Teaching and Learning, Susan Page, Yooroang Garang School of Indigenous Health Studies, University of Sydney.

Appendix 3.2: Data to support Section 3: Goal 3: Excellence in Research

PhD students supervised in the ITL

Dates	Student	Title	Supervisor	
Current due dates				
2007	Susan Pell	Clinically-based Learning In Veterinary Science	Dr Robert Ellis (with A/Prof Rosanne Taylor)	
2008	Sue Rice	Use of Drawing in Teaching and Learning Architectural Design.	Dr Simon Barrie (with A/Prof Terry Purcell)	
2007	Kristine Sodersten	Student approaches to and conception of design and learning in design in an undergraduate course in Architecture.	A/Prof Michael Prosser	
2006	Daniel Sze	Building on Cultural Diversity – PBL Medical Education in Internationalised Universities.	A/Prof Michael Prosser, Dr Chri Asmar, Dr Robert Ellis (with Professor Ann Sefton and Dr Richard Walker)	
2006	Abdurrahman Asaroglu	The Construction of Islamic Identity among Second-Generation Turkish-Austra	Dr Christine Asmar (with A/Prof Abdullah Saeed and A/Prof Iain Gardiner)	
2005	Helen Forbes	Nurse Teachers' Perceptions of Nursing and their Approaches to teaching Undergraduate Students.	A/Prof Michael Prosser	
2005	Tai Peseta	Dilemmas of identity and self in pedagogies of student learning/centredness	A/Prof Angela Brew	
2004	Lyn Leveson	A Phenomenographic Study of Individual Approaches to Teaching accounting in Higher Education.	A/Prof Michael Prosser	
Completed				
2005	Peter Kandlbinder	Reconstructing Educational Technology: A critical analysis of online Teaching and Learning in the University	A/Prof Angela Brew (with Dr Robert Young)	
2003	Gerlese Akerlind	Growing and Developing as an Academic: Implications for academic development, academia and academic work.	A/Prof Michael Prosser	
2002	Fiona Warehouse	First year University Physics Students' Experiences, Understandings, and Focal Awareness.	A/Prof Michael Prosser	
2001	Patricia M Lyon	Teaching and Learning in the Operating Theatre	A/Prof Angela Brew (with Dr Robert Young)	
2000	Christopher Cope	Educational Critical Aspects of the Experience of Learning about the Concept of an Information System.	A/Prof Michael Prosser	

Appendix 3.3: Data to support Section 3: Goal 3: Excellence in Research

Publication Output for the ITL for 2001, 2002, 2003, 2004 plus in press acceptances to date for 2005

Type of Publication	2001	2002	2003	2004	2005 (in press or accepted for publication)
Books	1		1		1
Chapters in Books	4	1	3	3	2
Edited Books				1	
Articles in Refereed Journals	5	5	7	13	15
Journal Issue		1		2	
Full length Published and Refereed Conference Papers	5	4	5	6	
Other Articles/Papers Publications	8	2	4	4	
Unpublished Conference Papers	4	9	19	12	

Appendix 3.4: Data to support Section 3: Goal 3: Excellence in Research

Seminars and Workshops presented by ITL staff at other universities

2005	Manchester Metropolitan University, UK University of Edinburgh, UK Victoria University of Wellington, NZ
2004	Anglia Polytechnic University, UK Coventry University, UK Exeter University, UK Manchester Metropolitan University, UK Oxford University, UK Scottish Quality Assurance Agency, UK The Open University, UK Westminster University, UK x 2 University of Warwick, UK Linköping University, Sweden x 2 Queens University, Canada Victoria University of Wellington, NZ Unitec, New Zealand Griffith University, Australia x 2
2003	Anglia Polytechnic University, UK Coventry University, UK Oxford Brookes University, UK Sheffield Hallam University, UK Surrey University, UK University of Illinois at Urbana-Champaign, IL The University of Chicago IL Claremont Graduate University, Claremont, CA Miami University, Oxford, OH x 2 Ohio State University, Columbus, OH Case Western Reserve University, Cleveland, OH Youngstown State University, Youngstown, OH University of Tasmania, Australia Australian National University, Australia
2002	University of Edinburgh, UK. University of East Anglia, UK x 2 University of Oxford, UK University of Plymouth, UK. University of Portsmouth, UK. The University of Akron, OH Hong Kong Polytechnic University, Hong Kong x 2 RMIT, Australia x 2 University of Technology, Sydney, Australia x 2 University of Wollongong, Australia Australian National University, Canberra, Australia Catholic Institute of Sydney
2001	Durham University, UK Oxford University, UK University College London, UK The University of Chicago IL Northeastern Illinois University IL The University of Akron, OH University of Wollongong, Australia

