

## FACULTY OF ARTS TEACHING AND LEARNING PLAN 2007-2010<sup>1</sup>

### SOURCE DOCUMENTS:

- ❖ University of Sydney Strategic Plan 2006-2010
- ❖ University of Sydney Learning and Teaching Plan 2007-2010
- ❖ Faculty of Arts Strategic Plan 2006-2010

### PREAMBLE:

The Faculty of Arts at the University of Sydney enjoys a national and international reputation for its top-ranking performance in teaching and learning in higher education. In Arts at Sydney our students benefit from a mature culture in which teaching and learning is closely interconnected with and fed by world-class research. Within the Faculty, we cultivate breadth and depth in the student experience in Arts. We enrich the learning of our students by engaging them in research-intensive experiences that build their capacities to contribute to their communities and societies. We believe they are our future critical and creative thinkers, good communicators, collaborative and innovative cultural producers, and ethically engaged citizens.

Although the Faculty's achievement in learning and teaching is currently ranked at the highest level, there are still many areas for development and innovation, especially as our competitors are also developing and innovating. The challenge will be to maintain our lead. Our commitment to a culture of continuous improvement will ensure the ongoing vitality of the Faculty for students and staff alike. We seek, therefore, not only to hold to our current excellent standards but to strengthen and, where possible and in light of evidence, to improve on our performance in key teaching and learning areas.

In alignment with the University of Sydney's five learning and teaching goals (2007-2010), the Faculty of Arts will continue to maintain excellence in and secure resources to support the following already strong areas:

- ❖ maintenance of the current breadth and diversity of undergraduate and postgraduate programs offered by the Arts Faculty;
- ❖ continued support for the student experience, by providing equity of access to learning for a diversity of students
- ❖ communication about the distinctive character of the University of Sydney Arts experience and about the value of our research-intensive, interdisciplinary and diverse teaching and learning culture

We especially seek to strengthen, resource and, where possible, improve our performance in the following areas:

- ❖ the use of evidence-based strategic planning and the provision of a well-resourced infrastructure to enhance the quality of our teaching and learning performance
- ❖ understanding of graduate attributes as well as professional and career pathways, so our students can identify and achieve their aspirations
- ❖ integration of new technologies to support teaching and learning across the Faculty, with attention to the innovative blending of these technologies to enhance student-participative learning

---

<sup>1</sup> This document was approved at the Faculty of Arts Board Meeting on 26 November 2007.

Surveys consistently demonstrate high levels of student satisfaction with the quality of teaching and learning in Faculty of Arts programs at the University of Sydney. One recurrent area of dissatisfaction, noted with concern by the Faculty, relates to inadequate infrastructure for Arts, particularly for postgraduate research students. The Faculty will continue to seek the University's support to improve teaching and learning facilities.

Our strategic plan, tabled below, itemizes the Faculty's current strategies and initiatives against these broad goals and objectives. It maps Faculty of Arts Strategic objectives against the university's five goals, and our strategies against the university-wide learning and teaching strategies. In addition, the table identifies emerging priorities and describes planning within the Faculty that, over the next five years, will help us to continue to improve our learning and teaching performance against performance indicators. Timelines, targets and responsibilities required to implement and report against this strategic plan are separately detailed in a matching operational plan.

**KEY for shaded areas in column 1 (Faculty of Arts Priorities/Objectives):**

No shading	Item's wording is derived from Faculty of Arts Strategic Plan
Shading	Item's wording is derived from University of Sydney Learning and Teaching Plan 2007-2010
Diagonal lines	Item describes a specific emerging priority linked <i>either</i> to the Arts Strategic Plan <i>or</i> to University of Sydney L&T Plan

## GOAL 1 Ensure the distinctiveness of the Sydney Graduate

### University-wide L&T 2007-2010 Strategies:

1. Attracting and supporting high achieving students
2. Enhancing the learning community to better support student-to-student learning interactions
3. Embedding Graduate Attributes in teaching and assessment
4. Identifying and promoting opportunities for interdisciplinary and inter-professional training
5. Promoting international accreditation and recognition of programs
6. Establishing links with the professions and other key stakeholders
7. Developing a model for postgraduate coursework

