

**ACADEMIC BOARD REVIEW
PHASE TWO**

**FACULTY OF LAW
3 SEPTEMBER 2004**

REPORT AND RECOMMENDATIONS

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EXECUTIVE SUMMARY

The Faculty of Law is facing multiple challenges on a variety of fronts. In addition to the construction of a new Law School Building, the Faculty teaching profile is changing, with a significant increase in postgraduate coursework student numbers. At present 50% of the Faculty budget derives from student fees and the student population is approaching equivalent numbers of undergraduate and postgraduate students.

The Faculty has traditionally seen its undergraduate programs as its core business – and Faculty processes appear to be focussed in this area. For example, the Pro Dean (Teaching Programs) meets weekly with the SALS Vice President (Education). Since the Phase One Review the Faculty has appointed a WebCT Officer and all undergraduate units have some form of online learning. The Academic Board Phase Two Review Team have recommended that the Faculty respond to burgeoning postgraduate student numbers by developing new communication processes and new ways of teaching as numbers impinge on the success of Small Group Teaching and Intensives.

In the past isolationist location in the CBD has encouraged the Faculty to maintain some isolation from the University, its committees, planning processes and policies. The Faculty is being integrated back into the University both by the construction of a new Law School Building on the Camperdown Campus and by the changing nature of initial and continuing education in Law. Most of the growth in the postgraduate coursework area has been of an interdisciplinary nature; the Faculty anticipates that propinquity will further increase the success of their coursework programs and research in the future.

Since their Phase One Review, the Faculty has focussed on growing its research culture amongst staff. A Research Support Officer has been appointed, new research centres established and fourteen new research clusters have been developed. The Faculty has a very successful weekly seminar program and all new staff are given the names of staff they may approach for informal mentoring. All this activity has resulted in increased research applications and some successful research grants. The Phase Two Review recommends that the Faculty now turn its attention to including research students into this improved research climate.

Commendations

1. *The Faculty is commended for its active participation in the Australasian Law Teaching Workshop. (Section 3.2.2)*
2. *The Review Team commend the Faculty's progress on developing opportunities for informal mentoring of staff. (Section 3.5.4)*
3. *The Faculty is commended for its active embracing of online learning and its appointment of a WebCT Officer. (Section 3.7.3)*
4. *The Review Team commends the Faculty for its quality assurance processes with regards to its offshore programs. (Section 3.8.2)*
5. *The Review Team commends the Faculty for re-using existing Units of Study to help build a comprehensive and targeted postgraduate suite of programs. (Section 4.8.2)*
6. *The Review Team commends the Faculty on the number of initiatives established to encourage and support faculty research performance. (Section 6.1.6)*
7. *The Review Team commends the Faculty for the three research methods courses provided to research students. These courses were resoundingly praised by the RHD students interviewed. (Section 6.1.10)*
8. *The Review Team commends the Faculty for the development of research clusters. These are seen as a strategic way to improve research productivity and enhance the research culture within the Faculty. (Section 6.2.2)*
9. *The Review Team commends the Faculty for the establishment of the new research Centres which will integrate teaching and research. (Section 6.4.2)*

Recommendations

1. *The Review Team recommends that the Faculty liaise with the Faculty of Architecture regarding that Faculty's processes around the review and reporting of trends from SCEQ, SREQ and CEQ results. (Section 3.6.2)*
2. *The Review Team recommends that the Associate Dean (Postgraduate Coursework) develop an accessible communication channel for communication with postgraduate students. (Section 3.6.4)*
3. *The Review Team recommends that the Faculty liaise with Sue Silveira and Helen Wozniak from the School of Applied Vision Sciences regarding their work on student online interactivity using WebCT. (Section 3.7.5)*
4. *The Review Team recommends that the Faculty proceed with the review of Units of Study and standardisation at 6 credit points as a priority activity; as this Faculty teaches double degrees it is important to provide students with coherence. The Review Team draws the Faculty's attention to the 2006 deadline. (Section 4.1.3)*
5. *The Review Team recommends that the Faculty move into compliance with Academic Board Policy on Awards with Honours. (Section 4.2.4)*
6. *The Review Team recommends that the Faculty ensure that the links between Generic Graduate Attributes and Contextualised Graduate Attributes and the content and assessment of Units of Study are made clear to students. (Section 4.4.4)*
7. *The Review Team recommends that the Faculty undertake an audit of assessment practices. The Faculty should aim for consistency and compliance with Academic Board policies. (Section 4.6.4)*
8. *The Review Team recommends that the Faculty make greater use of its Graduate Diploma programs as a required pathway to postgraduate study for non-lawyers. This may assist the Faculty to address the different audiences in its postgraduate program and facilitate the Faculty in meeting the different expectations and experiences of students. (Section 4.8.5)*
9. *The Review Team recommends that the PG Research Room be available to RHD students during the same hours as the Library. (Section 6.1.8)*
10. *The Review Team recommends that RHD students be automatically included in the research cluster of their supervisor and they be given opportunities to join other clusters of interest to their research. (Section 6.2.5)*
11. *The Review Team recommends that RHD students be invited to the weekly lunchtime seminars to increase their sense of inclusion in a community of scholars. (Section 6.3.5)*

Note: This report draws on the information provided in the documentation considered by the Review Team as well as discussion with staff and students. In some places, material from the Self-Evaluation Report has been incorporated directly into the text.

