

SYDNEY COLLEGE OF THE ARTS

REPORT ON RECOMMENDATIONS FROM PHASE TWO

Recommendation 1	The Review Team recommends that, given the University's acknowledgement of the equivalence of creative works with research in the criteria for Academic promotion, that the Faculty seek to lobby the College for an equivalent change in the budget formula. (Section 3.2.3)
Action taken by the Faculty	SCA staff have continued to lobby the various committees of the CHASS College, the University, and other external funding bodies.
Further action planned but not yet implemented (if appropriate)	SCA will continue to have representation on all appropriate University committees and advisory bodies. With SCA representatives being mindful of the need to remain active and vocal to ensure that the research equivalences of creative works are not undermined in anyway.
Faculty's evaluation of the success of action taken	Success in this area is evidenced as follows: <ul style="list-style-type: none">➤ In 2006 SCA funding and statistical recognition will reflect the counting of the research publications of SCA staff at equivalences to other disciplines.➤ In the latest data collection the percentage of research active staff of the faculty increased from 67.7% to 75% .

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Recommendation 2	The Review Team recommends that SCA liaise with the Koori Centre and other relevant indigenous bodies, to devise mechanisms to encourage the participation of indigenous Australian students. (Section 5.1.4)
Action taken by the Faculty	<ul style="list-style-type: none"> ➤ In 2005 the Faculty won a Sesqui Lecturer position for an indigenous lecturer in the area of Theories of Art Practice (THAP). Mr Danie Mellor was employed during 2005 has been developing specific programs in consultation with the Koori Centre to enhance understanding of indigenous contemporary art. ➤ SCA won significant funds in the 2005 TIF round to further assist staff in the development of indigenous initiatives and curriculum.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> ➤ SCA will apply for further TIF funds in 2006 to continue the work in this area and as a result of these initiatives it is anticipated that more indigenous students will be attracted to both the UG and PG programs. ➤ SCA's engagement with the indigenous community is also growing with the work of staff member Ms Christina Davidson who has won community grants for her curatorial work in indigenous communities. ➤ The marketing office of the faculty will work with staff in the Koori Centre during 2006 to develop indigenous student recruitment strategies for implementation late 2006.
Faculty's evaluation of the success of action taken	<p>The initiatives in this area have already shown some results as follows:</p> <ul style="list-style-type: none"> ➤ a residency and exhibition on campus of Brook Andrew a significant indigenous artist and the offering of a indigenous art elective for the first time in 2005 which saw SCA students travel to indigenous communities twice during the semester. ➤ A regular residency program has been established within SCA for indigenous artists and we believe this will ensure a real vibrancy in this area. ➤ Gordon Bennett Retrospective held in the SCA galleries. Gordon Bennett is a major contemporary indigenous artist of international standing, whose practice incorporates painting, print-media, video, performance, drawing.

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Recommendation 3	The Review Team recommends that SCA proceed with its planned evaluation of its flexible entry admissions process and that measures for equity categories be established and monitored. (Section 5.2.5)
Action taken by the Faculty	<ul style="list-style-type: none">➤ In 2005 SCA has changed its entry / applications process to simplify the UAC / interview / portfolio selection process.➤ The SCA Board passed guidelines to develop advanced standing guidelines for specific TAFE and private diploma offering institutions.➤ SCA already has a large number of mature age (33%) and advanced standing (10%) admissions into its undergraduate program and it is anticipated that the changes will further develop this important area.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none">➤ SCA will monitor the changes in admission of the 2006 cohort and refine the process as necessary.➤ Late 2005/early 2006, additional institutions will be assessed for suitability of advanced standing arrangements.
Faculty's evaluation of the success of action taken	A complete enrolment and admission cycle, i.e. 12 months, is required to adequately assess the impact of these changes. A report will be presented to the SCA Board early 2007 on outcomes and possible further modifications to admission procedures.

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Recommendation 4	The Review Team recommends that SCA increase the number of places for SSP Leave as a means of increasing the research climate of the faculty. (Section 6.2.2)
Action taken by the Faculty	<ul style="list-style-type: none"> ➤ Already a significant increase has been implemented; currently SSP places number four per year. This represents a 100% increase as prior to 2003 the Faculty only had two SSP places. The Faculty wishes to further increase the number places, however its ability to do so is limited by budget issues. SCA is committed to the increase of SSP places if financial margins allow. ➤ Staff have been active in taking other forms of research leave so that they can attend residencies by swapping teaching load with colleagues. This has occurred twice in 2005 resulting in 2 staff members being of campus for an entire semester.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> ➤ SCA will continue to develop financial strategies to gain greater budget margins which in turn could create more opportunities for SSP places.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> ➤ Staff flexibility has improved greatly by SSP being linked to research projects and by the use of other types of leave.