Appendix 4. Data to support Section 4: Goal 4: Internationalisation

4.1 Presentations at the Vice-Chancellor's Showcase *Graduates for the World*

4.2 Presenters by Faculty at the Vice-Chancellor's Showcase *Graduates for the world*

Appendix 4.2 Data to support Section 4: Goal 4: Internationalisation

Presenters by Faculty at the Vice-Chancellor's Showcase *Graduates for the world*

College of Humanities & Social Sciences	
Arts	7
Conservatorium of Music	4
Economics & Business	9
Education and Social Work:	6
Law	1
Sydney College of the Arts	1
College of Sciences & Technology	
Agriculture, Food & Natural resources	-
Architecture	1
Engineering	7
Science	14
Veterinary Science	18
College of Health Sciences	
Dentistry	1
Health Sciences	8
Medicine	18
Nursing and Midwifery	6
Yooroang Garang: School of Indigenous Health Studies	2
Pharmacy	10
Central	
Learning Centre	5
Koori Centre	4
Other	2
Total	124

Appendix 5: Data to support Section 5: Goal 5: Engagement with Industry and the Professions

- 5.1 ITL Membership of Professional Societies
- 5.2 HERDSA Fellowships information brochure

Appendix 5.1: Data to support Section 5: Goal 5: Engagement with Industry and the Professions

Membership of Professional Societies by ITL staff

Higher Education Research and Development Society of Australasia (HERDSA)
Staff and Educational Development Association, (SEDA), UK
Scientific and Medical Network UK (by invitation)
Society for Research in Higher Education (SRHE)
Professional and Organizational Development Network USA
Australian Association for Research in Education (AARE)
Australasian Society for Computers in Learning in Tertiary Education (ASCILITE) AUST
Association for Learning Technologies (ALT) UK
American Education Research Association (AERA) USA
American Association for Computers in Education (AACE) USA
Challenging Academic Development Collective (CAD)
Australian Institute of Management (AIM)
Australian Institute for Training and Development (AITD)
Research Institute for Asia and the Pacific

Appendix 6: Data to support Section 6: Effective Management

- 6.1 2003 Student Feedback Summaries
- 6.2 Summaries of University-wide surveys: SCEQ, SREQ, PREQ, and CEQ

Appendix 6.2: Data to support Section 6: Goal 6: Effective Management

Summaries of University-wide surveys: SCEQ, SREQ, PREQ, and CEQ

	Sample size	Response Rate
SCEQ		
SCEQ 2004	No survey for 2004	
SCEQ 2003	12,939	52%
SCEQ 2002	12,149	53%
SREQ		
SREQ 2004	3,762	59%
SREQ 2003	3,356	64%
PREQ		
PREQ 2004	605	50%
PREQ 2003	357	52%
CEQ		
CEQ 2004	6,247	54%
CEQ 2003	7,375	54%

All response rates can be found in more detail on the ITL website under Teaching

Appendix 7: Data to support Section 7: Goal 7: Service to the Community

- 7.1 ITL Committee Membership
- 7.2 Attendance for the ITL Working Groups
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- 7.5 2005 HERDSA Conference brochure