<i>Arts Faculty Priorities + Objectives (2006-2010)</i>	<i>Strategies</i>	<i>Initiatives</i>	<i>Indicators</i>
<b>1.1 Encourage the admission of high achieving students (1)<sup>2</sup></b>	1.1.1 Maintain and increase the proportion of students with high UAI score, and from a diversity of backgrounds, in each degree intake	1.1.1.1 Faculty Student Recruitment Plan	Maintained high UAI scores for all degree programs
		1.1.1.2 Introduction of BA (Advanced) (Honours), BA (Advanced) (Honours)/MBBS and (from 2008) BA (Media & Communications/LLB)	
		1.1.1.3 Faculty Undergraduate Admissions Policy	Continued enrolment of students from diversity of backgrounds
		1.1.1.4 Flexible Entry Scheme – from 2008 HSC students with good results in a LOTE will be targeted	
1.1.2 Maintain and improve marketing and communication to attract the best students	1.1.2.1 Continue to develop online and offline advice for prospective students, including course information and materials (see also 5.3.1.3)	Maintained or improved provision of information for prospective students	
<b>1.2 Offer both breadth and depth in a range of degrees and majors (1)</b>	1.2.1 Maintain and increase available majors within the Faculty	1.2.1.1 Introduce American Studies for Undergraduate students from 2008	Maintained breadth and depth of existing offerings; and maintained or improved scores on SCEQ and CEQ
		1.2.1.2 Monitor enrolments and student satisfaction with recently introduced undergraduate and postgraduate degree programs and subject areas	

<sup>2</sup> The numbers in parentheses throughout this table refer to the University-wide L&T 2007-2010 Strategies enumerated underneath each Goal. In other words, this numbering shows how specific Faculty of Arts T&L Objectives articulate with University L&T Strategies.

<b>1.3 Build a greater sense of Faculty identity among students (1)</b>	1.3.1 Ensure integration of existing and new programs supporting the student experience in Arts at Sydney	1.3.1.1 Develop closer alignment between Transition and Mentoring, and Graduate Attributes Development Programs, at undergraduate and postgraduate levels	Improved Bachelor student progress rates and improved student responses re Generic Skills scale in CEQ
		1.3.1.2 <u>Careers Program</u> Continue to provide online information and workshops for students to raise awareness of Arts graduate attributes and career pathways <a href="http://www.careers.usyd.edu.au/students/careeropt/degree_arts.shtml">http://www.careers.usyd.edu.au/students/careeropt/degree_arts.shtml</a>	Increased capacity of students to articulate generic skills in SCEQ surveys; Maintained or improved returns in AGS data
<b>1.4 Embed Graduate Attributes in teaching and assessment practices (3)</b>	1.4.1 Ensure Faculty-wide understanding of and consistent practice in the integration of Graduate Attributes into teaching, learning and assessment	1.4.1.1 Provide opportunities for staff to develop awareness about embedding Graduate Attributes in units of study – outlines, teaching and learning ( <u>GGA workshop</u> to inform staff and showcase best practice)	Improved student responses on relevant USE questions and on GGA scale in SCEQ and CEQ
		1.4.1.2 Monitor progress towards the embedding of Graduate Attributes in unit of study online information and within unit of study outlines	Graduate Attribute dimension incorporated in course materials and online information
<b>1.5 Foster learning through improved transition and mentoring programs (2)</b>	1.5.1 Sustain and support transition to University and peer mentoring programs	1.5.1.1 <u>Arts Network Program</u> Continue to develop the Transition and Mentoring Program, broadening its reach and relevance and repositioning as ‘Arts Network Program’ (Trial online mentor-training modules and seek further external benchmarking opportunities) <a href="http://www.arts.usyd.edu.au/teaching/ArtsNetwork/">http://www.arts.usyd.edu.au/teaching/ArtsNetwork/</a>	Maintained or improved scores on Learning community scale for first year students;
		1.5.1.2 Sustain active program of departmental Academic Advisers for all students	and maintained or improved student progression and retention scores
		1.5.1.3 <u>Postgraduate Orientation Program</u> Continue to review and update PG orientation program to maintain quality.	
		1.5.1.4 Appoint Faculty Academic Advisers for students at risk and provide support and training based on model of previous ‘Not Drowning, Waving’ Program for first year students.	Maintained or improved first to second year retention and progress scores