1. MEMBERSHIP

1.1 Review Team

Professor John Carter (<i>Chair</i>)	Chair of the Academic Board
Professor Judyth Sachs	Acting Pro-Vice-Chancellor (Teaching and Learning)
Professor Margaret Harris	Director, Research Institute for Humanities & Social Science
Dr Marianne Hulsbosch	Faculty of Education and Social Work

Review Team Secretary

Ms Barb McLean	Executive Officer (Quality Assurance)
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Observer

Dr David Livesey	Faculty of Science
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1.2 Senior Faculty representatives

1.2.1 The Review Team met the following Senior Faculty representatives during the first interview:

Professor Ron McCallum	Dean
Professor Don Rothwell	Pro-Dean (Teaching Programs)
Assoc Prof Julie Stubbs	Pro-Dean (Staff Development)
Mr Graeme Coss	Associate Dean (Undergraduate)
Assoc Prof Roger Magnusson	Associate Dean (Postgraduate Coursework)
Professor Ben Boer	Associate Dean (International)
Professor Jennifer Hill	Associate Dean (Postgraduate Research)
Professor Hilary Astor	Director, Research Committee
Ms Florence Ma	Faculty Manager

1.3 Staff

1.3.1 The Review Team met with thirteen members of Academic and General Staff.

1.4 Students

1.4.1 The Review Team met three groups of students: seven undergraduate students; three postgraduate coursework students; and six postgraduate research students. One of these students had attended the Phase One Review. There were no Open Interviews requested.

1.4.2 The Review Team was disappointed that they did not meet with a more representative sample of the student cohort.

2. INTRODUCTION

- 2.1 In 2004 the Faculty of Law offers 2 Bachelor of Law (LLB) degree programs (a combined five year program with the faculties of Arts, Economics and Business, Engineering and Science, and a Graduate Law program), 25 postgraduate coursework and research programs, and 2 joint postgraduate programs. The Faculty 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). 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 in the new interdisciplinary degree course, Bachelor of Arts and Sciences, which will be offered from 2005.
- 2.2 The Faculty regards its undergraduate program as core business; however the Faculty offers a very large postgraduate program which has increased by 45% in the last three years, and income from the resultant fees makes up 50% of the Faculty's budget.
- 2.3 The Academic Board Phase Two review complements the Phase One review, following up its recommendations and the continued development of Phase One commendations. It also considers the Faculty's activities and quality assurance arrangements in relation to the seven goals of the University's Strategic Plan.
- 2.4 The Faculty had a large number of recommendations to respond to from the Phase One review, and has used the two Faculty Retreats since 2002 to workshop their responses. The Faculty Self-Evaluation Report also includes the Faculty's strategic plan which aligns with the University's Goals.
- 2.5 Since the Phase 1 Review the Faculty has launched two new research centres:
- Sydney Centre for International and Global Law, and
 - Ross Parsons Centre of Commercial, Corporate and Taxation Law
- These Centres will focus Faculty teaching and research in their respective areas. Apart from attracting doctoral students from across the region, the Centres will provide postgraduate coursework programs and develop a program for visiting fellows. The Faculty anticipates that these Centres will become a Faculty focus for international research collaboration and the focus within Australia for those involved in these streams of law.
- 2.6 The current focus of the Faculty is on planning for the new Law Building and the inclusion of the Faculty onto the Camperdown campus. Both staff and students are eagerly awaiting the move to Camperdown: the advantages for staff include a reduction in travelling time between campuses; and the advantages for students include access to the increased services available on the Camperdown campus. At the moment the double degree undergraduate students are isolated from the Law Library; while postgraduate coursework students are removed from the resources of Fisher Library.
- 2.7 The Review Team noted that the Faculty will maintain a teaching presence in the city CBD. This presence is crucial to maintaining the Faculty's relationship with the profession and the delivery of postgraduate coursework program.

3. QUALITY ASSURANCE

3.1 *The Self-Evaluation Report (SER)*

3.1.1 The Review Team was limited in their preparation for the review by the late arrival of the Faculty's Self-Evaluation Report.

3.2 *Response to Phase 1 Review*

3.2.1 The Faculty has responded or instituted viable alternatives to all Recommendations of the Phase 1 Review, and has used the process of responding to underline to all members of staff the importance of teaching. The Faculty commitment to teaching can be seen in the number of staff involved in the Australasian Law Teaching Workshop.

3.2.2 *The Faculty is commended for its active participation in the Australasian Law Teaching Workshop. (Commendation 1)*

3.2.3 The Faculty has strengthened its orientation process for new members of academic staff and also requires staff to participate in the University Orientation program and the 3-day ITL "Principles and Practices of University Teaching" course.

3.3 *Teaching Awards*

3.3.1 In response to Recommendation 1 of the Phase 1 Review, the Faculty has reviewed and revised the Faculty Awards and brought them into line with the University Criteria. Faculty awards have been brought forward to facilitate the application of successful faculty teachers for the University awards. In order to provide a benchmark, the Faculty has involved an external person on the judging panel for the Faculty Teaching Innovation Award.

3.4 *Benchmarking*

3.4.1 Recommendation 5 of the Phase 1 Review recommended the Faculty seek out benchmarking partners to benchmark undergraduate and postgraduate courses, research supervision, support for RHD students, teacher training, and assessment. The Faculty has made overtures to similar universities in North America and the U.K. but has not yet achieved an ongoing relationship.

3.4.2 Along with other Australian Law Schools the Faculty has shared input and output data in a project facilitated by the TC Beirne School of Law at the University of Queensland.

3.4.3 Benchmarking is taking place at the program level by the inclusion of external experts in the program review. The review of the MEnvLaw was recently completed with a professional from New Zealand.

