

Faculty of Law

ACADEMIC BOARD REVIEW – PHASE 2 VISIT

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ACADEMIC QUALITY ASSURANCE

FACULTY OF LAW SELF-EVALUATION REPORT 2004 *INTRODUCTION*

A. ACADEMIC PROGRAMS, STUDENTS, STAFF AND LEARNING RESOURCES

The Faculty of Law is located on the St James Campus where it has been based for over 100 years. In 1999 the Faculty combined the Departments of Law and Jurisprudence so as to remove the Departmental governance structure. Faculty governance is now conducted primarily through the Dean and two Pro Deans – one addressing Teaching Programs, and the other Staff Development. Additional assistance is provided by the Faculty Manager, Associate Deans, Program Coordinators, Committee Chairs and Directors with specific portfolios.

In 2004 the Faculty offers 2 undergraduate Bachelor of Law (LLB) degree programs, 25 postgraduate coursework and research programs, 2 joint postgraduate programs, has 1647 undergraduate students, 1175 postgraduate coursework students, and 99 postgraduate research students taught by 62 Academic Staff (54.65 FTE) and 82 part time lecturers (mostly professional lawyers who are active in the postgraduate coursework program). As at 31 March 2004, the Faculty had a total EFTSU of 1421.3. In 2004 the Faculty offers 109 streams of 12 compulsory undergraduate units of study, 47 elective undergraduate units of study, and 111 postgraduate units of study. The Faculty is a participant of a new interdisciplinary degree course, Bachelor of Arts and Sciences, which is to be offered in 2005. The Faculty will contribute one unit of study towards the first year of this course.

The Faculty of Law has four main programs of study:

1. Bachelor of Laws (LLB) – a combined five year program with partner faculties in Arts/Economics and Business/Engineering/Science: this involves teaching the three year foundation program of the LLB on the main campus to students who are engaged in studies in other disciplines, and the final two years at the St James campus where students merge with those undertaking the graduate law program. For many years direct HSC entry to the LLB at this university has been seen as the premier undergraduate law program in New South Wales. Its 2004 UAI entry score was 99.6, significantly higher than our competitors.
2. Bachelor of Law (LLB) – the Graduate Law program. This is an intensive three year undergraduate program for students who already hold a degree in another discipline. The foundation program is completed in Year One, and in Years Two and Three students merge with those undertaking the combined program to complete the remaining core and elective units of study. Equivalent 2004 UAI entry score was 95.30.¹
3. Postgraduate coursework programs based around the Master of Laws (LLM) and related specialist postgraduate degrees. The Faculty has by far the largest postgraduate coursework law program in Australia including:
 - Master of Laws (LLM)
 - Master of Administrative Law and Policy (MALP)

¹ This figure is a notional composite of the UAI (weighted 25%) and the GPA for tertiary record (weighted 75%).

- Master of Business Law (MBL)
- Master of Criminology (MCrim)
- Master of Environmental Law (MEL)
- Master of Health Law (MHL)
- Master of International Law (MIL)
- Master of International Taxation (MIntTax)
- Master of Jurisprudence (MJur)
- Master of Labour Law and Relations (MLLR)
- Master of Taxation (MTax)

Eight of these Masters programs are supported by Graduate Diploma programs, and in addition there exists specialist Graduate Diplomas in Corporate, Securities and Finance Law, and Commercial Law. The Faculty also conducts partner postgraduate programs with the faculties of Science (Masters of Environmental Science and Law) and Economics and Business (Masters of International Business and Law). Most of the specialist postgraduate programs are open to non-lawyers.

4. Postgraduate Research programs – of which the Faculty has four:

- Doctor of Philosophy (PhD)
- Doctor of Juridical Studies (SJD)
- Master of Laws (LLM)
- Master of Criminology (MCrim)

The SJD is a professional doctorate and was one of the first of its type offered in Australia. Both the PhD and SJD are supported by dedicated legal research programs specifically designed for doctoral candidates.

In addition the Faculty also conducts a Continuing Legal Education program for the legal profession, and has miscellaneous in-house training programs conducted by Faculty Centre's and some postgraduate programs. A wide range of information about the faculty's programs, units of study, admission, enrolment, timetables, progression, examinations, scholarships and prizes and much more can be found by visiting the Faculty web site at <www.law.usyd.edu.au>.

FOLLOW UP TO PHASE 1

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| Recommendation 1 | <p>The Review Team acknowledges that the Faculty has a very positive system of recognising and rewarding good teaching. However it recommends that the Faculty encourage its teaching staff to apply for University wide teaching awards.</p> |
| Action taken by the Faculty | <ul style="list-style-type: none"> ➤ The criteria and the application process of the Faculty Award for Excellence in Teaching were reviewed and revised, with a view to bringing the award into line with the Vice Chancellor s Award for Outstanding Teaching. The aim was to facilitate applications by our teaching staff for the latter award and changes to the Faculty award reflect the process, intention and application procedures of the Vice Chancellor s Award. ➤ The process for the application and awarding of the Faculty award was accelerated by two months in order to facilitate applications for the university wide teaching awards. ➤ Members of the academic staff have been familiarised with the criteria and application process of the university-wide awards and encouraged by the Director of Teaching Development to apply for both the internal Faculty teaching award and the University-wide teaching award. |
| Further action planned but not yet implemented (if appropriate) | <ul style="list-style-type: none"> ➤ To review progress in implementation at the end of 2004 by the Pro Dean (Teaching) and Director of Teaching Development. |
| Faculty's evaluation of the success of action taken | <ul style="list-style-type: none"> ➤ Appropriate mechanisms to encourage Faculty to apply for the award have now been put in place, however, the initiative requires ongoing evaluation and monitoring to enable the promotion of teaching excellence in the Faculty of Law. |

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| Recommendation 2 | <p>The Faculty should consider the further development of methods ensuring that courses and units of study facilitate students in achieving intended learning outcomes. Intended learning outcomes need to be made clear to students in all unit of study outlines.</p> |
| Action taken by the Faculty | <ul style="list-style-type: none"> ➤ It is a requirement of this Faculty that students are provided with a detailed unit of study outline in each unit of study that specifies the learning objectives of the unit of study and how these are to be achieved. A pro forma for such outlines is contained in the Teaching Handbook, and it emphasises the importance of clear and achievable learning outcomes. Since 2000, the Pro Dean (Teaching Programs) have retained a set of unit of study outlines and considered their compliance with the teaching handbook standards. ➤ In recognition of the Committee's concerns expressed in this recommendation, the Pro Dean (Teaching Programs) in both 2003 and 2004 individually examined all unit of study outlines in circulation throughout the Faculty's present teaching program. Many unit of study outlines appear not to have Learning Outcomes explicitly articulated under that heading, those outlines actually do have such outcomes formulated, but articulated under the heading Course Objectives instead. |
| Further action planned but not yet implemented (if appropriate) | <ul style="list-style-type: none"> ➤ The Teaching and Curriculum Committee has received Faculty funding drawn from a teaching innovation grant awarded by the University, to conduct research projects examining: (a) assessment practices and procedures throughout the Faculty; and (b) teaching modes and the potential for teaching innovation in the Faculty. It is anticipated that as a component of these projects the translation of intended learning outcomes from unit of study outlines to classroom experience will be evaluated in detail. Research has commenced on these projects, two progress reports have been made to the Teaching and Curriculum Committee and a final report is expected by the end of 2004. ➤ The Pro Dean and the Director of Teaching Development will encourage staff to reflect on the connection between unit of study content and assessment tasks and unit of study aims. |
| Faculty's evaluation of the success of action taken | <ul style="list-style-type: none"> ➤ There has overall been a high level of awareness amongst teaching staff of the need to articulate and promote clearer intended learning outcomes to students. Faculty has put in place a range of mechanisms to further promote this initiative and greater levels of compliance amongst the teaching staff has been achieved. |

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| Recommendation 3 | The Faculty is encouraged to make all unit of study outlines available on the internet. Currently students report that only 15 units have their outlines on the internet, and other outlines are only available in hard copy. |
| Action taken by the Faculty | <ul style="list-style-type: none"> ➤ From Semester 1, 2003 the Faculty has extensively utilised Web CT with the result that at least 90% of unit of study outlines in 2003 were placed on Web CT, whilst in 2004 that figure is near 98%. ➤ To facilitate the greater use by Faculty of Web CT and the maintenance of Web CT Teaching sites, the Faculty has employed a full-time Web Ct Teaching Assistant to provide training and assistance to staff and students. The Web CT Teaching Assistant in 2003 ran training workshops for staff and also gave individual brief training sessions to classes at the beginning of each semester. The Web CT Teaching Assistant also uploads the unit of study outlines onto Web CT for each unit of study once the teacher provides that outline. |
| Further action planned but not yet implemented (if appropriate) | <ul style="list-style-type: none"> ➤ The use of Web CT by teaching staff and students will be the subject of ongoing evaluation and monitoring by the Teaching and Curriculum Committee and the Pro Dean (Teaching Programs). ➤ Review of the need for the continuation of a full-time Web CT Teaching Assistant. ➤ Consideration of whether further Faculty funding is required to develop higher level Web CT skills amongst teaching staff. |
| Faculty's evaluation of the success of action taken | <ul style="list-style-type: none"> ➤ The Faculty has achieved a significant turnaround in teaching staff usage of Web CT since 2002 and has gone from approximately 5% usage to near universal usage. Teaching staff have been trained in the use of Web CT facilitated by the engagement of a Faculty Web CT Teaching Assistant officer. |