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Recommendation 5	The Review Team recommends that SCA provide a more systematic and equitable access to teaching for PhD students. (Section 6.5.2)
Action taken by the Faculty	SCA allocated an additional \$110K in its 2005 budget for the employment of casual teaching staff and instituted a policy of hiring as many research candidates as possible in these positions.
Further action planned but not yet implemented (if appropriate)	SCA will develop policy for implementation by 2007 that promotes an employment target of 20-30 % of research candidates in to casual teaching positions.
Faculty's evaluation of the success of action taken	Success of the program to date is evidenced by: <ul style="list-style-type: none">➤ Approximately 20% of enrolled research candidates engaged on casual teaching contracts in 2005➤ An additional 5 research candidates engaged in technical positions during 2005

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Recommendation 6	The Review Team recommends that SCA consider greater use of internships and opportunities for practical engagement for students with their industry and professions. (Section 8.2.3)
Action taken by the Faculty	<ul style="list-style-type: none"> ➤ SCA has a variety internship programs managed out of individual discipline areas. The Glass program that was piloted in 2005 proved successful in broadening student experience and establishing meaningful links with industry. ➤ The professional practice program was implemented to all third years and provided training in portfolio development, curatorial skills and media skills. These activities were supported by a public lecture program.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> ➤ Consolidate the professional practice program into the SCA curriculum. ➤ Develop further links with relevant industry bodies.
Faculty's evaluation of the success of action taken	<p>Success in this areas is evidence by:</p> <ul style="list-style-type: none"> ➤ The number SCA undergraduate and postgraduate students engaged in the Sydney contemporary arts community. ➤ SCA students leading the management and initiation of arts organizations, artists run spaces and SCA students working with established artists as artist assistants. ➤ The number of SCA students participating in the Newspace exhibition program.

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Recommendation 7	The Review Team recommends that the Dean provide a regular “state of the union” address to both staff and students to communicate his vision for SCA. (Section 9.1.3)
Action taken by the Faculty	<ul style="list-style-type: none"> ➤ The years 2004 / 2005 have been difficult years in terms of articulating strategic directions and visions as the University itself has been in the process of developing its strategic plan, which was only been approved in September 2005. ➤ The Faculty has met 3 times in 2005 to consider its directions and visions and these are now embodied in the 2005 to 2010 Draft Strategic Plan. The Dean has enunciated his plans and visions at the regular SCA Board and DAC meeting, and at regular meetings with SASCA, the SCA students association. ➤ In 2005, SCAfold a SCA newsletter has been published twice, both as an internal and external communications tool to assist in the communication of SCA directions and initiatives to a much broader audience.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> ➤ Further development of the SCA Strategic Plan will be used as a focus to ensure regular meetings on directions for the Faculty at the discretion of the incoming Dean.
Faculty’s evaluation of the success of action taken	<ul style="list-style-type: none"> ➤ Anecdotally, these initiatives have been of varying success and a full evaluation of their impact has not taken place to date.

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Recommendation 8	The Review Team recommends that SCA continue to review its Workload Formula. The current average of eighteen teaching contact hours per FTE is high relative to the rest of the University. (Section 9.2.4)
Action taken by the Faculty	<ul style="list-style-type: none">➤ In 2005, SCA reduced all academic teaching loads by 11%, reducing face-to-face studio teaching from 18 to 16 hours per semester week and face to face theory teaching from 12 to 10 hours per semester week.➤ In the process of this action the faculty reviewed the SCA Workloads Document.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none">➤ Teaching load reductions are budget based and therefore SCA must improve its operating surplus so that further reductions in teaching loads can be considered.➤ The workloads “draft” formula requires further negotiation with the staff of the faculty.
Faculty’s evaluation of the success of action taken	<ul style="list-style-type: none">➤ The reduction in face-to-face hours has appeared to significantly improve academic staff moral and efficiency.

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Recommendation 9	The Review Team recommends that SCA monitor the effect of the new staff positions on service provision and culture in the admissions and enrolments processes. (Section 9.5.4)
Action taken by the Faculty	<ul style="list-style-type: none"> ➤ New staff positions have been created in the student centre and campus facilities areas and these have positively affected the quality of service being delivered to staff and students. ➤ SCA is monitoring the changes made to the 2006 admissions process so that further improvements / refinements can be made.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> ➤ Service levels are being closely monitored across the Faculty with the aim to undertake improvements and refinements as they are required.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> ➤ Having a dedicated customer service officer has meant that student enquiries are dealt with on the spot in most cases. Queues, which were never very long previously compared to main campus, are practically non-existent now. ➤ It also means that the co-ordinators spend less time dealing with non-urgent counter/phone enquiries and can get on with their work with fewer interruptions and therefore fewer mistakes are made. ➤ A higher level of service is now offered to students through staff being able to make more thorough checks on students' academic progress – a service most faculties are unable to offer due to high numbers – and to keep students informed by phone and email. The success of this can be seen by the decreasing number of incorrect enrolments coming up each semester and the number of successful graduations at the end of each year. ➤ Improved level of service to academic staff, including more regular and detailed student enrolment reports. ➤ Improvement in staff morale has been evident as a result of the action taken by the faculty.