3.5 *Block-mode Teaching*

3.5.1 As part of the above review of MEnvLaw, students were asked whether they wished to study intensively. Only 2 of 42 students said that they would not attend an intensive-mode course (the alternative being a two hour seminar after work each week of semester). Staff reported that if the Faculty guidelines were followed – an introductory lecture followed by the weekend

intensive; intensives provided staff with an opportunity to use different teaching styles. However postgraduate coursework students reported that time restraints resulted in intensives discouraging analysis and encouraging textbook teaching. They would prefer more time for discussion.

- 3.5.2 Staff reported an additional benefit of intensives was the ability to integrate eminent visiting fellows into intensive courses and hence provide students with access to overseas experts and leading authorities in the field.

3.6 Mentoring

- 3.6.1 The Phase 1 Review recommended that the Faculty establish a formal mentoring scheme. While the Faculty rejected the concept of formal mentoring at its 2003 Faculty Retreat, it did establish mechanisms for informal mentoring. All new staff are provided with the names of other staff members with whom they are able to confer regularly in relation to teaching, university and other matters. Staff reported that this is working well and that mentoring discussion have ranged over teaching, research, publishing and engaging with the community.
- 3.6.2 The Dean is interested in the opportunities for interdisciplinary mentoring and is monitoring the progress of the Faculty of Economics and Business and the Faculty of Education and Social Work joint mentoring TIF Grant.
- 3.6.3 The Faculty is also using its recently established research clusters to further support informal mentoring.
- 3.6.4 *The Review Team commends the Faculty progress on developing opportunities for informal mentoring of staff. (Commendation 2)*

3.7 Use of Student Feedback

- 3.7.1 There appeared to be no processes in place to incorporate learning from SCEQ and SREQ data. Staff noted that results were circulated via email and while administration managers held a team meeting to discuss student feedback on relevant administrative services, there appeared to be no equivalent academic activity.
- 3.7.2 *The Review Team recommends that the Faculty liaise with the Faculty of Architecture regarding that Faculty's processes around the review and reporting of trends from SCEQ, SREQ and CEQ results. (Recommendation 1)*
- 3.7.3 At the beginning of 2003 the Pro Dean (Teaching) implemented weekly meetings with a SULS representative to discuss any matters of concern to students relating to teaching and learning. An evaluation by SULS reported in the SER, comments that the frequency of the meetings enables student concerns to be addressed quickly (e.g. feedback on assessment) and also provides the Faculty with another communication mechanism with students (e.g. with information on Faculty policies). While SULS is the recognised undergraduate student society there is no equivalent body for the postgraduate student cohort. This is a matter of concern given the growth in the Faculty's postgraduate coursework program and the growing numbers of part-time postgraduate students.
- 3.7.4 *The Review Team recommends that the Associate Dean (Postgraduate Coursework) develop an accessible communication channel for communication with postgraduate students. (Recommendation 2)*

3.8 Online Learning

- 3.8.1 In response to Recommendation 15 of the Phase 1 Review, the Faculty has encouraged the use of WebCT, to a point where 100% of undergraduate courses have some form of online learning. WebCT participation rate in postgraduate courses is lower because of the numbers of guest lecturers used.
- 3.8.2 The Faculty has appointed a WebCT Officer, to enhance the skills of staff in Web-enabling their courses and to train students in the use of WebCT.
- 3.8.3 *The Faculty is commended for its active embracing of online learning and its appointment of a WebCT Officer. (Commendation 3)*
- 3.8.4 Undergraduate students reported that Online Learning is used non-interactively as a teacher's aid to provide students with access to lecture notes and additional materials, as well as take home exams. As yet the opportunities for interaction and feedback have not been employed; although one part time lecturer had put on a timed quiz.
- 3.8.5 *The Review Team recommends that the Faculty liaise with Sue Silveira and Helen Wozniak from the School of Applied Vision Sciences regarding their work on student online interactivity using WebCT. (Recommendation 3)*
- 3.8.6 Undergraduate students would appreciate access to practice quizzes. However, they felt that problems with firewalls and other technical glitches precluded its use as an assessment tool. Student Administration staff felt that WebCT did stop the propensity for students to "shop around" amongst Units of Study".

3.9 Offshore Programs

- 3.9.1 The Faculty has three Offshore Programs. It runs a Shanghai Summer School (usually annually), and a Winter School in Hanoi (usually biennially). The Faculty also runs an LLM program in Jena, Germany (but is transferring this to the Australian Centre in Berlin and broadening the focus to European Law). As a quality assurance mechanism, the Faculty commissioned a report on the Shanghai School the last time it was undertaken (in 2003) by an external reviewer (an Asian Law expert from the University of Technology, Sydney). A report by the coordinator of the Hanoi School has resulted in the School not being offered in 2004, due to the standard of English of the Vietnamese lecturers. The program in Germany is staffed and taught by Sydney Faculty of Law lecturers and approved external lecturers.
- 3.9.2 *The Review Team commends the Faculty for its quality assurance processes with regards to its offshore programs. (Commendation 4)*