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| Recommendation 4 | The Faculty needs to assess the amount of practical courses/skills being taught at the Faculty, in order to respond to student requests for more clinical and practical experience. |
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| <p>Action taken by the Faculty</p> | <ul style="list-style-type: none"> ➤ This Recommendation was discussed at a session of the 2003 Faculty Retreat. It was noted that the Faculty should articulate to students the skills that are already taught in existing units of study without being explicitly recognised as such. These are skills such as effective written and oral communication, drafting methods and strategies, and research techniques, which are central to any legal career. It was also noted that the teaching of other skills, such as negotiation, is extremely resource-intensive and tends to benefit only a very few students at the expense of students in other units of study. ➤ The Teaching and Curriculum Committee of the Faculty has for many years now been investigating the importance of skills training in the undergraduate program. Skills training is not a simple issue even in a professional course such as law, particularly when the methodology and technology of skills training is developing rapidly and when the cost of providing such training is high. ➤ The Faculty benefits from a very extensive voluntary skills program. We have a large commitment to elective mootng (at both international and national levels), client interviewing competitions, student placement opportunities, and some limited clinical advisory experience. The Sydney University Law Students Association, and the Teaching and Curriculum Committee are liaising in order to learn more about the skills offerings in other law schools in order to compare these with skills provision in our teaching program. In addition, it is anticipated that the research project on teaching methods will produce interesting information concerning the skills focus in the current spread of teaching offerings. ➤ Over the past 12 months the convenor of the Teaching and Curriculum Committee has requested information from staff on the skills components which they include in their units of study. The Committee is monitoring these responses and they will provide information for the teaching methods research project and its report. ➤ It was viewed as desirable to ascertain the views of the legal profession (the potential employers of our graduates) on what skills in law graduates are needed and which are not presently being provided. The Faculty accordingly awarded a Teaching Innovation Grant (to Joellen Riley and Elisabeth Peden) to survey such potential employers. ➤ A new undergraduate skills-based unit of study called <i>Amicus Curiae</i>, has been introduced by Ms Jenni Millbank a lecturer with experience as an amicus curiae. In 2004 the unit has been run as a trial project for 12 students and is scheduled to be offered again in 2005. ➤ A new postgraduate unit of study called <i>Mediation Skills and Theory</i> has been introduced in 2004 and is scheduled to be offered again in 2005 by Professor Astor Professor in Dispute Resolution and Litigation. |
| <p>Further action planned but not yet implemented (if appropriate)</p> | <ul style="list-style-type: none"> ➤ The Pro Dean (Teaching) will review the outcomes of the <i>Amicus Curiae</i> and <i>Mediation Skills and Theory</i> courses offered in 2004 and consult with the unit of study coordinators. ➤ The Faculty will further review this initiative at the proposed 2005 Faculty Retreat. ➤ The Faculty may also take into account during pending hiring rounds the capacity of applicants to contribute to practical courses/skills training. |

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| Faculty's evaluation of the success of action taken | <ul style="list-style-type: none">➤ Faculty has made good progress in responding to this Recommendation through discussion at the 2003 Retreat and adoption of a new unit of study to facilitate skills training. Faculty also retains a commitment to existing units of study in this field (External Placement Program, Jessup International Law Moot). The nature of an LLB and postgraduate professional coursework program, plus resource constraints, are limiting factors in the implementation of this Recommendation. The Faculty recognises the desire of the undergraduate student population in particular to have a greater exposure to skills training throughout their program. While it is noted that clinical simulations, problem solving, and mooting are undertaken in some units of study, uniformity is not achieved and may not be desirable. Certain teaching units lend themselves more effectively to a skills dimension, and the undergraduate electives in particular have been developed so as to enable students to select skills areas to complement their programs of study. |
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| Recommendation 5 | The Review Team recommends that benchmarking strategies for quality assurance should to be established in various aspects of the Faculty’s work: undergraduate and postgraduate courses, postgraduate supervision, teacher training, student performance and student support and assessment standards. The Review Team particularly recommends that methods for supporting research higher degree students should be benchmarked against another suitable faculty and another research university |
| Action taken by the Faculty | <ul style="list-style-type: none"> ➤ This was discussed at a session during the 2003 Faculty Retreat and a recommendation was made that the University of Toronto be approached for this purpose. That university was viewed by the Faculty as a suitable potential benchmarking partner, on the basis that it is a comparable high-status, research-intensive, established university with roughly comparable research and teaching objectives. ➤ The Faculty is in the process of a benchmarking exercise with the University of Queensland TC Bernie Law School. There are a number of issues with the process that are being worked through and the success of the exercise will be evaluated at the conclusion of the exercise. ➤ Faculty has commenced negotiations with the University of Cambridge for the exchange of postgraduate research students so as to allow University of Sydney students access to Cambridge facilities and integration into the College and Research Centre programs in particular the Lauterpacht Research Centre in International Law. |
| Further action planned but not yet implemented (if appropriate) | |
| Faculty’s evaluation of the success of action taken | <ul style="list-style-type: none"> ➤ Benchmarking is a process that requires considerable advance planning and in some instances appropriate budgetary allocations. Initiatives have been taken in 2003 and 2004 that should result in positive outcomes for the Faculty in 2005 or 2006. |

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| <p>Recommendation 6</p> | <p>As part of an attempt to enhance interaction between staff and students, the Faculty should retain its regular liaison with SALS. However, in accordance with Academic Board policy, the Faculty should in addition operate effective staff-student consultative committees (see section 2, <i>The Management and Evaluation of Teaching</i>)</p> |
| <p>Action taken by the Faculty</p> | <ul style="list-style-type: none"> ➤ At the beginning of 2003 the Pro Dean (Teaching), in conjunction with SALS, implemented weekly meetings of the Pro Dean with a SALS representative to discuss all matters of concern to students in connection with their education. SALS was asked to advertise the availability of these meetings to the student body so that students could approach SALS with any issues they might have which should be taken up with the Pro Dean. The meetings were intended to include any representative of SALS as well as any student with a particular issue who wished to attend. These meetings have been very successful and many different issues have been dealt with quickly and effectively to the satisfaction of all parties. Here is an evaluation of the meetings, sent to the former Pro Dean (Teaching) (Associate Professor Pat Loughlan) by the SALS Vice President (Education) in 2003: ➤ SALS has definitely appreciated the effort Patricia has invested in initiating this weekly meeting and making it a priority. We have met very regularly, and been able to discuss problems across the board in an informal environment. This has avoided a lot of the bureaucratic time-wasting and letter writing that has gone on in the past and rarely seemed to produce results. This type of contact has facilitated easy negotiations and balanced compromises. One example of this was the change in faculty policy earlier this year in reference to access to electives. The frequency of the meetings means that students' issues tend to be addressed more quickly and Patricia has been very helpful in implementing our suggestions via email to academic staff. One example of this was our request for more assessment feedback. This type of request is always slow to take effect, but we are encouraged by the fact that a few more lecturers appear to be handing back 'model answers' with students' assignments. I hope next year's Pro-Dean continues to make these kind of regular requests to staff. Conversely, I have also been able to receive useful feedback from Patricia concerning the rising number of plagiarised essays and complaints from students who did not pre-enrol last year and missed out on subject choices. This has enabled me to find out that many students are unaware of specific faculty policies and to email relevant information out to all law students. This meeting has also been very useful in resolving several student complaints about lecturers earlier in the year. Hopefully more students will come forward next year with these sorts of concerns. ➤ The Faculty also retains ongoing positions on both the Faculty Board and on Faculty Committees for SALS representatives ➤ SALS representatives have in 2004 been invited to become engaged in Faculty and University-wide consultations concerning the new Faculty of Law building on campus. |

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| <p>Further action planned but not yet implemented (if appropriate)</p> | <ul style="list-style-type: none"> ➤ SULLS has also made the following suggestion: In terms of making the meeting more useful, it would be great if a lecturers put the details of the Vice President (Ed) in course outlines and told their classes at the beginning of the year that he or she is a student-based resource that may be used if any student has some problems with the class. That will be implemented in 2005. ➤ Further dialogue needs to be established between the Pro Dean (Teaching) and the postgraduate student body which SULLS does not represent. This poses considerable challenges due to the diverse nature of that student body however consultations will occur in late 2004 to provide avenues for this dialogue in 2005. |
| <p>Faculty's evaluation of the success of action taken</p> | <ul style="list-style-type: none"> ➤ The regular meetings between the Pro Dean (Teaching Programs) and SULLS have been a considerable success and allowed for enhanced dialogue between staff and students. Not all students are sufficiently aware of these consultations and more can be done to advertise the potential for SULLS to play an active role in staff-student consultations. |

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| Recommendation 7 | The Faculty is encouraged to establish a formal mentoring program for new teachers (full-time, casual, part-time and postgraduate fellowship teachers). The mentor program should assign an established staff member to act as mentor to a new staff member providing support and guidance during their initiation into the position. |
| Action taken by the Faculty | <ul style="list-style-type: none"> ➤ Mentoring was discussed extensively in a session at the 2003 Faculty Retreat and a consensus appeared to be reached on the encouragement of informal mentoring rather than an institutionalised mentoring regime. Faculty members did not accept that a member of staff should be assigned as a mentor and they would much prefer to choose their own mentors and develop their own mentoring relationships. ➤ The Pro Dean (Staff) in 2003-2004 wrote to each junior member of staff in the Faculty, asking whether they would like to have a mentor and if so, at what academic level that mentor should be. The response was once again consistent with a considerable resistance to formal mentoring and assigned mentors. ➤ Recently Level A and Level B appointees are considered to be an exception to the rule and receive extensive mentoring from the Pro Dean (Teaching) and Pro Dean (Staff Development) and the senior academic in their teaching field or research cluster. ➤ The current Pro Dean (Teaching) individually met with all Level A and Level B Lecturers in July and August 2004 to discuss their 2005 teaching preferences and to discuss any teaching related issues arising from their 2004 teaching programs. |
| Further action planned but not yet implemented (if appropriate) | <ul style="list-style-type: none"> ➤ A pool of senior members of staff who might be willing to be offered as mentors to new members of staff will be identified. |
| Faculty's evaluation of the success of action taken | <ul style="list-style-type: none"> ➤ Mentoring has proven difficult to implement within the Faculty, though it is clear that a significant amount of informal mentoring takes place and senior staff willingly play that role. The creation of the two Pro Dean positions has also facilitated this process. More initiatives can be taken to assist part time and casual teaching staff, however the success of such initiatives will often depend upon the willingness and resource constraints of senior staff. |