		1.5.1.5 Collaborate with Faculty of Health Sciences to support the transition of FHS first year students undertaking a new double major degree in Arts/Health Sciences in 2008	Maintained or improved first to second year retention and progress scores
		1.5.1.6 Secure support for a Writing Centre to develop high quality skills in academic and 'real world' writing situations for a diverse range of students, and seek opportunities for public outreach	Student uptake of services and units provided by Writing Centre; Maintained or improved generic skills scores in SCEQ and CEQ
<b>1.6 Develop a high level of student participation in the social construction of knowledge in Arts curricula and the creation of an online learning culture in the Faculty</b>	1.6.1 Continue to promote and support the educational use of new collaborative web technologies such as weblogs, wikis or podcasts to complement and extend the central learning management system	1.6.1.1 <u>Arts eLearning Ecosystem project</u>	Number of students and programs of study participating, and students' level of satisfaction in USE, SCEQ and CEQ
	1.6.2 Develop the use of e-portfolios to encourage students to reflect on, and document, their own learning and their development of graduate attributes.	1.6.2.1 ePortfolio project	Uptake of e-portfolios in programs of study and students' perceived satisfaction with e-portfolio use
<b>1.7 Foster applied and professional training through combined undergraduate degrees and specialized postgraduate coursework programs (4, 6,7)</b>	1.7.1 Continue to strengthen Faculty's combined undergraduate degree offerings	1.7.1.1 In 2007, establish B.Arts (Media and Communications)/B.Laws; transfer B.International Studies/B.Laws; B.Economic and Social Sciences/B.Laws; and BA (Adv)(Hons)/MBBS	Maintained or improved undergraduate student enrolments
	1.7.2 Continue to strengthen and broaden range of professional, interfaculty postgraduate program	1.7.2.1 In 2007, establish Masters in Digital Communication and Culture, M. Film Studies, M. Publishing, and M. English Language in Australia; (in 2008) M. Cultural Studies, M. Human Rights, M. Italian Renaissance Studies, M.US Studies; (in 2009) M. Translation	Maintained or improved postgraduate student enrolments
		1.7.2.2 Continue to monitor and review existing postgraduate coursework programs	Maintained or improved overall student satisfaction on USE and SCEQ surveys

	1.7.3 Ensure provision of information for students about the Faculty's postgraduate coursework options and relevant pathway	1.7.3.1 <u>Postgraduate Pathways Project</u> Arts Postgraduate Portal to provide coherent/relevant and attractive web-based, online advice to students about Faculty offerings <a href="http://www.arts.usyd.edu.au/future_students/PGcoursework/degrees.shtml">http://www.arts.usyd.edu.au/future_students/PGcoursework/degrees.shtml</a>	Updated online information about pathways for PG students; Number of students using the portal; maintained or increased enrolments
<b>1.8 Create better links between teaching and industry through internship programs (6)</b>	1.8.1 Foster closer links between Degree Directors and the university-wide Professional Experience network	1.8.1.1 Encourage participation by relevant Degree Directors in Professional Experience network coordinated by Education and Social Work	Improved awareness among colleagues about professional experience issues, opportunities and initiatives
	1.8.2 Enable relevant teaching and learning support for casual staff from the industry sector who teach on a casual basis in Faculty programs	1.8.2.1 Provide access for casual staff from industry to the Tutor's Development Program by offering evening sessions in some semesters, and seek ITL expertise for facilitating these programs, based on successful models from other faculties.	Maintained or improved overall student satisfaction scores in relevant USE, SCEQ and CEQ surveys
	1.8.3 Foster students' lifelong learning skills and sense of global citizenship by incorporating internship and service learning opportunities within the curriculum, to bridge the learning gap between university and 'real world'.	1.8.3.1 Provide writing internships and service learning opportunities through writing centre	Improved student (and employer perception of generic attributes of graduates, as gauged in relevant USE and CEQ surveys, and AGS data

## Goal 2 Support Quality and Innovative Teaching

### University-wide L&T 2007-2010 Strategies:

1. Maintaining systematic Processes for Quality Enhancement (QE)
2. Enhancing opportunities for the dissemination of best practice
3. Continuing to promote and support student-centered teaching
4. Developing and monitoring an optimal student–staff ratio
5. Developing and monitoring workload guidelines for academic staff
6. Recognising and supporting quality teaching

