

## WE LISTEN: FACULTY RESPONSE TO STUDENT FEEDBACK

Faculty of Economics and Business values your feedback and strives for continuous improvement and teaching quality assurance. Based on analysis of 2009 responses to the [Student Course Experience Questionnaire](#) and [Course Experience Questionnaire](#) we have identified a number of areas that students like in their degrees and some that require further improvement. In response to this feedback the Faculty is putting in place a number of initiatives to address some of the issues identified by students.

### STUDENTS LIKE

#### Undergraduate

- Curriculum (in terms of flexibility, diversity, variety as well as content and structure)
- Good teaching experiences and teaching quality
- Learning outcomes (in terms of intellectual development, knowledge and skills)
- Learning Community (in terms of learning environment in the Faculty)

#### Postgraduate

- Curriculum (in terms of content and structure)
- Good teaching experiences
- Learning outcomes (in terms of intellectual development, knowledge and skills)
- Specific graduate attributes (in terms of research and inquiry skills)

### AREAS NEEDING IMPROVEMENT

#### Good Teaching: Good Teaching Experiences

##### *Faculty Response*

We are constantly engaged in efforts to make student learning in our Faculty more active, engaging and fun and to facilitate the best learning experience possible. In response to student comments we have put in place a number of incentives for our teaching staff to share and engage into effective teaching and learning practice. This means more relevant, engaging, practical and well-presented lectures that ensure the best learning possible. Those academics who continuously contribute to superior learning experiences of their students will be rewarded through Awards, Citations and positive performance reviews.<sup>1</sup>

#### Curriculum: Content and Structure

##### *Faculty Response*

While content and structure of our courses are seen as a best aspect by some, others would value improvement. To achieve this, our Undergraduate and Postgraduate programs undergo regular review. For example the content of units in Bachelor and Master of Commerce as well as other degrees are being redeveloped based on consultation with employers, government and students to sustain our standing as a leading learning community in business and economics in Australia and its region. This means that what you learn is up-to-date with industry requirements and best practice, latest research and global trends.<sup>2</sup>

#### Learning community: Learning environment

##### *Faculty Response*

To create a better sense of belonging among our students and between student and staff, for 2010-2013 we have made it a strategic priority to develop a holistic first year transition experience at both Undergraduate and Postgraduate levels as one of key strategic priorities. This means building further on success of PASS and Peer Mentoring Programs through establishing first year (UG) and first semester core units (PG) sequences. These efforts will not only enable students to refresh or obtain vital academic literacy and numeracy skills, but also provide them with broader opportunities for communicating, socialising and learning with peers while they are transitioning into the University of Sydney.<sup>3</sup>

<sup>1</sup> 2011-2014 Faculty Strategic Goal 3; 2010-2011 Faculty Initiatives to enhance learning and teaching

<sup>2</sup> 2011-2014 Faculty Strategic Goal 1 and 4; 2010-2011 Faculty Initiatives to enhance learning and teaching

<sup>3</sup> 2011-2014 Faculty Strategic Goal 2; 2010-2011 Faculty Initiatives to enhance learning and teaching