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| <p>Recommendation 8</p> | <p>The Review Team recommends that the Faculty should implement a strategy to monitor disparities in the quality of teaching and to regulate progress in teaching development. The Faculty should continue to encourage all new and existing staff to attend teaching workshops and skill development sessions in order to maintain and ensure a level of consistency in teaching standards.</p> |
| <p>Action taken by the Faculty</p> | <ul style="list-style-type: none"> ➤ Negotiations with ITL have resulted in an agreement that unit of study evaluations would henceforth be processed on a group by group basis within a unit of study so that individual teachers could get feedback on how their particular group responded to their teaching and the Pro Dean (Teaching) could more easily monitor disparities among groups. ➤ Many of the disparities in the quality of teaching have come about from the extensive hiring of casual teaching staff (with varying qualifications and experience) in recent years, in order to meet the aim of small group teaching. The number of casual teachers appointed has been drastically reduced for the teaching program in 2004 and is anticipated will be followed through in the Semester 1, 2005 teaching program where on present indications only 2 of the 9 compulsory streams will have part time or casual teachers . This has been achieved by three hiring rounds, in which appointments have been made to permanent, continuing positions, and by implementing a program in which existing members of staff are permitted to take one extra teaching group on an above-load basis. ➤ All teaching appointees at Levels A, B, C and D in 2003 and 2004 have been required to comply with certain conditions prior to confirmation, including completing the 3 day Principles and Practices of University Teaching course. ➤ All casual and part time teaching staff are required to provide teaching referees prior to their appointment. ➤ The weekly meetings between a SULLS representative and the Pro Dean (Teaching) have allowed for the monitoring of difficulties arising in the teaching of any particular group or unit of study so that those difficulties could be remedied as quickly as possible.(See above recommendation 6). |
| <p>Further action planned but not yet implemented (if appropriate)</p> | <ul style="list-style-type: none"> ➤ An induction program for new teaching staff (both full time part time and casual) will be held in 2005. ➤ Convenors of multi-group compulsory units of study will be encouraged to do more by way of achieving uniformity of teaching standards among the groups, while respecting the autonomy and creativity of the individual teacher in constructing the educational experience of his or her particular group. |

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| <p>Faculty's evaluation of the success of action taken</p> | <ul style="list-style-type: none">➤ There has been considerable progress in ensuring higher level quality of teaching in compulsory units of study in the LLB program, however there is still greater scope for monitor teaching proficiency in the postgraduate programs and in responding to legitimate postgraduate student concerns. |
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| Recommendation 9 | The Faculty is encouraged to continue to refine small group teaching. It needs to consider reducing class sizes in some areas and increasing the number of seminar sessions conducted during the week. |
| Action taken by the Faculty | <ul style="list-style-type: none"> ➤ The undergraduate program of the Faculty of Law is designed around a small-group teaching model. In the foundation years class sizes for each small group are capped at 30 students or less. In the compulsory units in later years the average class size is 45 but may increase to 50. The Faculty is sensitive to the relationship between increasing class size and the deterioration of the seminar teaching potential. ➤ Popular undergraduate electives have been split into multiple seminar groups in order to reduce class sizes (Intellectual Property, Media Law, Family Law, Personal Taxation) ➤ The Faculty is committed to its small group teaching model and in 2003 and 2004 has made further academic appointments in order to ensure the continued viability of that model. ➤ In recognition of the demand of certain core units in the Master of Taxation and Master of International Law program, these units are now being offered twice yearly in order to reduce class sizes for certain postgraduate classes ➤ A Working Party was convened to consider the mode of delivery for postgraduate intensive units of study, including whether it is desirable to place a cap on the number of students enrolling in intensive units. |
| Further action planned but not yet implemented (if appropriate) | <ul style="list-style-type: none"> ➤ Active consideration is being given to placing caps on student numbers in certain postgraduate units of study for 2005, especially those which are offered intensively. |
| Faculty's evaluation of the success of action taken | <ul style="list-style-type: none"> ➤ The Faculty remains committed to the small group teaching model implemented in the LLB program in the mid 1990s. However, funding and resource constraints plus pressures created by increased student numbers at both undergraduate and postgraduate level are creating considerable pressure on this model. The Faculty would very much welcome increased funding from the university to achieve compliance with this recommendation. |

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| <p>Recommendation 10</p> | <p>The Faculty needs to take into consideration that some students feel anonymous in seminar classes due to large class sizes. Since assessment of participation in seminar classes is seen as unfair by some students, the Faculty needs to consider another form of assessment or implement processes to ensure that participation assessment is fair and equitable for all students.</p> |
| <p>Action taken by the Faculty</p> | <ul style="list-style-type: none"> ➤ The majority of units of study within the undergraduate program have interactive assessment components which encourage the development of a community in the classroom and familiarity between the teacher and student. In Part 5 of the Faculty Teaching Handbook there is a section dealing with assessment criteria which in particular discusses class participation. There are various class participation models in practice throughout the Faculty. The Faculty is confident that where class participation is employed it is fair to the students involved (never amounting to more than 20% of the total assessment and more commonly around 10%), and structured in a way that is well considered. ➤ The research projects on teaching and assessment managed by the Teaching and Curriculum Committee have specifically enquired into the achievements of small group teaching models, and in particular, the modes of assessment within such a teaching framework. ➤ In 2003 the Faculty introduced a pilot project involving student photographs, whereby a photograph of each student in Combined Law 1 has been taken and stored on a separate server with secured access. Access to the photograph data base is restricted to teachers of relevant units of study and there has been overwhelming support from those teachers for the project because it enables them to put names and faces of students together much more quickly and reliably. This project has been further extended in 2004 across the Combined Law program ➤ In some large postgraduate units of study taught by intensive mode, assessment regimes have been adjusted in recognition of the difficulty of effectively implementing class participation grades in classes taught for only 4-5 days ➤ The introduction of catered morning and afternoon tea/coffee breaks during postgraduate intensive units of study have permitted more informal interaction between lecturers and student. |
| <p>Further action planned but not yet implemented (if appropriate)</p> | <ul style="list-style-type: none"> ➤ Consideration has been given to having student photos and short student biographies on the Web CT for each unit of study. This should be subject to student approval and SALS should be consulted. It is hoped that this might improve intra-class collegiality and reduce feelings of student anonymity. |

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| Faculty's evaluation of the success of action taken | <ul style="list-style-type: none">➤ The Faculty is well aware of student disquiet over anonymity in the classroom and has adopted several measures to address these concerns both in terms of reducing the barriers between effective staff-student interaction, and some of the disquiet which has been expressed over assessment regimes, however these initiatives need to be balanced against student demands for anonymous assessment regimes. |
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| Recommendation 11 | The Faculty is encouraged to arrange effective processes which enable students to report unsatisfactory teaching or unfair practice. Troubleshooting processes in this regard need to be more transparent. |
| Action taken by the Faculty | <ul style="list-style-type: none"> ➤ Weekly meetings between a SALS representative and the Pro Dean (Teaching Programs) have been implemented which provide an opportunity for student concerns to be raised through their representatives ➤ The SALS/Pro Dean meetings have been advertised to the student body as being available for the addressing of problems associated with perceived unsatisfactory or unfair teaching practices. Please see Recommendation 6 (above) for an account of SALS s evaluation of this process for this purpose. ➤ Where the Pro Dean (Teaching) is of the view that sufficient concerns exist over certain teaching practices, mid-semester student evaluations have been conducted to provide for immediate but anonymous evaluations ➤ Where appropriate, the Pro Dean (Teaching Programs) will sit in on classes to observe teaching, or in extreme instances hold a forum with individual classes to discuss particular concerns |
| Further action planned but not yet implemented (if appropriate) | <ul style="list-style-type: none"> ➤ The role of the SALS Vice-President (Education) as a resource for student problems, especially in the light of that person s weekly meetings with the Pro Dean (Teaching) will be more widely notified to students. ➤ Better lines of communication need to be developed between postgraduate coursework students and the Pro Dean (Teaching) and it is anticipated this will be addressed in 2005 by the appointment of student representatives within the various specialist postgraduate programs. |
| Faculty's evaluation of the success of action taken | <ul style="list-style-type: none"> ➤ The establishment of weekly meetings between the Pro Dean (Teaching) and representatives of SALS has assisted in the reporting of and responding to student concerns over undergraduate teaching practices. More formal and transparent processes need to be implemented to address teaching concerns raised by postgraduate students. |

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| <p>Recommendation 12</p> | <p>The Review Team encourages the Faculty to set a timeframe for the return of assessable work, which should be preferably within 2 to 3 weeks of the submission date. Teaching staff should ensure the return of assessment marks and comments well before the next assessment, so as to allow students to benefit from their feedback. It is recommended that feedback should be constructive and detailed</p> |
| <p>Action taken by the Faculty</p> | <ul style="list-style-type: none"> ➤ In 2002 the Teaching and Curriculum Committee of Faculty received critical comment from SULLS on the issue of feedback. In response, the Pro Dean (Teaching Programs) and the Foundation Co-ordinator put in place a system to ensure assignment submission dates should be spread evenly throughout the semester to reflect a consideration of workload. ➤ In 2002 steps were taken in the Foundation Program to also ensure a spread of different assignment tasks from one unit of study to another, and efforts were made to ensure that these assignments were complementary and that they reflected common skill themes such as the enhancement of legal writing. ➤ Regarding feedback, the Faculty considers it is unreasonable in all circumstances to impose a 2 to 3 week turnaround time for assignments. To do so may in fact restrict the detail of feedback given due to the pressures of time. It is necessary to recognise the tension between setting early dates for assessment to ensure timely feedback and later dates to ensure content coverage before the assessment task. It is also appropriate to note that a two to three week turnaround for assessments is often made impossible by student requests for extensions (based on compassionate or other grounds) and the return of marked assignments must be held up while waiting for late submissions. Detailed feedback and model answers cannot be handed back while some of the cohort has not submitted. The loss of such flexibility in the granting of extensions would not be either to students benefit or to their satisfaction. However, it is agreed that feedback needs to be prompt and detailed and available prior to the submission of new assessment tasks. ➤ The Faculty Handbook in Part 5 subpart 3 gives examples of good feedback practice, refers to the University's requirements concerning criteria based assessment, and presents certain pro formas to regularise feedback and to make it more efficient. ➤ The Teaching and Curriculum Committee has received Faculty funding, drawn from a teaching innovation grant awarded by the University, to conduct a research project examining, <i>inter alia</i>: <ul style="list-style-type: none"> ➤ Procedures for the return of end-of-semester assignments and examinations have been streamlined and all Faculty are encouraged to be available for consultation over these results. |
| <p>Further action planned but not yet implemented (if appropriate)</p> | <ul style="list-style-type: none"> ➤ Teachers will be encouraged to make a statement on the unit of study outlines regarding when the assessment task will be returned and how the task fits into teaching objectives. ➤ Staff who do not meet good teaching practice in the timely return of interim assessment will be counselled by the Pro Dean (Teaching Programs). |