<i>Arts Faculty Priorities + Objectives (2006-2010)</i>	<i>Strategies</i>	<i>Initiatives</i>	<i>Indicators</i>
<b>2.1 Maintaining systematic processes for Quality Enhancement (1)</b>	2.1.1 Develop a well-resourced, quality enhancing infrastructure that will foster Faculty leadership in teaching and learning, so that we can sustain and improve our teaching and learning performance	2.1.1.1 Develop strategic approach to developing implementing and reporting on the Faculty's Teaching and Learning plan	Systematic and strategic approach to Faculty T&L planning cycle adopted, as evident in consistent documentation of procedures; and agreed, effective and efficient mechanisms in place for responding to student feedback data as part of the Faculty's strategic planning cycle
		2.1.1.2 Seek ITL expertise to develop a system for monitoring and reporting on LTP Indicators and use this to inform the Faculty's teaching and learning initiatives and ongoing strategic planning cycle	
	2.1.2 Ensure effective use of student survey results to improve teaching strategies in units of study	2.1.2.1 Pursue collaborative cross-Faculty project, with support from ITL, aimed at identifying and enhancing our existing means of interpreting, responding to and communicating about student satisfaction and success data	
	2.1.3 Ensure quality processes guide the Faculty's T&L committee	2.1.3.1 Seek continued ITL representation on T&L to support QE processes	Level of participation in ePath programs and demonstrated impact on quality of blended units, as evidenced by student feedback in USE
	2.1.4 Establish a systematic quality assurance process for blended unit of study sites	2.1.4.1 Continue to develop strategic ePath programs to support the development of effective blended units of study	Set of instruments developed and systematic use established
		2.1.4.2 Develop a coherent set of online evaluation instruments to monitor students' perceived quality of their e-learning experience in the Faculty	

	2.1.5 Foster awareness of the opportunities afforded by the modern collaborative web technologies	2.1.5.1 Establish a culture of collaboration and support in e-learning in the Faculty through the focused use of participative web technologies – seek support from ITL for this process	Level of participation in eLearning 2.0 programs and impact on teaching and learning, as evidenced in tutor and student evaluations
<b>2.2 Recognise and support quality teaching (6)</b>	2.2.1 Promote institutional and national recognition of excellent Faculty of Arts teaching	2.2.1.1 Review and enhance, with ITL input, the Faculty’s Teaching Award system to foster increased success in applications for VCs + Carrick Awards and to support staff engagement with USE evaluation data	Maintained or increased number of Faculty staff applying for VCs and Carrick Awards
		2.2.1.2 Improve capacity for students to contribute commendations on good teachers and units of study in order to support good practice and to gather evidence about what students value in teaching and learning in the Faculty	Maintained or increased number of staff applying for Faculty Teaching Excellence Awards
		2.2.1.3 Continue to recognize and cultivate Teaching Excellence by holding an Annual Faculty Teaching Awards Presentation Day	
	2.2.2 Enhance teaching by encouraging staff to undertake formal training in higher education teaching and provide access to relevant professional development programs	2.2.2.1 <u>Tutor Development Program</u> Cross-faculty and inter-faculty collaborative development of TD program; pilot advanced modules; seek ongoing ITL support re module design/delivery	Improved student responses on relevant USE questions and on Good Teaching scale on SCEQ and CEQ
2.2.2.2 Develop Faculty-wide strategic approach to the deployment of Scholarship Index funding; encourage schools to reinvest percentage to support early career staff to obtain higher education qualifications, including the ITL’s Graduate Certificate in Higher Education (cross ref. 4.1.2.1)		Increased number of staff with relevant qualifications and improved returns on Scholarship Index	