4. Goal One: Quality Teaching and Learning

4.1 6 Credit Points

- 4.1.1 The Academic Board move to standardise the value of a Unit of Study at 6 Credit Points has been seen by the Faculty Executive as an opportunity for restructuring the curriculum and removing instances of over-teaching in the large foundation units. However some staff are of the view that professional accreditation requirements preclude a restructuring of the curriculum and any restructuring will only serve to increase workload.
- 4.1.2 The Faculty has established a Taskforce to look at the feasibility and effects of such a move. The Taskforce has met once – there does not seem to be awareness amongst staff that the Academic Board has mandated the move to 6 Credit Points for all courses affected by either combined degrees or cross-faculty enrolments by 2006. The Faculty's graduate entry course would not need to be standardised, but the three year foundation program of the LLB will require standardisation.
- 4.1.3 *The Review Team recommends that the Faculty proceed with the review of Units of Study and standardisation at 6 credit points as a priority activity; as this Faculty teaches double degrees it is important to provide students with coherence. The Review Team draws the Faculty's attention to the 2006 deadline. (Recommendation 4)*

4.2 Honours

- 4.2.1 The Academic Board links Honours to research:
“Honours degrees are offered to provide research training opportunities to students demonstrating special proficiency, and the ability for further study and research within a discipline.”¹
- 4.2.2 The Faculty awards Honours on the basis of WAM. As a consequence of having a high UAI the Faculty is finding that up to 50% of its undergraduate students achieve 1st class honours. Both staff and students are concerned with the numbers of honours degrees awarded. Undergraduate students reported that honours and the value of a Sydney qualification were devalued by the quantity of honours degrees awarded. They felt that there should be a Unit of Study with a research component in order to achieve an Honours Pass.
- 4.2.3 Staff felt that there were workload implications for the addition of a research supervision component in the undergraduate program; some staff suggested that the students could nominate particular papers they had written.
- 4.2.4 *The Review Team recommends that the Faculty move into compliance with Academic Board Policy on Awards with Honours. (Recommendation 5)*

4.3 Small Group Teaching

- 4.3.1 The Faculty has achieved kudos for its move to small group teaching (with groups of 25); however due to an increase in student numbers, these groups can be up to 50 students. Staff reported that small groups develop students' skills in discussion as well as their disciplinary knowledge. However, postgraduate coursework students report that participation is

¹ Principle 1 from Academic Board Policy on Awards with Honours

compromised by the large group size and when discussion occurred it was in the nature of comprehension (of the texts provided) rather than deeper interaction and knowledge construction.

- 4.3.2 The Faculty has been awarded a TIF Grant to further develop Small Group Teaching.

4.4 Graduate Attributes

- 4.4.1 Some of the students interviewed had not heard of the phrase Graduate Attributes, but did understand the concept once it was explained. They then recalled that Graduate Attributes were recorded in Unit of Study Outlines. Students were unclear as to how these related to course content and assessment.
- 4.4.2 In addition to the Generic Graduate Attributes required of all Sydney graduates, the Faculty is interested to ensure that professional Graduate Attributes are also attained by its graduates. The Faculty participates in ITL's Graduate Attributes Project and has developed a list of Contextualised Graduate Attributes (<http://www.itl.usyd.edu.au/GraduateAttributes/facultyGA.cfm?faculty=Law>). Also, the Faculty will receive the results of TIF-funded research into professional attributes at the end of the year. In this project, employers are being surveyed to determine the skills they require in law graduates and whether they are currently being provided.
- 4.4.3 The Faculty has a Unit of Study pro forma in the Teaching Handbook that specifies the learning objectives of the Unit of Study. The Pro Dean (Teaching), with the assistance of a Faculty resolution, encourages academic staff to include Graduate Attributes in Unit of Study Outlines. This is easier to oversee with new courses, but there is no process for established courses.
- 4.4.4 *The Review Team recommends that the Faculty ensure that the links between Generic Graduate Attributes and Contextualised Graduate Attributes and the content and assessment of Units of Study are made clear to students. (Recommendation 6)*

4.5 Unit of Study Outline

- 4.5.1 Students reported that Unit of Study Outlines are not updated every time the Unit is offered. In addition to the teaching calendar being inaccurate, cases were not being updated.

4.6 Feedback on Assessment and access to lecturers

- 4.6.1 The Phase 1 Review recommended (Rec. 12) that the Faculty establish a timeframe for the return of assessable work. In response, the Faculty included in the Teaching Handbook examples of good feedback practice and provided a pro forma to regularise feedback and make it more efficient. The Information Desk facilitates the return of marked assignments to students.
- 4.6.2 Undergraduate students reported that the majority of staff members are not timely in their return of assessable work, and often students face a final exam with little or no feedback. Any quizzes are returned with no written comments. Some students also reported that they don't get much continuous assessment, just an optional assignment and a 100% examination. If they do the assignment they get no feedback prior to the exam.

- 4.6.3 The Review Team was concerned with this apparent non-compliance with Academic Board Policy on Assessment. Staff reported that in general assessment consisted of one or two essays and a moot. However one Unit of Study had made the assignment non-compulsory in response to student pressure to reduce their workload.
- 4.6.4 *The Review Team recommends that the Faculty undertake an audit of assessment practices. The Faculty should aim for consistency and compliance with Academic Board policies. (Recommendation 7)*
- 4.6.5 While the students were aware of a process and progression to contact lecturing staff (from lecturer, to Course Coordinator, to Pro Dean), students generally found full-time staff too busy and part-time staff inaccessible. Students were aware of the regular meeting of the Pro Dean with SULS, but felt that the Faculty should institute Year Coordinators – one nominated person to contact. Postgraduate students reported that in spite of statements in the Unit of Study outline regarding contacting lecturers, students often had to justify why they wanted an appointment and had to email and request a time.