Appendix 7.1 : Data to support Section 7: Goal 7: Service to the Community

ITL Membership of University/ Faculty Committees / Working Groups

- Academic Board
- Academic Forum
- Teaching and Learning Committee
- Graduate Studies Committee
- Information Technology Education Ventures
- Information Technology Committee
- Library Committee
- Access and Support Working Party of the Information Technology Committee
- Academic Board ICT Pedagogy Group
- Academic Board Work Party for ICT Policies
- ELearning SIG
- Staff Development Committee
- Pharmacy Teaching and Learning Committee
- Engineering Teaching and Learning Committee
- Economics and Business Teaching and Learning Committee
- Economics and Business Dean's Teaching and Learning Plan Working Group
- Economics and Business Strategy and Quality Team: Teaching and learning/curriculum/students
- Economics and Business Strategic Directions and Quality Assurance sub Committee
- Veterinary Science Teaching and Learning Committee
- Health Sciences Research on Teaching and Learning Committee
- Postgraduate Education Students Association Committee
- Education and Social Work Graduate Studies Committee
- Division of Graduate Studies Committee
- Education and Social Work Teaching and Learning Committee
- Education and Social Work Postgraduate Coursework Committee
- Evaluation and Quality Assurance Working Group
- Generic Graduate Attributes Working Group
- First Year Experience Working Group
- Research-led Teaching Working Group
- Information and Communication Technology in Teaching and Learning Working Group
- University ICT in Teaching and Learning
- University Wide Review Panel for ICT
- Student Welcome, Orientation and Transition Group (SWOT)

In addition to membership of Committees, ITL staff make regular contributions to the work of other University and Faculty based committees through workshop and seminar presentations and submissions.

Appendix 7.2: Data to support Section 7: Goal 7: Service to the Community

Attendance at the Institute for Teaching and Learning Working Groups in 2004

Title of Working Group	Date of Meeting	Number of Faculties / Centres Represented	Number of Faculties / Centres Who Attended
Generic Graduate Attributes Working Group	26 th February 2004	22	15
Research-led Teaching Working Group	4 th March 2004	17	14
First Year Experience Working Group	12 th March 2004	19	13
Evaluation and Quality Assurance Working Group	26 th March 2004	17	13
Research-led Teaching Working Group	29 th April 2004	17	9
Evaluation and Quality Assurance Working Group	4 th June 2004	17	11
Generic Graduate Attributes Working Group	11 th June 2004	22	14
First Year Experience Working Group	18 th June 2004	19	10
Research-led Teaching Working Group	16 th September 2004	17	12
Generic Graduate Attributes Working Group	11 th November 2004	22	14
First Year Experience Working Group	19 th November 2004	19	9
Evaluation and Quality Assurance Working Group	26 th November 2004	17	13
Information Communication Technologies (ICT) in Teaching and Learning Working Group	30 August 2004	21	21
Information Communication Technologies (ICT) in Teaching and Learning Working Group	16 November 2004	21	17
Information Communication Technologies (ICT) in Teaching and Learning Working Group	8 February 2005	21	15

Appendix 7.3

Working Group evaluations information

Appendix 7.4: Data to support Section 7: Goal 7: Service to the Community

**ANALYSIS OF RESEARCH-LED TEACHING ACTIVITY AT THE
UNIVERSITY OF SYDNEY
AS DEMONSTRATED IN THE
ACADEMIC BOARD REVIEW REPORTS 2002
and Faculty Self-evaluation statements**

CONTEXT	
Strong awareness of discipline based research and research-led teaching across all disciplines	Pharmacy
Staff encouraged to use their own research in the field in their courses	Medicine
Teaching staff of the faculty are disciplinary experts/ strong researchers selected on their achievements in research (including performance) and teaching/ expertise	Veterinary Science, Conservatorium, Education Medicine, SCA, Science
Research interests of staff are matched with teaching responsibilities, to, for example: <ul style="list-style-type: none"> • inform teaching and inspire curiosity • embed teaching more in theory • transfer conceptual and methodological advances in the discipline into undergraduate and postgraduate programs 	Medicine ,Nursing, Veterinary Science, Law, Education Agriculture SCA, Health Sciences Pharmacy
An annual research retreat is held where ideas for its integration into the curriculum are shared	Arts
New appointments are made/are needed to stimulate the research environment; new research clusters support research and the scholarship of teaching	Law, Education Dentistry
There is a positive research environment where students learn from the research activities of staff	Medicine, Arts, Education, Pharmacy, Dentistry
Students are involved in staff research projects (more of this is encouraged in the Review Report)	Education Science
The location brings staff and students closely together	Conservatorium
Senior and postgraduate electives offered based on staff research interests	Economics & Business
Visiting scholars/guest lecturers share their research /External researchers write some course material	Arts, Education Health Sciences, Agriculture
There are close links with industry and research centers and organisations	Agriculture
Team teaching often results in team research and enables research expertise of all contributing staff to be reflected in the curriculum	Arts
Postgraduate research students are engaged as tutors	Law, Arts
There is a belief that the curriculum can only be taught by experienced researchers	Conservatorium
The Faculty has introduced new units to replace units which no longer represent the research interests of staff	Arts
Senior staff are involved in first year teaching	Dentistry
All staff involved in teaching all levels. All are involved in performance or research	Conservatorium
Staff believe students should know about research because it makes the subject more interesting	Engineering
At annual retreats staff discuss potential ways of incorporating novel research findings into teaching and learning	Pharmacy
There is an ITL staff member on the Faculty's Teaching and Learning Committee	Engineering, Veterinary Science
High level of debate on teaching and learning issues including the inclusion of staff seminars on teaching informed by research	Rural Management
Faculty policies encourage the link between teaching and research	Conservatorium
There is on-going discussion about the nature of research in the discipline	SCA
[Research and teaching complete for time]	Veterinary Science, Conservatorium Rural Management