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| Faculty's evaluation of the success of action taken | <ul style="list-style-type: none">➤ Faculty has taken some steps towards more detailed and timely feedback and return of interim assessment. However resource constraints continue to be an issue in this area. A number of undergraduate compulsory units of study have successfully introduced global feedback sheets, including breakdown of results that can be accessed through Web CT. |
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| Recommendation 13 | The Faculty is encouraged to consider ways to respond to the student dissatisfaction with the lack of variability in assessment. It needs to consider alternatives to inflexible types of assessment such as 100% exams or essays. |
| Action taken by the Faculty | <ul style="list-style-type: none"> ➤ A research project on assessment managed by the Faculty's Teaching and Curriculum Committee has sought to identify and detail assessment practice throughout the Faculty. It is the Committee's opinion that the Faculty's assessment regime is varied and rather than variety it is regularity which may need to be emphasised here. ➤ The Faculty has always attempted to provide students with variety in assessments, and as much choice as possible between assessment forms. From the issue of choice the present enrolment regime in the undergraduate compulsories (across a number of small groups) tends to militate against assessment choice. The Pro Dean (Teaching Programs) has sought to examine personal timetabling from a student perspective and instituted a more flexible transfer regime group- to - group (in the major undergraduate compulsories) resulting in the enhancement of assessment choice. For example, in a multi-group unit of study where one group has an assessment task of a moot and another group has a research essay instead, a student will be now be permitted to transfer from one group to the other on the basis of an argument that the assessment task of the other group is more in tune with the student's learning strategies or interests. ➤ The Faculty Teaching Handbook provides 5 examples of different and innovative assessment formats in the interactive mode. These formats are common throughout the undergraduate teaching program and encouragement is given to utilise these modes of assessment. |
| Further action planned but not yet implemented (if appropriate) | <ul style="list-style-type: none"> ➤ The Teaching & Curriculum Committee's research project has throughout 2003-2004 produced a wealth of data on assessment practices, which will provide valuable information and new resources for the Faculty's teaching staff in constructing challenging and productive assessment options. |
| Faculty's evaluation of the success of action taken | <ul style="list-style-type: none"> ➤ Faculty has continued to debate whether there should be continued reliance on unseen examinations along with other forms of assessment in order to protect against plagiarism and to enhance student honesty in assessment. There have been growing concerns throughout the Faculty of the rise in cases of plagiarism, including a major instance arising in the 2003 Equity examination. Under these circumstances, the Faculty is facing significant challenges in responding to this Recommendation in the face of academic dishonesty amongst students. |

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| Recommendation 14 | The Faculty is encouraged to assess the Law School library resources and availability of current books and journals. It is recommended that the library consider subscribing to journals used frequently by students and the transfer of course materials online. |
| Action taken by the Faculty | <ul style="list-style-type: none"> ➤ Faculty actively discussed this recommendation at the 2003 Retreat ➤ The Law Library has made ongoing progress in making Law journals and associated resources available on line. ➤ The introduction of Web CT throughout the undergraduate and postgraduate teaching program in 2003 has facilitated greater on line use of materials. |
| Further action planned but not yet implemented (if appropriate) | <ul style="list-style-type: none"> ➤ The Law Library has a number of resources pages which allow for ease of access in major areas (International Law, Environmental Law, Taxation Law) which need to be progressively updated in 2005-2006 to reflect contemporary materials ➤ The pending relocation of the Law Library to the new Law Building (estimated 2008) will provide an opportunity for the consolidation of Library resources with those of Fisher Library and other related libraries. |
| Faculty's evaluation of the success of action taken | <ul style="list-style-type: none"> ➤ Whilst law journals are increasingly available on-line and on line research resources are expanding constantly, there is a significant resource cost which needs to be managed. The Faculty undertakes a constant review of its hard copy resources and electronic resources and receives ongoing advice in these matters from the Law Librarian. |

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| Recommendation 15 | The Faculty should consider setting up an online discussion page linked to its website. The Faculty should make full use of the central facilities provided for ICT training in the use of learning management systems through ITL and the flexible online learning project, and consider running in-house ICT training. |
| Action taken by the Faculty | <ul style="list-style-type: none"> ➤ Faculty discussed this Recommendation at the 2003 Retreat and considered the idea of an on-line discussion page was not accepted as useful or even acceptable. ➤ Staff have been actively encouraged to use Web CT and ITL training and take-up of in- house training sessions on Web CT has been very high. ➤ Web CT has been adopted throughout 2003-2004 with an estimated take-up of 98%, of which there is 100% take-up in undergraduate units of study. |
| Further action planned but not yet implemented (if appropriate) | |
| Faculty's evaluation of the success of action taken | <ul style="list-style-type: none"> ➤ Faculty has rejected this recommendation, but has actively embraced the use of Web CT in undergraduate and postgraduate learning. |

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| Recommendation 16 | The Faculty is encouraged to consider the views of postgraduate research students that their research room is in need of maintenance and upkeep. |
| Action taken by the Faculty | <ul style="list-style-type: none"> ➤ Student complaints about the air quality and air conditioning in the research room were addressed by a visit from air conditioning technical staff, who reset the air-conditioning and checked the heating/cooling operation, which was found to be acceptable. ➤ New computers have been installed in the research room. ➤ Complaints about the printer were addressed by the existing printer being replaced with a better and faster model, holding 750 pages. The new printer is also capable of double sided printing. |
| Further action planned but not yet implemented (if appropriate) | <ul style="list-style-type: none"> ➤ The development of better lines of communication between the Associate Dean (Postgraduate Research) and the Pro Dean (Teaching) and postgraduate research students ➤ The need to ensure the position of postgraduate student representative is filled on an ongoing basis. |
| Faculty's evaluation of the success of action taken | <ul style="list-style-type: none"> ➤ Faculty has responded to a number of the complaints. Concerns over the lack of storage facilities were met with the unfortunate fact that there is simply no room for further storage facilities. Increased storage space would result in decreased computer and desk space. Many of these issues will be successfully resolved upon the relocation of the Faculty to the new Law Building. |

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| <p>Recommendation 17</p> | <p>The Faculty is encouraged to acknowledge the needs of international students and to make possible avenues of problem resolution clearly available to them. It needs to ensure that communication with international students is high, and that the purpose of the course and its structures are well explained to them. The Faculty needs to take into consideration cultural variation in expectations of teaching and learning.</p> |
| <p>Action taken by the Faculty</p> | <ul style="list-style-type: none"> ➤ In 2003 the Law Faculty recognised the special needs of International Students by creating the position of Associate Dean (International) with responsibilities to oversee international student matters. The Associate Dean's responsibilities include providing a pastoral service to students who need to discuss matters such as subject choice, progression through their programs, and assessment matters. ➤ A key role for the Associate Dean (International) has been to meet with international students upon their arrival in the Faculty and to provide a point of contact for them during their studies ➤ To support the Associate Dean (International) the Faculty has recruited two permanent administrative positions, one student liaison officer to deal with postgraduate international student matters, and another to deal with undergraduate international students. ➤ The Pro Dean (Teaching) is tasked with dealing with matters of student discipline and often has occasion to meet with international students to discuss instances of plagiarism. Cultural variations and expectations are taken into account during these meetings and any disciplinary action which may be taken against the student ➤ The Faculty continues to support the Bridging Program for postgraduate students that includes extensive discussion of the academic and cultural expectations of the Faculty of Law; all international postgraduate students are encouraged to participate in this program or the alternate Legal Reasoning and Common Law Systems unit. |
| <p>Further action planned but not yet implemented (if appropriate)</p> | <ul style="list-style-type: none"> ➤ Consideration is being given to developing a formal induction program for international UG students that introduces them to the nature of the Faculty's expectations in terms of assessment, class participation and so on. ➤ The Bridging Program will be reviewed prior to the 2005 offering and an assessment undertaken if further adjustments are necessary to respond to the needs of international students. |
| <p>Faculty's evaluation of the success of action taken</p> | <ul style="list-style-type: none"> ➤ Faculty has responded positively to this challenge through the appointment of a new administrative position in Associate Dean (International) and two new administrative positions within the Student Services Division. The challenges of dealing with International students remain under ongoing review for the Pro Dean (Teaching), Associate Dean (International) and Associate Dean (Undergraduate). |

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| Recommendation 18 | Annual reports and reviews submitted by research students is one effective way of monitoring progress. However, this should be accompanied by regular meetings with the supervisor. |
| Action taken by the Faculty | <ul style="list-style-type: none"> ➤ The Faculty notes this recommendation, but observes that it has many students studying part-time who may live elsewhere in Australia or are based overseas at different stages of their candidature. For these practical reasons, sometimes supervision must be by email and telephone. ➤ In the annual progress reports for each research student, there are questions on frequency of contact with supervisors. A review panel reads such reports each year and monitors the regularity of contact between supervisors and students. ➤ The Pro Dean (Teaching) and Associate Dean (Postgraduate Research) are able to monitor the level of contact between candidates and supervisors and address any issues which may arise in that relationship. |
| Further action planned but not yet implemented (if appropriate) | <ul style="list-style-type: none"> ➤ The Postgraduate Research Committee of the Faculty is working on a revised manual for supervisors, which will contain all current University policies and state the importance of regular supervisory meetings. ➤ The Faculty has introduced new admission procedures in 2004 for postgraduate research candidates, which it is anticipated will result in higher quality full time candidates. |
| Faculty's evaluation of the success of action taken | <ul style="list-style-type: none"> ➤ Faculty has noted this recommendation, however, the profile of research students in the Faculty creates considerable challenges in ensuring regular meetings between students and supervisors. |