4.7 Academic Honesty

- 4.7.1 The Faculty is actively addressing plagiarism. Information about plagiarism is included in Unit of Study outlines and in every first year Unit of Study. All International students undertake a bridging program in essay writing and a lunch hour workshop is provided for undergraduate students. The Faculty find the biggest incentive for academic honesty is the need for the student to have a clean record in order to practice in the big law firms, and to gain admission to the courts and entry to the Solicitors Admissions Board.
- 4.7.2 Students report that in response to the fear of plagiarism the Faculty is decreasing the range of assessments and focussing more on closed book exams.

4.8 Postgraduate Coursework

- 4.8.1 The Faculty's Master of Laws (LLM) is offered either as a coursework degree or a research degree (by thesis) and, in addition, the Faculty offers a large number of specialist postgraduate degrees, most of which are open to non-lawyers. The Review Team was told that existing Units of Study were re-packaged to fill an identified need.
- 4.8.2 *The Review Team commends the Faculty for re-using existing Units of Study to help build a comprehensive and targeted postgraduate suite of programs. (Commendation 5)*
- 4.8.3 Postgraduate coursework students reported that often there was too broad a range of people in the classes in terms of background and knowledge. As a consequence, seminars were not always useful, with little interaction. Students were gaining more out of assignment work. The Review Team surmise, that as with some other professional faculties, Law is suffering from having two audiences in its postgraduate coursework program – those wanting to specialise and those wishing to make a mid career redirection.
- 4.8.4 Staff are aware of this and are trying to make clear in Unit of Study outlines and in the first lecture of the semester what the assumed level of knowledge is required of students. The Faculty also has developed a bridging course "Law and legal reasoning" for non-lawyers and

international students. Eight of the Masters programs are supported by Graduate Diploma programs.

- 4.8.5 *The Review Team recommends that the Faculty make greater use of its Graduate Diploma programs as a required pathway to postgraduate study for non-lawyers. This may assist the Faculty to address the different audiences in its postgraduate program and facilitate the Faculty in meeting the different expectations and experiences of students. (Recommendation 8)*

5. GOAL TWO: DIVERSITY, ACCESS AND EQUITY

5.1 EEO Committee

- 5.1.1 The Faculty has an EEO Committee chaired by Dr Isabel Karpin, and has a broad definition of diversity, including disability, social background, ethnic origin, gender and educational disadvantage.

5.2 ATSI Students

- 5.2.1 The Focus of the Faculty's attention around the Goal of Diversity in 2004 is to increase the Cadigal admissions of Indigenous and Torres Strait Islander students. The Faculty finds it hard to attract and maintain ATSI students due to its high UAI entry into its undergraduate program. The Faculty is adding to the Koori Centre payments to augment the salary of tutors to provide one-on-one tutorials for currently enrolled ATSI students (3 students commenced in 2004; 2 have been retained).
- 5.2.2 The EEO Committee has suggested that the Faculty create an Indigenous Students' Support and Liaison Officer and provide the incumbent with teaching relief and administrative support.
- 5.2.3 The Faculty is using one of its ATSI students to market to ATSI students. However, it is thinking of changing its marketing strategy to focus on postgraduate entry for ATSI students already having some form of tertiary education experience. The Faculty plans to provide funding for equity scholarships at the postgraduate level, targeting indigenous students in the first instance and other disadvantaged students as funding becomes available.

5.3 Diverse Learning Community

- 5.3.1 Postgraduate students defined "diverse learning community" as the amount of interdisciplinary within their courses and their fellow students and gave the example of Criminology where there are students from the Justice system, students that are sociologists, students with a law background and also International students.
- 5.3.2 Students reported that they did not receive the full benefit from participating in a "diverse learning community" due to the physical environment of the Law School building (with very little public space), the number of intensives, the lack of time for adequate discussion and the lack of interaction between domestic and international students.

6. GOAL THREE: EXCELLENCE IN RESEARCH

6.1 Research Support

- 6.1.1 The nature of the Faculty research is changing. The number of staff undertaking consultancies with law firms is decreasing; while involvement with public bodies and government is increasing. While this work does not align with DEST definitions of research it does create networks for potential ARC Linkage Grants.
- 6.1.2 The Faculty is moving towards increasing its emphasis on the development of ARC Linkage Grants. Of the seven Linkage applications made by CHASS in May 2003, three came from the Faculty of Law; a further five projects were submitted in November 2003.
- 6.1.3 Research support in the Faculty is undertaken by a variety of methods, including a Research Promotions Committee, a Director of Research and a Research Support Officer. The Faculty also has a Research Strategic Plan.
- 6.1.4 Increasing the employment of the Research Support Officer from part-time to full-time is a new initiative since the Phase 1 Review of the Faculty. The role of this Officer is to assist staff with grant applications, through maintaining a library of grant applications and providing access to models that have been successful, and in accurate reporting of research output. This year the Faculty achieved 1 ARC Linkage Grant and 5 ARC Discovery Grants. The number of Faculty applications has increased.
- 6.1.5 The Faculty also supports and encourages research performance through several grant incentive schemes, e.g. a publication incentive scheme and incentives for research grant applications. A current Faculty paper recommends extension of the research incentive schemes.
- 6.1.6 *The Review Team commends the Faculty on the number of initiatives established to encourage and support faculty research performance. (Commendation 6)*
- 6.1.7 Research students have been supported by the application of Sesqui Equipment Grant funds to improve the computer facilities in the PG Research Room. A number of RHD students have also been given PG Research Fellowships, which gives the student a half salary, an office and access to teaching. Students appreciated both the quality and quantity of computers provided in the PG Research Room but complained that it was closed for the evening at 8.00p.m., whilst the Library was open until 9.30p.m. The provision of keys to carrels in the Library to facilitate both access to resources and provision of a dedicated space was greatly appreciated by students. Students informed the Review Team that if they wished to type and did not have a laptop they had to use the PG Research Room. Ideally the students would like computer access in the library.
- 6.1.8 *The Review Team recommends that the PG Research Room be available to RHD students during the same hours as the Library. (Recommendation 9)*
- 6.1.9 The three Legal Research units for RHD students were well regarded by students, in regards to both the quality of the teaching and the usefulness of the content. Students also commented favourably on the quality of supervision. SREQ results show that Quality of Supervision has moved from 69% in 2002 (the lowest in CHASS) to 73% (the CHASS average, and better than the University average of 72%).