[In some departments research-intensive staff do not teaching junior years; in others they do]	Science
[Research-led teaching not understood by all staff]	Rural Management
[The location is problematic in relation to research-led teaching (Westmead)]	Dentistry
[Restructuring has impacted negatively on the Research Teaching Nexus]	Arts
[Developing a strong research ethos is a particular challenge in a discipline that has traditionally not been research-based]	Nursing
[the College should consider the use of Institute for Teaching and Learning workshops to help staff better understand the teaching research nexus]	SCA
[Staff lack understanding of what it means for their research to inform their teaching]	SCA

STUDENTS LEARN THROUGH:	
engaging in inquiry/research based learning/ research-based learning exercises /projects including fieldwork and professional placements, case-based curricula, evidence-based practice, Through researching and writing program notes	Architecture, Science, Pharmacy, Education Law, Conservatorium Agriculture
engaging in problem-based learning	Veterinary Science, and Pharmacy (in the third year), Nursing (2B & 3B), Medicine
(Weekly) student research seminars	Medicine, Conservatorium
An advanced Engineering program for high achieving students engages students in interdisciplinary teamwork focused on inquiry	Engineering
1 st year program designed to lead students to being a professional scientist includes presentations by Honours Students	Science
student peer review/marking and/or workshops	Dentistry
Journals showcasing students' work	Arts
A peer support network in first year	Arts
Presentation of students' research at national conferences or published	Pharmacy, Law
Undertaking compulsory subjects in legal research and legal writing	Law
a Faculty Research day where Undergraduate and postgraduate students present their research	Dentistry
Student conferences/ seminars (may or may not be integrated with staff research seminars and events)/ attending conferences/ support to attend conferences	Law, Veterinary Science, Education, Conservatorium, Pharmacy, Agriculture Rural Management, Medicine, Architecture, SCA, Nursing
undertaking research for assignments, tutorials and workshops	Dentistry, Pharmacy, Medicine, Veterinary Science, Law, Agriculture (some industry funded though IP is a problem)
engaging in critical review	Veterinary Science,
critical reflection/ self directed learning	Education Dentistry
Summer research scholarships	Dentistry
Strong links with the profession (professional advisory committees)	Architecture
direct contact with active researchers	Science, Veterinary Science,
Exposure to the latest international research	Architecture
currency of material/ current research communicated to students	Law, Architecture, Education Health Sciences

taking electives/projects closely aligned with research interests of staff	Architecture, Science, Engineering Dentistry
Invitations to attend staff research seminars	Economics & Business
Generic attributes emailed to all first year students	Health Sciences
Focus on clinical experience in the integration of teaching and research	Nursing
Drawing inspiration from lecturers' work	SCA