<b>2.3 Promote quality, efficiency, and consistency in the Faculty's assessment principles, policies and practices to enhance student learning (1, 2, 3, 6)</b>	2.3.1 Develop principles and policies to guide effective, efficient and authentic assessment of student achievement	2.3.1.1 Develop a coherent strategy to implement and support quality and consistency in our assessment of student learning – seek ITL expertise in support of this initiative	Improved student responses in relevant USE and SCEQ survey questions
		2.3.1.2 Identify and share best practice in assessment, and feed ideas and information on emerging Faculty practice into the university's L&T Assessment Working Party	Improved student responses in relevant USE and SCEQ survey questions
		2.3.1.3 Continue to promote and support the development of formative, as well as summative, flexible forms of online assessment	Extent of use and effectiveness of online assessment in units and programs of study
<b>2.4 Develop and monitor workload guidelines for academic staff (5)</b>	2.4.1 Sustain and enhance the efficiency and effectiveness of undergraduate assessment practices across the Faculty	2.4.1.1 Develop guidelines to inform assessment policy and practice, following the transition to 6 credit point standardization.	Increased consistency in information to students in UoS outlines and templates
	2.4.2 Acknowledge the investment of time and knowledge required by e-learning design, development and delivery	2.4.2.1 Develop a consistent workload formula for e-learning development and implementation in units of study	Level of uptake of e-learning in the Faculty
<b>2.5 Improve staff-student ratios (4)</b>	2.5.1 Continue to seek opportunities across the Faculty to ensure viable and equitable staff-student ratios	2.5.1.1 Continued monitoring and adjustment of staff-student ratios across the Faculty via natural staffing changes to ensure optimal learning environment for students and equitable staff workloads	Maintained and/or improved USE, SCEQ and CEQ satisfaction scores
	2.5.2 Seek opportunities to improve staff-student ratios in targeted areas of critical need	2.5.2.1 Explore options to improve current staff-student ratios and contact hours in the teaching of languages (e.g. deploy an appropriate percentage of Scholarship Index funding for casual language teachers)	
		2.5.2.2 Target specific areas of need and develop options for improving staff-student ratios in identified postgraduate coursework programs	

### Goal 3 Promote Internationalisation, Cultural Diversity and Equity

#### University-wide L&T 2007-2010 Strategies:

1. Identifying opportunities to incorporate international and intercultural dimensions in the student experience beyond the University of Sydney learning context
2. Promoting the value of diversity, including cultural diversity, in curriculum content and learning experiences
3. Providing student support programs that are inclusive and support equity and diversity principles
4. Providing professional development for staff in a diverse environment

<i>Arts Faculty Priorities + Objectives (2006-2010)</i>	<i>Strategies</i>	<i>Initiatives</i>	<i>Indicators</i>	
<b>3.1 Promote the value of diversity, including cultural diversity, in curriculum content and learning experiences (2)</b>	3.1.1 Promote awareness of cultural diversity as distinctive to the Faculty of Arts experience and as one of the key attributes of its graduates	3.1.1.1 Develop strategies to highlight and foster the collaborative, interdisciplinary and inter-cultural character of existing Arts subject areas, degree programs and teaching and learning experiences	Maintained or improved satisfaction scores from both national and international student cohorts in SCEQ and CEQ surveys	
	3.1.2 Develop international and intercultural dimensions of student experiences and curricula in Arts	3.1.2.1 Build on existing, curriculum-mapping initiatives to develop 'internationalisation' as a formal, broad-based Faculty project		3.1.2.2 Explore options for including 'Virtual exchange' within existing units of study to embed internationalization/global citizenship experiences
		3.1.3 Ensure and promote Faculty awareness and implementation of university policy and practice		
			3.1.3.2 Institute professional fora / processes to disseminate and discuss Academic Board Cultural Diversity Plan and Guide to Reflective Practice – draw on IITL expertise in support	Student recognition of the benefits of cultural diversity in learning, as reflected in Faculty-based USE question