6.1.10 *The Review Team commends the Faculty for the three research methods courses provided to research students. These courses were resoundingly praised by the RHD students interviewed. (Commendation 7)*

6.2 Research Clusters

6.2.1 Following the model established by the previous Director of Research, the Faculty at its 2003 Retreat established fourteen Research Clusters. These clusters group academics with a commonality of research interests and facilitate discussion and mentoring. Due to their relatively recent establishment, Clusters vary as their role, activities and membership. Some e.g. Environmental Law, include RHD students and advertise research seminars and relevant (internal and external) lectures.

6.2.2 *The Review Team commends the Faculty for the development of research clusters. These are seen as a strategic way to improve research productivity and enhance the research culture within the Faculty. (Commendation 8)*

6.2.3 In 2004, for the first time, the Clusters have been used structurally through their involvement in the selection of RHD students and the allocation of supervisors. Clusters provide seminars for the Continuing Legal Education (CLE) program.

6.2.4 Research students would appreciate the opportunity to participate as members of clusters. They would like to be included into the cluster of their supervisor, but also have the freedom to join other relevant clusters. Cluster membership would assist in building a research climate and decreasing the isolation felt by RHD students.

6.2.5 *The Review Team recommends that RHD students be automatically included in the research cluster of their supervisor and they be given opportunities to join other clusters of interest to their research. (Recommendation 10)*

6.3 Research Climate

6.3.1 Undergraduate students reported that they were aware of the research interests of their teachers – they found the personal anecdotes compelling; they also knew of the research publications of their teachers. Students also reported that they could tell where staff research interests didn't lie. Whereas, Postgraduate Coursework students reported that intensives encouraged the teaching of “the basics” – opportunities for an insight into staff research and discussion was stifled by time constraints.

6.3.2 Research Clusters provide informal support to individual staff members; they also encourage collaborative research and increase the research climate for Faculty staff. In comparison, Research students are reporting decreasing satisfaction with Research Climate (from 51% satisfaction in 2002, down to 40% satisfaction in 2003). This is the lowest in CHASS and below the University average of 54%.

6.3.3 When asked about this result, students reported a sense that they were “outsiders”. As mentioned in 6.2 above, RHD students were not members of the newly established Research Clusters, neither were some aware of lunchtime research seminars and lectures by visiting scholars. They would like to be included with staff in applied research and consultancies, and be given greater opportunities to present their research. Students would like equivalent access to the Assoc Dean (Postgraduate Research) as undergraduate students through SULS get to the Pro-Dean (Teaching Programs).

- 6.3.4 The Faculty organises a weekly lunchtime seminar open to staff and their guests. This provides the Faculty with a vehicle for legal discussion and to provide a focus for disseminating the work of international visiting scholars and members of faculty.
- 6.3.5 *The Review Team recommends that RHD students be invited to the weekly lunchtime seminars to increase their sense of inclusion in a community of scholars. (Recommendation 11)*
- 6.3.6 Students reported that not only were they not integrated into the scholarly life of the Faculty they were isolated from their peers. The current Law School building contributed to this sense of isolation, with the lack of a postgraduate common room and locked doors because of security concerns. Students suggested that they be given access to a webpage where they could put up an abstract of their research and outline their research interests, to encourage scholarly discussion.

6.4 Research Centres

- 6.4.1 Since the Phase 1 Review of the Faculty two new Faculty Research Centres have been created; the Sydney Centre for International and Global Law and the Ross Parsons Centre for Commercial, Corporate and Taxation Law. Pending is the establishment of the Centre for Health Law, Policy and Ethics. The presence of these, and the other Faculty research centres, assists the Faculty to attract strong international research students.
- 6.4.2 *The Review Team commends the Faculty for the establishment of the new research Centres which will integrate teaching and research. (Commendation 9)*

7. GOAL FOUR: INTERNATIONALISATION

7.1 Global Legal Education

- 7.1.1 The Faculty is committed to International Law and provides its students with a global legal education. Electives are used to provide an international and comparative focus. The Faculty's three Offshore Programs have already been mentioned in Section 3.8. Domestic students are also provided opportunities to study abroad by the 14 agreements the Faculty has negotiated with international universities. Typically two students go on exchange to partner universities each semester.
- 7.1.2 The Faculty is working towards the situation where it is normal for every undergraduate student to spend a semester overseas. Agreements are held with Law Schools in Canada (2), United States (4), Belgium, Netherlands (3), Germany (2), Singapore and Japan. The Faculty is investigating establishing additional agreements with Indian, Chinese, Thai and South American universities. The Faculty is working to establish the first exchange program in the U.K., with the Law School of Cambridge. The Associate Dean (International Students) has suggested to the Faculty Board that a limited postgraduate coursework exchange program be investigated, due to the increase in postgraduate coursework students.
- 7.1.3 The Review Team asked undergraduate students about their plans to participate in student exchange programs. Students reported that the costs were prohibitive.