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| <p>Recommendation 19</p> | <p>The Review Team found that arrangements for the supervision of research students do not conform to Academic Board policy. The Faculty should review inconsistencies in the frequency and quality of supervision. The Faculty should make the Code of Practice for supervisors available to all postgraduate students. The Faculty needs to ensure that supervisors are clear about the expectations of their role and their responsibilities to research students.</p> |
| <p>Action taken by the Faculty</p> | <ul style="list-style-type: none"> ➤ The Postgraduate Research Committee of the Faculty is working on a revised manual for supervisors that will contain all current University policies. ➤ A seminar on postgraduate supervision has been conducted. ➤ Faculty through the Associate Dean (Postgraduate International) and Pro Dean (Teaching) monitors the quality of supervision through its annual review process. ➤ The Faculty has some difficulty with the requirement that there be both a supervisor and an associate supervisor, due to stretched resources in certain fields of study where there is high demand such as international law. It is implementing the policy over time. Many of our candidates have both a supervisor and an associate supervisor. Not all do, in particular the older candidatures. The Faculty is appointing an associate supervisor routinely for new candidates, and to existing candidates where supervision arrangements need to be altered for any reason. ➤ The Code of Practice for supervisors is already available to postgraduate students. They are asked in their admission letter to review the Research Studies Handbook, which contains information about all such matters. Staff will also be reminded about the various policies when the new supervisors' manual comes out, and will be given electronic links to them. ➤ Younger members of Faculty are gaining experience at the postgraduate level through the supervision of research projects of between 10,000-20,000 words. |
| <p>Further action planned but not yet implemented (if appropriate)</p> | <ul style="list-style-type: none"> ➤ The Postgraduate Research Committee of the Faculty is preparing guidance concerning the work, which candidates should aim to have completed by various stages of the candidature. This will supplement the structure already in place through Legal Research 1-3. |
| <p>Faculty's evaluation of the success of action taken</p> | <ul style="list-style-type: none"> ➤ Faculty has taken several steps to address these concerns, including ensuring that supervisors are better prepared to undertake supervision. Measures are also being taken to ensure a more even spread of supervisory duties amongst all staff at various levels. |

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| <p>Recommendation 20</p> | <p>Available support mechanisms and resources for students with personal or academic problems should be clearly communicated to all students by the Faculty. The information should be readily available on the Law website and Faculty handbook and brochures should also be provided to students</p> |
| <p>Action taken by the Faculty</p> | <ul style="list-style-type: none"> ➤ In early 2003 the Faculty Manager met with the relevant staff in Student Admin and Liaison to review practices and discuss where and how we may do better. The Director of Student Services was also consulted at that time. ➤ Adjustments have been made to the Faculty Handbook so as to include : <ul style="list-style-type: none"> ➤ moving existing information on 'Other support services for students' to immediately after 'About the Faculty' at the beginning of the Handbook in order to catch students' attention. ➤ colour-coding information where possible so that information on support mechanisms and resources would be more prominent. ➤ Adjustments have been made to the Faculty Homepage so as to direct students more clearly to support mechanisms and resources. In particular there is a direct link to the Student Services Unit web site from 'Current Students'. There are also direct links on the side menu of every page under 'Current Students'. The same 'Where to ask for help' page, as described under Faculty Handbook above, will be added to the menu for 'Current Students'. ➤ Brochures, pamphlets and posters received from the Student Services Unit have always been promptly displayed on notice boards or available to students for collection at the Information Desks at St James (Levels 4 and 12) and OTC. This practice will continue. ➤ Email has been widely and regularly used by the UG and PG Teams to communicate information to students. This practice will continue. ➤ Notice boards have also been utilised with a 'Where to ask for help' page displayed on student notice boards alongside posters and brochures from the Student Services Unit ➤ Unit of Study outlines on WebCT have since mid 2003 included a direct link to the Student Services Unit, with the following statement inserted at the end of each outline: "<i>Having personal or academic problems? You can get help from the <u>Student Services Unit</u>.</i>" As well, on each WebCT page under 'Student Resources', a direct link to the Student Services Unit will be added. |
| <p>Further action planned but not yet implemented (if appropriate)</p> | <ul style="list-style-type: none"> ➤ The Faculty has raised with the Director of Student Services the possibility of having a counsellor visit the Law School on a regular basis. However, it seems that current resource constraints will not make that possible. |
| <p>Faculty's evaluation of the success of action taken</p> | <ul style="list-style-type: none"> ➤ Extensive evaluations have been undertaken to address this Recommendation with very specific measures taken to highlight the resources available to students in the Faculty Handbook on the Web. However, the remote nature of the St James campus and resource constraints upon University Student Services create some limitations in responding to this Recommendation. |

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| Recommendation 21 | The Faculty is encouraged to consider ways of developing more interaction among local and international postgraduate students. It needs to consider staff suggestions about creating a space in the building where students can meet and socialise in order to promote a collegial and supportive student environment. |
| Action taken by the Faculty | <ul style="list-style-type: none"> ➤ In 2003 the Faculty began holding informal get-togethers of international students, at the beginning of semester, and mid-semester, to encourage them to socialise with each other and with local students. ➤ Students on incoming exchange are invited to meet our students going out on exchange. ➤ Post -graduate coursework students are invited to meet with the whole postgraduate cohort. And special functions have been held for postgraduate research students. ➤ Several of the Faculty Centres (Australian Centre for Environmental Law, Sydney Centre for International and Global Law) have begun to hold seminars directly targeted at the postgraduate student cohort which has allowed for greater social interaction ➤ SULLS has been consulted and encouraged to do more for PG students rather than viewing UG students as their only constituency ➤ The regular provision of morning and afternoon teas during postgraduate intensive units of study has facilitated greater social interaction amongst students. |
| Further action planned but not yet implemented (if appropriate) | <ul style="list-style-type: none"> ➤ The Pro Dean (Teaching Programs), the Associate Dean (PG Course Work) and the Associate Dean (Research) will meet to consider ways of further integrating PG students into the activities and intellectual community of the Faculty. ➤ With the position of Associate Dean (International) now established, there is scope for that position to become more engaged in addressing issues of social interaction for international students |
| Faculty's evaluation of the success of action taken | <ul style="list-style-type: none"> ➤ The Faculty is monitoring feedback on these experiences and investigating other ways to encourage interaction between students. Our physical environment, in a building with very little public space, has limited our opportunities to create dedicated student common rooms, however we do have a postgraduate common room, equipped with computers, which a number of international research students use. |

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| Recommendation 22 | The Faculty needs to consider setting up an information session for students going into 4th year Law to highlight their options and assist them in making appropriate choices. |
| Action taken by the Faculty | <ul style="list-style-type: none"> ➤ Faculty is proposing to run an information session for Combined Law 3 students on campus in September and a similar session for Graduate Law students at the Law School. ➤ Greater availability of unit of study information through the Faculty Homepage now provides students with more detailed information on course options for the following year. |
| Further action planned but not yet implemented (if appropriate) | <ul style="list-style-type: none"> ➤ The 2004 Information sessions will be reviewed in late 2004 and reassessed for 2005. |
| Faculty's evaluation of the success of action taken | <ul style="list-style-type: none"> ➤ Faculty has positively responded to this Recommendation with action being taken in 2004. |

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| Recommendation 23 | The Review Team encourages the Faculty to devise strategies to ensure that students in combined degrees identify as law students in the first three years of their Law degree. |
| Action taken by the Faculty | <ul style="list-style-type: none"> ➤ In 2003 the Pro Dean (Teaching) discussed this recommendation with SULLS and there was a consensus that it is essentially a non-issue . The view was taken that if anything, increasing combined law students sense of identity as law students in the first three years on campus would interfere with the combined law students view of themselves as arts students or commerce students and so on. There is nothing wrong with such a sense of identity and in fact it is beneficial for those other Faculties to have combined law students feeling that they are a part of those other Faculties and not just law students. The view was therefore taken that such an identity as now seems to exist is perfectly acceptable in the first three years of a combined degree and that the last two years of the degree, which are spent exclusively at the law school, form a good time for combined law students to identify strongly as law students. |
| Further action planned but not yet implemented (if appropriate) | <ul style="list-style-type: none"> ➤ None |
| Faculty's evaluation of the success of action taken | <ul style="list-style-type: none"> ➤ Faculty has chosen not to address this Recommendation following consultations with SULLS. However, it is anticipated that the student culture of the Faculty will adjust following re-location of the Faculty to the new Law Building. |

Goal 2: Diversity, Access and Equity

2.1 The promotion of diversity and equity in the student body.

This objective was addressed in the last strategic plan of the Faculty of Law as follows:

“Foster and maintain an interesting and diverse student body, in which barriers to access and participation caused by disability, social background, ethnic origin, gender and educational disadvantage are minimized.”

In 2004 we are focusing efforts on developing a comprehensive plan to support the University’s commitment to indigenous education through its Strategic plan and its Indigenous Education Strategy 2002-2004 Triennium.

Ongoing strategies for achieving the above objectives are discussed below.

2.2 Increase Cadigal Admissions of Indigenous and Torres Strait Islander Students

This year only three new indigenous students were admitted to the Combined law program through the Cadigal scheme. This number was reduced to two when one of the students subsequently withdrew. The Law School faces the difficulty that admission requirements for access to combined law requires students to gain a score of 99.6 to enter. This makes it quite difficult for students with a significantly lower score to compete or keep up with their fellow students, even where additional assistance is given.

We are also developing a formal program of support and mentoring which when introduced should ensure retention of those students currently in the program and assist them to successfully complete their degrees.

The EEO is already working with the Koori centre to ensure all indigenous students enrolled in the program are given tutorial assistance for each subject undertaken. The Faculty has committed to providing additional financial assistance to ensure the retention of quality tutors for those students.

The EEO committee has suggested that the faculty needs to create a formal position of Indigenous students’ support and Liaison officer and to invest resources in this position. It may need to consider appropriate teaching relief and administrative support.

2.3 Increase or introduce equity scholarships for indigenous students at PG level

As part of the general efforts to increase diversity in the student body, funding will be sought for equity scholarships at the postgraduate level targeting indigenous students in the first instance and other disadvantaged students as funding becomes available.