<b>3.2 Foster access and diversity for a range of students (2, 3)</b>	3.2.1 Foster learning outcomes for all students through provision of competence in written English and University English programs	3.2.1.1 Develop sustainable avenues to identify and cater for students requiring additional support in academic English at UG and PG level including: <ul style="list-style-type: none"> <li>(i) sustain and develop ways to broaden access to current UG English language unit (LNGS1005)</li> <li>(ii) explore means to sustain position of full-time Postgraduate Academic Writing Adviser</li> <li>(iii) explore avenues for early identification of students requiring English language support at UG and PG levels</li> <li>(iv) explore options for provision of English language/writing units to support identified PG students</li> </ul>	Improved international and local student retention and progression rates;  maintained and/or improved student satisfaction scores in USE/SREQ from both international and local students	
	<b>3.2.2 Provide student support programs that are inclusive and support equity and diversity principles (2, 3)</b> <b>3.2.3</b> Develop forms of flexible learning to meet the expectations of a student body with increasingly diverse needs.	3.2.2.1 Ensure consistent provision of advice about existing learning support programs: the Learning Centre, Library, Counselling and other student services		Maintained and/or improved provision of online advice to support students
		3.2.2.2 Foster access to <u>Transition and Mentoring</u> program by specific student groups (e.g. students from Koori Centre)		Maintained or increased diversity of students participating in these programs
		3.2.2.3 Foster the use of the new collaborative web technologies in Arts curricula to maximize the degree of flexibility in student access, customisation and forms of participation in units of study. Encourage sharing of existing successful models—e.g. J. Milam’s podcasting, S. Thomas’s virtual symposiums, etc.		Level of flexibility, as perceived by students in evaluations

## Goal 4 Embed Research-Enhanced Learning and Teaching

### University-wide L&T 2007-2010 Strategies:

1. Promoting and encouraging research that reflects the scholarship of teaching
2. Rewarding faculties and staff who contribute to the scholarship of teaching
3. Building opportunities for students that reflect the strengths of a research-intensive university through research-enhanced learning
4. Exploring and promoting opportunities for students at the undergraduate and postgraduate coursework level to be involved in research

<i>Arts Faculty Priorities + Objectives (2006-2010)</i>	<i>Strategies</i>	<i>Initiatives</i>	<i>Indicators</i>
<b>4.1 Cultivate recognition of research-teaching nexus (1, 2, 3, 4)</b>	4.1.1 Raise the profile both within and beyond the Faculty of the research-intensive culture in teaching and learning in Arts at Sydney	4.1.1.1 Develop strategies (in consultation with ITL) to include undergraduate and postgraduate students in research activities, both within and beyond their classroom experiences: e.g. explore proposal for credit-bearing unit for Advanced Arts students to participate in project work with research-intensive staff	Maintained or improved student capacity to articulate relevant attributes in Graduate Destination surveys
		Enhance online representation of the Faculty's research profile including best-practice teaching and learning site	Improved staff awareness of and contribution to best T&L research and practice
	4.1.2 Develop strategic approaches to recognising and rewarding staff who contribute to the scholarship of teaching	4.1.2.1 Review Faculty policies and procedures with respect to Scholarship Index funding [cross ref. 2.2.2.2]	Maintained or improved staff returns in Scholarship Index
	4.1.3 Enrich Faculty understanding and increase recognition of all dimensions of research-teaching nexus	4.1.3.1 Continued ITL representation on T&L Committee to strengthen awareness of scholarship of teaching	Continued ITL representation in T&L committee
<b>4.2 Enrich the learning environment through best practice research-led teaching (3, 4)</b>	4.2.1 Enrich and enhance the Honours experience in Arts at Sydney	4.2.1.1 Conduct Honours review in 2007 to identify ways to improve student participation in and enhancing student experience of Honours Programs	Maintained or improved enrolments in Honours programs;
		4.2.1.2 Identify Faculty best practice in Honours programs, and explore potential avenues for undergraduate students to benefit from contact with Honours students	Maintained or improved overall student satisfaction with Honours programs in USE surveys

	4.2.2 Build information literacy and research capacity of undergraduate students	4.2.2.1 <u>eSearch to Research Project</u> Online tutorials to develop skills of first year students in Arts	Maintained or improved First to Second year retention rates, and generic skills scale in USE and SCEQ surveys
<b>4.3 Foster the involvement of outstanding researchers in teaching and supervision to benefit research-led teaching within the Faculty (3)</b>	4.3.1 Develop strategic approach to connecting the Faculty's top-performing researchers with the design and delivery of teaching and learning programs	4.3.1.1 Develop principles to foster the connection between research and teaching and learning in the Faculty's new T&L infrastructure – consult with ITL in this process	Increased number of research-intensive staff involved in or contributing to teaching and supervision
	4.3.2 Ensure consistency of communication about the benefits of and opportunities for research-led teaching	4.3.2.1 Strengthen liaison between the Faculty's Research Committee and its T&L committee	Evidence of cross-committee representation/liason systems
<b>4.4 Promote active research in e-learning in units and programs of study (4)</b>	4.4.1 Develop strategic e-learning research projects	4.4.1.1 Include a research component in all key e-learning development initiatives in the Faculty in order to assess impact on student learning	Quantitative and qualitative data from student evaluation
	4.4.2 Foster the development of a reflective culture in the design and implementation of e-learning in programs of study	4.4.2.1 Document and disseminate best practice in e-learning and develop a print and online library on e-learning	Best practice database developed and promoted; evidence of intra-faculty staff use of e-learning library resources
		4.4.2.2 Hold regular e-learning fora, in collaboration with Schools	Regular e-learning fora convened and documented