- 7.1.4 The Faculty is a member of the Global Alliance for Justice Education (GAJE) which provides opportunities for students to undertake practical work (usually in developing countries). Students taking up this opportunity are provided with a Faculty subsidy.
- 7.1.5 Some members of Faculty provide consulting services internationally (especially in the area of taxation, health and social security law) and there are a number of joint international research projects underway. Some members of staff hold senior positions on international scholarly bodies.

7.2 *International Visiting Scholars*

- 7.2.1 The Faculty uses its Continuing Legal Education program, its Research Centres and Research Clusters both to attract and utilise International Visiting Scholars to provide lectures and take part in research. Funding is assisted by Parson's Scheme payments as well as by payments to those scholars who are able to participate within the normal teaching program of the faculty. For example, the Ross Parsons Centre of Commercial, Corporate and Taxation Law was recently launched by a lecture given by Prof Paul Davies of the London School of Economics and Political Science.

7.3 *International Student Support*

- 7.3.1 In 2003 the Faculty established the position of Associate Dean (International Students). The position is designed to liaise with potential and actual exchange students, as well as interact with incoming exchange students from overseas universities. When asked, International Undergraduate students did not know of the Assoc Dean (International Students) and said that they would not know where to go if they had a problem. International Postgraduate coursework students used the Student Liaison Officer – P/G International, for their support requirements.
- 7.3.2 Little integration with domestic students or the faculty was reported by International students, even those not isolated by language. Domestic students did not attend the P/G Bridging Program. International Postgraduate Research students said the faculty was good, their supervisor was great, there was just no interaction – no learning community; no place for serious discussion or application of their research. Students would like opportunities to participate in a research seminar series, both on their research and also to learn more of the legal systems in place in the countries of derivation of the International students.
- 7.3.3 The Faculty organises note takers for students (domestic or international) on the basis of disability. The Faculty is aware of the Learning Centre's WELL (Workshops for English Language and Learning) and the EEO Committee is looking to develop a legal English supplement to this program.

8. GOAL FIVE: ENGAGEMENT WITH INDUSTRY AND THE PROFESSIONS

8.1 *Advisory Boards*

- 8.1.1 In order to meet the Faculty Objective of maintaining and expanding a close and productive link with the legal profession and expanding links to related professions for which knowledge of law is beneficial, the Faculty has established a Law School Advisory Board. The Advisory Board is comprised of eminent members with a broad range of professional specialisations both within law and fields related to the postgraduate coursework program; membership is also spread across gender.
- 8.1.2 In addition there are 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 which have active engagement with the professions (e.g. Institute of Criminology and the Australian Centre for Environmental Law).
- 8.1.3 These boards provide the Faculty with both formal and informal stakeholder feedback. More formal feedback is received through the Law Society of NSW and the NSW Bar Association, which are charged with reviewing on an ongoing basis the quality of law graduates throughout NSW.

8.2 *Continuing Legal Education (CLE)*

- 8.2.1 In addition to its strong suite of postgraduate coursework programs the Faculty, its research centres and research clusters provide Continuing Legal Education (CLE) seminars, courses and units of study in a range of subjects and modes (including intensive programs, seminar series and individual evening presentations). Continuing Legal Education is a requirement of the Law Society of New South Wales. Practising solicitors are required to obtain ten units of CLE annually in order to maintain registration as a legal practitioner.
- 8.2.2 In addition to providing a link into the profession, CLE also provides the Faculty with an income stream – both for registration and also from selling the proceedings to members unable to attend the actual session.
- 8.2.3 Informally, the Faculty's research centres and clusters provide a focus for specialist discussion and communication. For example, the Institute of Criminology edits Current Issues in Criminal Justice, the major Australian journal in the field; it also moderates an email discussion list called CrimNet.

9. GOAL 6: EFFECTIVE MANAGEMENT

9.1 *Planning and Quality Processes*

- 9.1.1 The current physical separation of the Faculty from Camperdown (and resultant travelling time) encourages isolation from University committees and processes. Members of the Faculty Executive expressed a sense of being overwhelmed by the University's planning processes and committees, with a new University Strategic Plan, CHASS strategic developments and Faculty plans underway. The Review Team sensed a tendency to disengagement with University processes.
- 9.1.2 This disengagement was demonstrated by the non-compliance with several Academic Board policies. It is noted that the illness of the Pro-Dean detrimentally affected planning around the Academic Board Review process.

9.2 *Move to Camperdown*

- 9.2.1 Faculty management is focussed on the new Law Building and fund raising for the move to Camperdown. The Dean, with oversight from the Faculty Manager, has commenced transferring a portion of budget surpluses to a reserve to meet the IT costs of the new Law Building. The Dean's time is also taken up with planning meetings with the architect and the Facilities Management Office.
- 9.2.2 The current separation, in addition to having the implications mentioned in 9.1 above, also impacts on the effectiveness of teaching and research in the discipline of law. Law has moved on from pure "doctrinal" research and teaching; current growth is interdisciplinary (as demonstrated in the burgeoning range of Postgraduate Coursework programs). The move to Camperdown will not only integrate the Faculty more into the University it will also provide the impetus for further interdisciplinary developments in teaching and research.