2.4 Improve assistance to students from non-English speaking backgrounds

Presently the Faculty admits a large cohort of International full fee paying students. In addition we have some students in the undergraduate program from non-English speaking backgrounds. It is the view of the Committee that appropriate support should be available to these students in the form of academic English tutoring and in particular legal English. We are pleased that such a course is currently under development by the Teaching and Learning Centre and that it will be targeting students engaged in legal studies.

Goal 3: Excellence in Research

3.1 Introduction:

The Faculty of Law promotes excellence in research primarily through the activities of the Research Promotion Committee, the Director of Research and the full time Research Support Officer. A Postgraduate Research Committee deals with postgraduate research student matters.

3.1 Objectives:

This Academic Board review finds the Faculty towards the end of one strategic planning period and finalising its strategies for the coming years. Research Strategic Plan Objectives for 1999-2004 are set out first with achievements in relation to those objectives at 3.2.

Objectives proposed for the coming period, 2005-10 follow.

Research objectives 1999-2004

- Significantly improve research, visitors and conference space through the construction of a new Law Building (including a new Law Library) on campus or a substantial transformation of the old
- Create Research Centres, Institutes or other appropriate structures for research collaboration in areas of strength
- Expand PG research enrolments and especially expand the number of full time PG research candidates
- Improve facilities and faculty support for PG research students, with the objectives, inter alia, of improving students experience and attaining higher completion rates

Research objectives for 2005 onwards (to be finalised)

- Reward and project excellence and achievement in research and scholarship
- Improve performance in achieving research grants, including improving our ranking against GO8 law schools
- Retain premier status in quality and completion rates of research higher degree theses and increase enrolments
- Maximise the research potential of the Faculty and maintain our reputation for diverse, innovative and leading edge scholarship, particularly in new staff appointments
- Cultivate a collegial and supportive research culture that supports the above goals, supports existing research and develops new lines of research

3.2 Policies, processes and practices:

Summary of steps taken and achievements relative to 1999-2004 objectives

0. Significant progress on the new Law School building, with research needs much better provided for in the new building design.
1. Two new Faculty Centres have been created, the Sydney Centre for International and Global Law, the Ross Parsons Centre for Commercial, Corporate and Taxation law. Pending is the establishment of the Centre for Health Law, Policy and Ethics.
2. Research Clusters have been established which offer an informal mechanism to foster research and related activities.
3. Improvements to research students' support and facilities include: improved computer facilities in PG Research room (Sesqui equipment grant); annual postgraduate conference; supervisors manual; annual postgraduate reviews; 3 compulsory legal research subjects.
4. Introduction of PG Research Fellowships. These 0.5 level A positions provide postgraduate researchers with a half salary, teaching experience, office accommodation and research access. The Faculty receives consistent, reliable teachers whose teaching can be supported and enhanced; productive researchers; good completion rates.

Summary of other recent achievements

0. Increased rewards for research productivity through a publication incentive scheme and increased staff development funds
1. Incentives for research grant applications and support for applicants.
2. Research Handbook developed and regularly updated.
3. Research pages of the Faculty website improved and regularly updated.
4. Visiting scholars program improved.
5. Outstanding international scholars attracted through Julius Stone Address
6. Research leadership improved through appointment of Chairs in Constitutional Law, Human Rights Law, and prompt filling of the Challis Chair in International Law.
7. Selection and enrolment of postgraduate research students - improved processes have been designed to improve the quality of research student admissions and thus increase successful completions.

3.3 Outcomes:

Professor Carney (*Law Faculty Research Performance 2000-2003*) calculates that

0. 64% of staff are DEST research active
1. Law publication rate has increased steadily, with a 40% increase in DEST publications in 2002
2. There has been a steady increase in ARC grant income ((2000 - \$196, 886; 2001 - \$250,171; 2002 \$414,579;)
3. Law has had comparative success in Sesqui research applications
4. Success in research student completions – Sydney Law ranked first in GO8 faculties in 1999, 2000, 2001.

3.4 Stakeholder feedback:

0. Postgraduate research students are reviewed annually. A feedback form includes data on progress, relationship with supervisor and access to research facilities.
1. Faculty Discussion Days held annually with a research as a key focus
2. Research Promotion Committee membership proposes initiatives, provides feedback on proposals and policy directions.
3. Contacts with alumni - regular newsletters report on research activities of the Faculty, amongst other things.
4. Advisory committee and other links with the legal profession also provide feedback

3.5 Quality Assurance processes:

- Benchmarking internally against CHASS Faculties and nationally against Go8 Law Faculties
- Opportunities for benchmarking against other scholars are provided by SSP, overseas visitors, staff development monies funding conferences presentations overseas and interstate, the visitor program, staff seminar program, external examining of research theses
- The oversight of the Director of Research, the Research Promotion Committee, and the Postgraduate Research Committee provide regular reviews of research activity and initiatives responsive to performance data
- Research Clusters provide support for early career scholars and other research development activities to improve research quality and mentoring
- Performance Management and Development Reviews provide opportunity for feedback on the quality of leadership in their research areas.
- Provision of research support to improve research quality includes a supervision handbook, a research handbook, support in completing grant applications

3.6 Evaluation:

Significant improvements have been achieved in recent years. Engagement of Faculty members in applying for competitive grants has improved markedly. DEST publications are improving, despite the fact that the point system is so loaded against law publications that it is regarded with frustration, impatience and sometimes contempt by research active legal academics whose work is not recognised. Research student completions are good, but enrolment levels are not. There is some difficulty in attracting such students because of the rewards offered by careers in law in comparison with meagre scholarship income.

Attention should be directed to improvements in the following areas

- Increasing the number of research active staff
- Improving level of postgraduate research enrolments
- Improving our rating in most areas relative to GO8 law schools
- Raising the number of Linkage grant applications

Professor Hilary Astor, Director of Research
Sarah Ferguson, Research Support Officer

For further information see *Law Faculty Research Performance 2000-2003*, Professor Terry Carney.

Goal 4: Internationalisation

4.0 Introduction

The University's goal in relation to internationalization states "the University of Sydney will enhance its position as a university of high standing in the international community of scholars."

4.1 Objectives:

The Faculty continues to develop its strategies and approaches to internationalisation. Currently, the Faculty has well-developed links internationally with a number of law schools across the world both formally and informally, and has a regular intake of international students at both a undergraduate and graduate level.

The Faculty's objective is to proactively develop its international relationships, both in the quantity of links with other institutions and in the quality.

4.2 Policies, processes and practices:

4.2.1 Student exchanges

The Faculty continues to monitor its existing exchange agreements and is looking at possibilities for expanding the number of institutions it has agreements with.

4.2.2 International liaison to expand links

Both the Dean, the Associate Dean (International) and the marketing manager have the role of investigating and developing international links. Academic staff are also involved in expanding links through their formal and informal associations internationally.

4.2.3 Visiting academics

The Faculty encourages visits by scholars of international repute. In addition to visits by academics in their research and teaching roles, the Faculty and partner institutions in the Community host several high profile Addresses in Sydney each year.

4.2.6 Enhancement of international student experience at the Law School

The Associate-Dean international has the brief for maintaining and enhancing the quality of the experience of international students. There is now an administrative officer also expressly tasked with assisting international students with issues while they are at the Faculty.

4.3 Outcomes:

4.3.1 Activity relating to agreements with institutions overseas

Recently the Associate Dean (international) has engaged in discussions with National University of Singapore, National Law School of India University, Chulalongkorn University, Faculty of Law, National University of Singapore, Vrije University, Amsterdam, Jiao Tong University Law School Shanghai. The Dean has also engaged in discussions with Harvard in the US, and the Chancellor and Vice Chancellor are to engage in discussions with Oxford and Cambridge in the coming months in relation to the law Faculty (see Below).

The Faculty is in the process of completing the process to form an agreement with the East China University of Politics and law that is expected to be signed before the end of 2004.

4.3.2 Student exchange programs

Presently the Faculty of Law has fourteen Exchange Programs with various Universities. We have two with Canada, four with the United States, one with Belgium, three with the Netherlands, two with Germany, one with Singapore and one with Japan. Typically, two students go on exchange to the partner Universities each semester, but this varies every semester according to popularity, availability and withdrawal from either side.

Informal feedback from partner institutions is that they are universally very impressed with the quality of students that Sydney sends on exchange. An example of such feedback was provided to the Dean on his visit to both Cornell and to NYU last year.

Currently the Faculty is about to engage in preliminary discussions with both Oxford and Cambridge Universities about possible exchanges and/or joint degrees. The Dean met with the Dean of Harvard Law School on his visit to the United States in late 2003 and gained a commitment to develop an exchange program, initially with postgraduate students, but possibly in the future to be expanded to undergraduate students.

4.3.3 International student numbers

International numbers dropped in the last survey, but the drop in numbers in the Sydney law Faculty was almost exactly in the same proportion to the University average. See the Attachment showing drops in international numbers provided by the international office.

4.3.4 Programs/majors/units of study with an international focus

Currently the Faculty runs several international programs. It runs a Shanghai summer school (in Shanghai, China, usually annually) and a Winter School in Hanoi (usually biannually). It runs an LLM program in Germany (until very recently this was run out of Fredrich Schiller University, Jena, but the Faculty is examining transferring course provision to the newly established Australian Centre Europe run by the G08 in Berlin). The Faculty provides a number of in-house

4.3.5 International links (Teaching, research, consulting, student exchange, collaboration)

Every year the Faculty is inundated with requests by visiting scholars to visit the Faculty for a period. There is a regular flow of visitors to the Faculty, partially assisted by Parson's scheme payments, partially by the provision of desk or office space to facilitate visiting academics undertake research, and partially by facilitating international scholars to engage in teaching. Professor Keith Ewing from Kings College London Professor Howard Hunter from Emory law School are two examples of leading international scholars who have recently spent a whole semester at the Faculty teaching.

There are a number of faculty members who either provide consulting services internationally (especially in the area of taxation, health and social security law etc) and there are a number of joint international research projects underway among members of staff partnering with off shore scholars and institutions. A number of staff members hold senior positions on international scholarly bodies.

4.6 Evaluation:

Overall, the Faculty believes that progress in relation to internationalisation is progressing at a satisfactory rate. The Faculty is engaging on an on-going basis with internationalisation issues and has shown itself flexible in developing positive outcomes as evidenced by the above.