## Goal 5 Enhance Learning in an Information Rich Environment

### University-wide L&T 2007-2010 Strategies:

1. Promoting a vibrant on-campus experience
2. Developing a whole-of-university approach to blended learning
3. Ensuring the development and maintenance of flexible physical and virtual spaces
4. Ensuring the development and maintenance of flexible physical and virtual teaching spaces
5. Providing access to quality information resources

<i>Arts Faculty Priorities + Objectives (2006-2010)</i>	<i>Strategies</i>	<i>Initiatives</i>	<i>Indicators</i>
<b>5.1 Develop and promote a wide range of e-learning and blended learning approaches to provide students with a rich and fulfilling learning experience (1, 2)</b>	5.1.1 Increase e-learning coverage in programs of study and maximize consistent student access to flexible learning opportunities	5.1.1.1 Ensure that consistent access to e-learning is available to students from the first to the final year of their study in the major Arts programs	Level of e-learning coverage in major programs
		5.1.1.2 Support the development of students' information literacy through both specific programs and the integration of e-learning in curricula	Student evaluation of "eSearch to Research" program Level of integration of e-learning in Arts curriculum
	5.1.2 Increase student access to participative learning & teaching models in the Faculty	5.1.2.1 Promote and support the integration of the new participative web technologies in programs of study	Level of use of technologies by students and staff in the Faculty
		5.1.2.2 Support the development of pedagogical approaches based on models of social construction of knowledge	Documentation and dissemination of pedagogical models in the Faculty
		5.1.2.3 Support students' experience as a community of learners through the targeted use of participative web technologies in programs of study	Students' perception of an online learning community through improved scores on good teaching and overall satisfaction measures

<b>5.2 Enhance the learning environment through the development and maintenance of flexible physical and virtual teaching and learning spaces (3, 4)</b>	5.2.1 Integrate academic planning and infrastructure planning to support e-learning development in the Faculty	5.2.1.1 Support students' flexible learning through the development and maintenance of a close integration between Faculty and Central systems.	Alignment and integration between and central and Faculty systems
		5.2.1.2 Establish a 3 year cycle for the upgrade and development of the Faculty's ICT infrastructure that supports learning.	3 year cycle defined and resourced
	5.2.2 Promote wireless access to online resources and communications in Faculty spaces for the purposes of learning	5.2.1.3 Explore the potential for developing mobile learning opportunities for Arts students	Level of use of mobile compatible resources by both students and staff
		5.2.2.1 Work with Central ICT to extend and actively support wireless access in all suitable areas of the Faculty.	Extent of wireless-enabled spaces in Faculty
<b>5.3 Provide access to quality information resources (5)</b>	5.3.1 Promote Faculty programs and support student choice with informative, up to date and attractive online course descriptions	5.3.1.3 Continue to develop the online UoS outline system and ensure that all Arts units have an outline published online	Increased percentage of units of study with outlines published online
	5.3.2 Promote and support the use of the university streaming infrastructure and digital repository	5.3.2.1 Support UoS coordinators in the use of the streaming facility to distribute learning and teaching resources to students	Extent of use of facility and repository as indicated in student feedback via USE
		Support UoS coordinators and tutors in the use of the streaming facility to distribute student-produced learning resources	Level of student engagement in co-construction of learning resources; improved responses on generic skills scale in SCEQ and CEQ
	5.3.3 Promote the integration of student e-portfolios into programs of study	5.3.3.1 Support coordinators in the integration of student e-portfolios in their curriculum	Extent of use of e-portfolios in major Arts programs; improved responses on generic skills scale in SCEQ and CEQ