SCHOLARSHIP OF TEACHING/PEDAGOGICAL RESEARCH	
The scholarship of teaching is recognised and rewarded by the faculty	Science, Veterinary Science, Education, Health Sciences
Teaching is research/evidence based/ Pedagogical research is integrated into teaching/	Science, Education, Veterinary science, Medicine, Dentistry
Faculty teaching and learning policies and processes are research/evidence based / The scholarly literature on teaching and learning is used in curriculum design and in faculty teaching and learning policy development	Science, Veterinary Science, Medicine, Education, Dentistry, Health Sciences
The faculty commissions/ carries out pedagogical research and this is integrated into teaching	Medicine, Pharmacy, Science, Conservatorium
The Faculty has an evidence-based response plan to the SCEQ and GCEQ	Medicine, Veterinary Science
Graduate Certificate (Higher Education) is mandatory for all new staff/ has stimulated pedagogical research	Veterinary Science
Teaching relief/incentives/support provided to staff who undertake/ are undertaking the Graduate Certificate (Higher Education)/	Economics & Business, Pharmacy
Some staff are undertaking graduate diploma, Masters, and Doctoral programs in teaching the discipline	Pharmacy
Staff are encouraged to undertake/ are undertaking/ have undertaken the Graduate Certificate (Higher Education)/ studies in higher education teaching and learning	Engineering, Dentistry Rural Management Health Sciences Nursing, Pharmacy
Existence of specific graduate programs in how to teach the discipline	Medicine, Health Sciences
Existence of a Research on Teaching and Learning Website	Health Sciences
Research on teaching and learning incorporated into teaching materials and in-house publication (Learning Matters)	Rural Management
Existence of a Teaching and Learning support unit within the Faculty	Medicine, Health Sciences, Economics & Business, Nursing
An educational consultant/ director of teaching development/ teaching quality fellow assists with course design and teaching and learning development	Veterinary Science, Law, Economics & Business
Research grant scheme for research on teaching	Science, Health Sciences
Research on Teaching and Learning Sub-committee of the Faculty T & L Committee	Health Sciences
Research into teaching is encouraged and carried out (may be viewed as an important alternative to disciplinary research)/ Individuals / groups in the faculty engage in pedagogical research/ have received grants to do so	Science, Veterinary Science, SCA, Education Health Sciences, Nursing, Science, Dentistry Rural Management
Research into teaching and learning carried out by a few staff influences and increases interest of others in teaching and learning/ unit of study coordinators use pedagogical research experts in the faculty as resources	Science, Veterinary Science, Economics & Business, Pharmacy
Staff publish in disciplinary journals/ are invited to speak on teaching/encouragement for / funding to attend/ present papers at teaching and learning conferences.	Science, Agriculture Medicine, Health Sciences Law, Medicine, Pharmacy, Architecture, Arts, SCA, Rural Management,

Formal and/or informal benchmarking arrangements with other research-based universities exist in the Faculty	Dentistry, Veterinary Science, Conservatorium, Education
The Teaching and Learning committee includes people external to the faculty with expertise in teaching	Veterinary Science
Staff seminar series on teaching and learning issues	Medicine, Arts, Science, Rural Management
Staff are encouraged to research their own practice	Engineering, Education Dentistry Health Sciences
Faculty criteria for excellence awards encourage links between teaching & research	Engineering, Education
Research seminar program includes occasional sessions on pedagogical research	Pharmacy
Opportunities are provided for staff to discuss teaching issues	Engineering
Staff participation in HEC syllabus and examination committees provides opportunities for dialogue about secondary and tertiary teaching and learning issues	Arts

STUDENT PERCEPTIONS	
Both postgraduate and undergraduate coursework students are able to cite examples of the use of research by staff in their teaching	Pharmacy
Students are positive about their exposure to research in their courses	Law, Medicine
Students are aware of the research interests of staff	Architecture, Science, Veterinary Science Dentistry
Students think research influences what is taught/ their learning (i.e. more than other universities)	SCA, Veterinary Science
Students say they find the active researchers are better teachers	Economics & Business
Students have varying experiences of staff integrating research into their teaching	Economics & Business
Students think it would be good if more staff talked about their research	Engineering
Students think research is something staff did in their holidays	Agriculture
Students are unaware of the research interests of staff	Agriculture
Students are critical of staff who base lectures solely on their own publications	Economics & Business
Students think staff think first and second year students are not capable of benefiting from engagement with cutting-edge research	Science
Students think that the Faculty provides insufficient opportunities for students to engage in rigorous debate and develop critical and analytical skills	Arts
Undergraduate students think that lecturers are not using their own research in their teaching	Arts
Students are not aware of the research culture and of research-led teaching in the Faculty	Nursing

Associate Professor Angela Brew
Institute for Teaching and Learning
September 2003