Goal 5: Engagement with industry and the professions

5.1 Objectives

A recent review of the Faculty Strategic Plan reassessed this goal in light of the University Strategic Plan. It is of fundamental importance that the Faculty maintain links with the legal profession and wider professional community who utilise the services of legal practitioners. The current Faculty Strategic Plan therefore provides as follows with respect to this goal:

“Maintain and expand our close and productive link to the legal profession, and expand our links to related professions for which a knowledge of law is beneficial”

5.2 Policies, processes and practices

The Faculty of Law has had an historic engagement with the legal profession in Sydney, New South Wales, and Australia. That engagement is the primary reason for the location of the St James campus in the heart of the Sydney legal district and one factor in the recognition of the Faculty of Law as the premier Law School in New South Wales and one of the leading Law Schools in Australia. Engagement with industry and the professions is reflected in the close association of the Faculty with leading professional bodies such as the Law Society of New South Wales, New South Wales Bar Association, and Law Council of Australia. The Faculty of Law also has a strong engagement and association with the courts, including the High Court of Australia, Federal Court of Australia, Family Court, and the Supreme Court of New South Wales. Numerous graduates of the Faculty sit on these courts, in addition to former Deans and Professors.

Faculty of Law policies, processes and practices are therefore directed to supporting and furthering this engagement. These include the following strategies

- Continuing to provide strong service to the professions through Continuing Legal Education, Service on government boards, policy bodies, law reform commissions, committees of inquiry, and other public agencies,
- Exploring the capacity for increasing sponsored chairs as a mechanism of obtaining support from and maintaining strong links to the profession
- Maintaining communication with the profession in criminology and industrial law through our existing advisory boards in those areas
- Continuing to develop the alumni relations of the Faculty, including through the Sydney Law School Reports
- Publicising the achievements of members of faculty in community service areas
- Maintaining communication with, the provision of informed advice from, and responsiveness to the legal profession
- Improving Continuing Legal Education offerings, particularly in response to demand from the profession
- Developing major outreach around the 2005 Faculty sesquicentenary celebrations

Finally, the Law School has formed a *Law School Advisory Board* consisting of senior members from a cross section of the legal profession. This Board meets (usually) monthly with the Dean to provide feedback and advice on the relationship between the legal profession/community and the Law School. The current members of the LSAB are:

5.3 Outcomes

The Faculty of Law’s engagement with the profession extends back for over 150 years, and in the case of the St James campus for over a century. The outcome of that engagement over the years has historically been reflected in the recognised standing of University of Sydney law graduates amongst the profession in

Sydney, New South Wales and through Australia. More recently this has been reflected in the unparalleled demand for entry into the combined law program.

Another indicator of the standing of the Faculty amongst the profession, is the size and diversity of the postgraduate coursework program which currently has approximately 1400 enrolled students. This program commenced in the late 1960s as a Master of Laws program and has in the last decade expanded into a combined total of 23 Masters and Diploma Programs across a range of specialist areas of study (Criminology, Environmental Law, Health Law, International Law, Taxation Law). A significant factor in the unprecedented growth of this program is the standing of the Faculty amongst the profession and willingness of employers to support postgraduate training for their new legal graduates.

Other indicative indicators of the outcomes of this engagement are as follows:

- The high levels of full-time employment post graduation enjoyed by Sydney LLB graduates
- The high salary levels attained by Sydney LLB graduates compared to graduates of other NSW-based Law Schools
- The significant placement of Sydney LLB graduates as Judges Associates to the leading courts throughout Australia including the High Court of Australia, Federal Court of Australia and Supreme Court of New South Wales
- The success of the External Placement Program in attracting quality employers to participate in a program designed to place final year LLB candidates
- The links developed beyond the legal profession with a range of government agencies at both State and Federal level including the Australian Taxation Office, Department of Foreign Affairs and Trade, Attorney-General's Department (Commonwealth and State), Department of Environment and Heritage, Australian Federal Police, NSW Police Service, Department of Health (NSW), Department of Community Services (NSW), Cabinet Office (NSW)
- The appointment of Faculty to a range of industry and professional advisory boards including the Law Society of New South Wales, Law Council of Australia, Australia New Zealand Society of International Law, International Law Association (Australian Branch)
- The active engagement of Faculty Centres with relevant professional bodies, industry and government, especially the Institute of Criminology, Australian Centre for Environmental Law, and Sydney Centre for International and Global Law.

5.4 Stakeholder feedback

The Faculty receives both informal and formal stakeholder feedback of its engagement with industry and the professions. Formal feedback arises through a number of processes including from the Law Society of New South Wales and NSW Bar Association who review on an ongoing basis the quality of law graduates throughout New South Wales and who have representatives on several Faculty committees and boards. In addition, there exist specialist advisory boards for several of the postgraduate programs (Master of Criminology, Master of Environmental Law, Master of Labour Law and Relations) and for Faculty Centres who have active engagement with the professions (Institute of Criminology, Australian Centre for Environmental Law).

Informal feedback processes arise through the numerous connections which the Faculty has with the profession such as through the active engagement by members of the profession in the teaching program (both undergraduate and postgraduate), Faculty functions including conferences and seminars, and through the numerous references members of Faculty provide for students seeking employment with Law Firms, Judges, or Industry.

5.5 Quality assurance processes

Faculty of Law QA processes in this area include various Faculty Committees tasked to review both formal and informal stakeholder feedback, including the following:

- Pro-Dean's Committee
- Dean's Advisory Committee
- Teaching and Curriculum Committee
- Postgraduate Coursework Committee
- Research Committee
- Centre Management Committees (ie. Institute of Criminology)

In addition to these various fora, there also exist opportunities at meetings of Faculty Board (6 per annum), Faculty Retreats (currently held every 2 years), and ad hoc Faculty Discussion Days to evaluate formal and informal stakeholder feedback.

5.6 Evaluation

The Faculty of Law has had an ongoing and active engagement with the legal profession since its founding and that relationship is at the core of the Faculty's operations in two important respects:

- Graduates of the Faculty of Law find placement within the legal profession, or use their legal training in related industry sectors
- The research and scholarship of the Faculty of Law is primarily directed towards the legal profession (barristers, solicitors, judges) and related professional bodies

In the past decade engagement with the profession and industry has received greater emphasis as a result of opportunities for greater research collaboration, the provision of funding for Chairs and Faculty infrastructure (including the new Law building), and with changes to legal education allowing for the development of student placement and internships. The Faculty of Law has responded to the changing nature of the relationship between the Faculty and the profession, while also recognising that a fundamental mission of the Faculty remains the education and training of the next generation of lawyers for Sydney, New South Wales and Australia.

Areas of potential improvement and processes in place to address these issues include:

0. The creation of professional advisory boards for centres and postgraduate programs
Process – Ongoing oversight by Dean, Associate Dean (Postgraduate Coursework) and Postgraduate Coursework Committee
1. Encouraging ARC Linkage projects
Process – Promotion by the Dean, Director of Research, and Research Promotion Committee in collaboration with Research Office
2. Active provision by Faculty Centres of consultancy services to the profession and industry
Process – Centre Directors monitoring promotion via website, brochures and exposure to the profession and industry
3. Ongoing engagement with the profession in the teaching program of the Faculty at both undergraduate and postgraduate level
Process – Oversight by Pro Dean (Teaching) in conjunction with senior staff and Program of Study coordinators
4. Further development of the Continuing Legal Education program
Process – Oversight by the CLE Coordinator and Director of External Relations
5. Specialist training for the profession and industry in developing areas of practice and specialization (ie. Human Rights Law, Health Law)
Process – Monitoring by Centre Director's and staff for appropriate opportunities including tender processes
6. Particular attention to the relationship between the Faculty and the profession following the relocation of the Faculty from the St James camps to the Camperdown campus in 2007-2008

Process – ongoing responsibility of all members of Faculty and subject to discussion at Faculty
Retreats planned for 2005 and 2007

Goal 6: Effective Management

The Faculty of Law as a management unit has a number of unique characteristics within the University of Sydney. First, a Departmental structure was abandoned in 1998 with the consequential abolition of the position of Heads of Department and their replacement by two Pro-Deans who assist the Dean in a range of tasks. These offices are:

Pro Dean (Teaching) – responsible for the management of all teaching programs, the allocation of teaching resources, and all related student matters

Pro Dean (Staffing) – responsible for all academic staffing including appointments, promotions, leave, and performance and management

Second, the Faculty has operations on two campuses. The St James Campus is the principal base for Faculty offices, administration and teaching. At the Camperdown campus a small office is located at the OTC Building while teaching operations are conducted at a range of lecture and seminar venues.

Faculty management is undertaken by the Dean, supported by the Faculty Manager who heads four administrative groups, the two Pro Deans, four Associate Deans, a number of program and Centre Directors, a Dean's Advisory Committee, and specialist committees.

6.1 Objectives

In pursuing its goal of Effective Management, the Faculty seeks to:

- Develop and maintain an efficient administrative and technical infrastructure to support the teaching, research, professional and community activities of the Faculty;
- Deploy its administrative resources in an effective manner that provides work satisfaction to the general staff and hence, results in greater staff stability
- Ensure regular review of administrative processes and implement ongoing changes to work practices and processes for the betterment of services to staff and students;
- Improve communication and ensure effective consultative processes so that staff have more scope for engagement and innovation
- Promote a culture that treats staff in a respectful and just manner
- Maintain a concern with equity and personal development of all staff
- Manage its financial and physical resources in an efficient and sustainable manner that will increase the capacity of the Faculty to meet new challenges as they emerge
- Build on good relations and achieve greater harmony between general and academic staff

6.2 Policies, processes and practices

The Faculty of Law is committed to the following policies, processes and practices aimed to ensure effective management:

- Ensure that administrative, marketing, budgetary and financial processes are in place to support the Faculty's objectives;
- Allocation of resources to support strategic initiatives and target areas of growth
- Ongoing review of administrative procedures and practices to ensure their efficiency, taking into account changes to University policies and feedback from staff and students
- Ensure a reliable and efficient IT service to support all aspects of Faculty operations
- To develop new sources of income and increase external income

- To foster teamwork, increase communication, and improve interaction and information sharing through regular meetings of Faculty and academic and general staff committees
- To continue to set aside funding to support training and development
- To embrace the Performance Management and Development Review process
- The development and maintenance of procedures manuals for each administrative team

6.3 Outcomes

In light of this background to management within the Faculty, especially the changes which have taken place since 1998 and both the challenges and opportunities this has presented for the Faculty, evidence of relevant outcomes include:

- A revised management structure which has served Faculty well in academic, student and financial administration
- The development and updating of an Academic Workload Policy
- Successful utilisation of IT so as to achieve more effective online management of teaching and administrative processes
- Income growth from student fees, research income, and professional programs
- Strategic budgetary allocations of funding to support enhanced Student Administration (especially for International students), Alumni, IT and International programs

6.4 Stakeholder feedback

There has been a very significant shift in student perceptions and awareness of the Student Administration facilities and staff over the past five years to such an extent that what was once seen as a major weakness of the Faculty is now viewed as a strength. These views are commonly reflected in both Student Course Experience Questionnaires, in graduate surveys of the Faculty, from the Sydney University Law Society, and elected student representatives serving on Faculty Committees. There has also been a shift in external perceptions of Faculty management as reflected in the views of alumni, including professional bodies and associations.