9.3 *Communication*

- 9.3.1 As mentioned in 3.6, the Pro Dean (Teaching) meets weekly with the SULLS Vice-President (Education) to enhance communication and feedback. However communication is still a major issue across the student body and between staff and students. There is no equivalent communication process established between postgraduate students and the Assoc Deans (Postgraduate Coursework) and (Postgraduate Research). Undergraduates have also called for the establishment of Year Coordinators (see Section 4.6.5). The Review Team was also told of instances where summer school programs were cancelled and students not being alerted to this fact until they presented at the counter with their payment.
- 9.3.2 Students reported that they preferred face-to-face meeting with staff, but staff workload no longer permits this luxury, and the space constraints in the Law School Building militate against the dedication of space for common rooms.
- 9.3.3 The Faculty is encouraging students to use email and the Web (including WebCT) as the primary communication method and source of up-to-date information. The Faculty has done some redesign of its website to make links to student support mechanisms more intuitive.

Efforts have commenced to email staff and students about relevant lectures and seminars occurring in the Faculty and within clusters. The success of this latter initiative has been constrained by the FlexSIS (Student Administration) database only capturing and storing the student's University-derived email address. As a majority of postgraduate coursework students combine work and study, as do a significant number of undergraduate students, a significant proportion of students do not use their University-generated email address, but rather use their work or home email address. It is hoped that the new student portal goes some way towards increasing the effectiveness of electronic communication.

9.4 Student Administration

- 9.4.1 The SCEQ results for both Undergraduate and Postgraduate Coursework students show improving student satisfaction with Faculty/Department Student Administration, reflecting 2003 efforts to improve communication with students by the Faculty Manager and staff in Student Administration and Liaison.
- 9.4.2 However students interviewed reported that Student Administration still had room for improvement. Cases of lost documentation, rude staff and inadequate service for combined law students in their first 3 years were reported to the Review Team. Students were aware that administration staff were over-stretched and hence were reluctant to go to level 12.
- 9.4.3 Some measures put in place to remedy the above disquiet include training in customer service by SSDU, the employment of casuals in the first two weeks of semester and the use of Finance staff to sell course notes. Students are encouraged to pre-enrol online but students still present at the counter wanting to change streams.
- 9.4.4 SCEQ open comments indicate that Student Administration staff provide differential levels of service to different student groups; certainly postgraduate coursework students are reporting greater levels of satisfaction than undergraduate students.

10. GOAL SEVEN: SERVICE TO THE COMMUNITY

10.1 Pro Bono Work

- 10.1.1 Faculty service to the community is driven bottom up – by the gifts and talents of its staff and students. Staff reported a large amount of pro bono work in the area of crime and refugees and service on government taskforces and public and community organisations; some students reported volunteer work in the Aboriginal Legal Services. Undergraduates are also provided with the opportunity of getting a community placement as an elective course.

Professor John Carter
Chair, Review Team

November 9, 2004

ATTACHMENT ONE: FOLLOW UP TO PHASE 1 RECOMMENDATIONS

Recommendation 1	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.
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.

<p>Recommendation 2</p>	<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>
<p>Action taken by the Faculty</p>	<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.
<p>Further action planned but not yet implemented (if appropriate)</p>	<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.
<p>Faculty's evaluation of the success of action taken</p>	<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.

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.

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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Recommendation 4	<p>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.</p>
Action taken by the Faculty	<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 moot (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>Recommendation 4</p>	<p>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.</p>
<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.
<p>Faculty's evaluation of the success of action taken</p>	<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.

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.

Recommendation 6	<p>As part of an attempt to enhance interaction between staff and students, the Faculty should retain its regular liaison with SULLS. 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>
Action taken by the Faculty	<ul style="list-style-type: none"> ➤ At the beginning of 2003 the Pro Dean (Teaching), in conjunction with SULLS, implemented weekly meetings of the Pro Dean with a SULLS representative to discuss all matters of concern to students in connection with their education. SULLS was asked to advertise the availability of these meetings to the student body so that students could approach SULLS with any issues they might have which should be taken up with the Pro Dean. The meetings were intended to include any representative of SULLS 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 SULLS Vice President (Education) in 2003: ➤ SULLS 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 SULLS representatives ➤ SULLS representatives have in 2004 been invited to become engaged in Faculty and University-wide consultations concerning the new Faculty of Law building on campus.

Recommendation 6	As part of an attempt to enhance interaction between staff and students, the Faculty should retain its regular liaison with SULLS. 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>)
Further action planned but not yet implemented (if appropriate)	<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.
Faculty's evaluation of the success of action taken	<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.

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.

<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.
<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.

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.

<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 SULLS should be consulted. It is hoped that this might improve intra-class collegiality and reduce feelings of student anonymity.

Recommendation 10	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.
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.
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 SULS representative and the Pro Dean (Teaching Programs) have been implemented which provide an opportunity for student concerns to be raised through their representatives ➤ The SULS/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 SULS 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 SULS 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 SULS 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.

Recommendation 12	<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>
Action taken by the Faculty	<ul style="list-style-type: none"> ➤ In 2002 the Teaching and Curriculum Committee of Faculty received critical comment from SULS 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.

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Further action planned but not yet implemented (if appropriate)	<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).
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.

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 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.

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.
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.
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.

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.

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.

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.
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.
Recommendation 17	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.
Action taken by the Faculty	<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.

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Further action planned but not yet implemented (if appropriate)	<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.
Faculty's evaluation of the success of action taken	<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).
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.

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.
Faculty's evaluation of the success of action taken	➤ 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.

<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.

<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.

Recommendation 20	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
Faculty's evaluation of the success of action taken	<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.
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 ➤ SULS 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

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.
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.
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.
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 SULS 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.

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.
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.