6.5 Quality assurance processes

QA processes in this area extend to both formal and informal. Formal processes include graduate surveys and the analysis of the data arising from those surveys, formal consultations between the Pro Dean (Teaching) and the Sydney University Law Society allowing for discussion of student administration issues, and consultative processes and reviews undertaken by Faculty Committees and reported back to and acted upon by Faculty Board. Informal QA processes arise out of communications received by the Dean, Faculty Manager, Pro-Deans, Associate Deans, Directors and Programs and senior administrative staff. In addition, a structure of meetings for administrative staff to ensure information flow, and early detection and communication of issues and problems have allowed for prompt resolution as issues arise. Processes have also been put in place for prompt investigation of student complaints and their resolution where appropriate through the amendment of procedures and practices.

6.6 Evaluation

The Faculty of Law has undergone significant management restructuring during the past five years at both an academic and administrative level. All indications suggest that the restructures have been successful and have resulted in significant management benefits. Attention has been given to the development of Faculty policies and processes concerning workload and administrative structures. The Faculty now has a stable and experienced administrative staff with high morale.

There remain opportunities however to further develop effective management in the following ways:

7. Implementation of a five-year saving plan to ensure that sufficient funding will be accumulated to meet IT costs in the new Law building

Process – The Dean with oversight from the Faculty Manager has commenced transferring surpluses, or a portion thereof, to its reserve at the end of 2003

8. Enhanced Faculty assessment and management of international student applications

9. Process – Ongoing oversight of the Group Coordinator – Student Administration and Liaison Group, Faculty Manager, and the Pro Dean (Teaching) in collaboration with the International Office

10. To ensure that appropriate office and teaching accommodation is provided for staff and students until relocation of the Faculty of Law from the St James campus in 2008

Process – Oversight by the Dean, Faculty Manager, Pro Dean (Staff Development) in close collaboration with CHASS and FMO

11. Advance development of policies and processes for the management of Faculty of Law operations at the new Law building

Process – Oversight by the Dean and Faculty Manager

12. To actively engage in a fundraising campaign for the new Law building

Process – Oversight by the Dean in conjunction with a Fundraising Committee, involving staff of the University Relations Office and CHASS

13. An annual academic appointments round strategically timed to secure the best applicants

Process – Oversight by the Dean and Pro Deans

Goal 7: Service to the Community

7.1 Objectives

A recent review of the Faculty Strategic Plan reassessed this goal in light of the University Strategic Plan. As a professional Faculty that already has strong engagement with the legal and related professions, the Faculty takes community service very seriously. The current Faculty Strategic Plan therefore provides as follows with respect to this goal:

“Maintain and enhance the Faculty’s long tradition of contribution to the community”

7.2 Policies, processes and practices

The Faculty of Law through its engagement with the legal profession has traditionally had a strong engagement with the community. This is reflected not only by engagement in traditional areas such as law reform and development, but also by active participation in community debate over a range of legal issues through contribution to the media and parliamentary review of legislation. The impact of the Faculty upon Australian society is a matter of historical record having produced generations of the leading legal practitioners in Sydney, New South Wales and Australia, and Judges, politicians (including several Prime Ministers), Governor-Generals, and many other leading contributors to all aspects of Australian life.

Faculty of Law policies, processes and practices are therefore directed to supporting and furthering this engagement. These include the following strategies:

- To contribute to public debate and informed discussion through:
 - Activities of centres and institutes
 - Public commentary by faculty members, including media commentary
 - Service by faculty members on commissions of inquiry, working groups and commissioned research by public sector and NGO bodies
 - When appropriate, the sponsoring of seminars and conferences, open to the public, on topics of public concern
- To provide extensive Continuing Legal Education and Postgraduate Coursework offerings
- To engage in capacity-building and technical assistance projects abroad through our centres and institutes, as a Faculty, and individually
- To contribute to the development of Legal Studies programs for the HSC
- The provision of professional media training to members of faculty
- To develop comprehensive support for student introduction to and engagement in voluntary community legal work for community legal centres, advocacy organisations, and the like

7.3 Outcomes

There are several indicators that the Faculty of Law is currently meeting its objectives in its service to the community, including:

- The prominence of Faculty of Law staff in debates over matters of local, national and international significance including constitutional law, criminology, industrial law, human rights, and international law
- Daily requests by the media for background briefing on legal issues
- Weekly appearance of Faculty of Law staff as commentators and experts in local, national and international media (print and electronic) including the writing of opinion columns in leading national newspapers such as *The Sydney Morning Herald* and *The Australian*

- The contribution of Faculty to enquiries and reports conducted by the Australian Law Reform Commission and State Law Reform Commissions, Parliamentary Committees (State and Federal), Commissions of Inquiry and Royal Commissions
- Engagement and contribution by the Faculty – including both staff and students – to community legal bodies and centres through the provision of pro bono legal advice
- The active engagement of a number of Faculty Centres and Institutes to Law Reform, Community Forums, and the provision of pro bono legal advice to NGOs and members of the community
- The extensive range and number of Continuing Legal Education fora held annually which are open both the legal profession and members of the public
- Technical assistance programs, especially in judicial education and training, involving Faculty Centres and Institutes which over the past five years have had a particular focus on Southeast Asia
- The Public Lectures and forums hosted by the Faculty of Law, Faculty Centres and Institutes, and the Faculty in conjunction with leading national law firms (ie. Clayton Utz International Commercial Arbitration lecture)
- The publication by Faculty of Law members of major works in non-academic presses on matters of significant public importance including Australian refugee policy, euthanasia, churches and sexual misconduct

7.4 Stakeholder feedback

Stakeholder feedback is provided through both formal and informal mechanisms. At a formal level the Faculty (Dean, Centres and individual members of staff) regularly receives individual feedback from the various community bodies to which contributions are made primarily through letters of acknowledgement and thanks. In some particular instances, such as contributions to Law Reform Commission projects, the engagement of individual members of Faculty and Centres receive specific acknowledgement in reports published by those bodies. It is clear from this feedback (which is often difficult to quantify) that the Faculty of Law is considered as having made an important and essential contribution to certain community activities.

At an informal level, individual Faculty members receive extensive feedback on media engagement (from members of the public, colleagues, peers, and students) which clearly indicate the level of impact these activities are having. The role of several Faculty Centres and Institutes (especially the Institute of Criminology) in convening public forums is often acknowledged as having played a pivotal role in several debates.

7.5 Quality assurance processes

There is a regular and ongoing QA processes in place for seminars, forums, conferences and Continuing Legal Education offered by the Faculty. These events are evaluated by the External Relations Officer, Continuing Legal Education Officer with oversight from the Pro Dean and Director, Continuing Legal Education and Director, External Relations. The Faculty of Law also utilises the University of Sydney Media Office in order to monitor the media impact of Faculty members. Centre Advisory Committees (which include wider community representatives) provide an additional focused QA process for Centre activities and their community impact.

7.6 Evaluation

The Faculty of Law has had a long engagement in the community and public life of Sydney, New South Wales, and Australia. Faculty members have served in a variety of roles on both professional and community bodies and made significant contributions to legal and community debates. Faculty of Law graduates are recognised as being leaders in their community as evidenced through the awarding of Rhodes Scholarships. Many graduates of the Faculty go on to make significant contributions to public life and a number have become prominent politicians. The Faculty of Law also has a clear reputation amongst both

electronic and print media in Sydney for the quality of its staff as contributors to public debate and discourse on law and policy issues as a result of which the Faculty is often the ‘first choice’ amongst media outlets for expert commentary. This media exposure of the Faculty results in significant community ‘impact’ for the Faculty and the University within Sydney, New South Wales, and nationally

There remain opportunities however to further develop service to the community in the following ways:

14. By the more professional presentation of the Faculty, its staff, and the its Centres and Institutes to the community

Process – Ongoing oversight by Director of External Relations in collaboration with the Centre Directors and the Faculty Web Designer

15. More active promotion of Faculty expertise, activities, research and scholarship through the media

Process – Development of better Website placement of details on Faculty expertise in collaboration with the Media Office, whilst also developing better links with individual media outlets

16. Better promotion of Faculty events open to the public

Process – Development of more effective links with relevant community organisations, including NGOs, and email/mailout lists

17. More active engagement by the Faculty, including staff and students, with relevant community legal organisations such as Legal Centres

Process – Oversight by the Dean, Pro Deans and Director of Clinical Programs

18. Better utilisation of the St James campus for public fora involving community leaders and politicians

Process – Collaboration with Sydney University Law Society, Law Society of New South Wales and other professional organisations to develop appropriate forums for debate

19. Further development of the Continuing Legal Education program

Process – Oversight by the CLE Coordinator and Director of External Relations

20. Consideration of strategies for ensuring the community is aware of the pending relocation of the Faculty of Law to the new Law building on campus and assessment of what ‘downtown’ community presence the Faculty will retain

Process – Consideration by the Dean, Pro-Deans, and Deans Advisory Committee