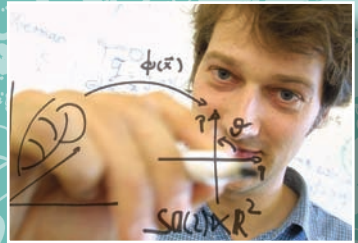




The University of Sydney

LEARNING AND TEACHING PLAN 2007–2010



LEARNING AND TEACHING PLAN 2007–2010

www.usyd.edu.au/learning/planning/uni_plan.shtml

LIST OF ABBREVIATIONS USED

AV	Audiovisual
CEQ	Course Experience Questionnaire
CIO	Chief Information Officer
DEST	Department of Education, Science and Technology, Australia
DOGS	Dean of Graduate Studies
DVC (I)	Deputy Vice-Chancellor (Infrastructure)
DVC (Int)	Deputy Vice-Chancellor (International)
GDS	Graduate Destination Survey
G07	The Group of Eight Universities minus the University of Sydney
ICT	Information and Communication Technology
IO	International Office
ISSOTL	International Society for the Scholarship of Teaching and Learning
ITL	Institute for Teaching and Learning
KPI	Key Performance Indicator
L&T	Learning and Teaching
PVC (L&T)	Pro-Vice-Chancellor (Learning and Teaching)
QE	Quality Enhancement
RQF	Research Quality Framework
SCEQ	Student Course Experience Questionnaire
TPI	Teaching Performance Indicators
USE	Unit of Study Evaluation (questionnaire)

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LEARNING AND TEACHING PLAN 2007–2010



The University of Sydney

INTRODUCTION

The University of Sydney is an international research-intensive university. Learning and teaching stand at the core of its priorities and activities. We strive for excellence and quality in the programs we provide for students, the environments in which they learn, the support they are offered and the high standard of teaching they receive. As an international university we benchmark our activities against the top research-intensive universities through collaborative activities, alliances and benchmarking practices.

A set of values and principles guide and support all learning and teaching practices. These are embedded into the University's *Strategic Directions 2006–2010* and the *Learning and Teaching Plan 2007–2010*. These principles and values provide a strong foundation upon which to build, and support our learning and teaching activities across the University.

Learning and teaching at Sydney is student-centred, research-led and innovative. It aims to provide students with challenging curriculum in an environment that uses technology to enhance the learning experience. In this way blended learning using ICT and face-to-face teaching, characterise learning and teaching at Sydney.

This Learning and Teaching Plan with its key performance indicators and targets makes our desire to further improve performance in all aspects of learning and teaching clear. The development of a performance culture is inherent in all aspects of the University's planning and development processes. The focus on performance management aligns this plan with government priorities and gives us a strong evidence base upon which to build and enhance the quality and outcomes of student learning at Sydney.

This plan has been developed through the collaborative efforts and experience of many people from across the University. Its successful implementation will ensure that the University's aspirations for quality and excellence will be achieved. Through strategic alignment of planning, faculties and schools will be able to plan, monitor and evaluate the quality of their learning and teaching.

Professor Judyth Sachs
Pro-Vice-Chancellor (Learning and Teaching)



OUR VISION FOR LEARNING AND TEACHING

By 2010, we will have achieved a vibrant and well-resourced learning environment that supports high quality, inclusive student learning experiences, and a student profile aligned with our strategic direction. We will strive to provide a high quality learning experience that transforms our students and prepares them to be global citizens. Physical infrastructure, information resources and technical support will underpin excellence and innovation in our learning and teaching.

OUR VISION WILL BE FOUNDED ON OUR VALUES:

- excellence – of students, learning environments and learning experiences
- intellectual inquiry
- academic freedom
- diversity of defensible opinions and values, and
- integrity and ethical practice in academic endeavours.



OUR PRIORITIES

- continue to attract the best students and to provide them with incentives and support through bursaries and scholarships
- provide quality environments that encourage independent learning, peer interaction, effective skill development and a sense of enjoyment in learning
- offer academically challenging and professionally relevant programs
- continue to adapt and respond to student feedback and employer and community needs
- support articulation of our undergraduate programs with graduate-entry professional programs
- cultivate cultural diversity through curriculum development, and
- recognise and reward teaching excellence.

PRINCIPLES THAT WILL GUIDE THE IMPLEMENTATION OF OUR VISION AND PRIORITIES ARE TO:

- promote research-enhanced learning and teaching
- foster lifelong learning
- offer a complete student experience
- promote student-centred learning and teaching
- offer an exciting and stimulating environment for learning and teaching
- recognise and celebrate diversity, and
- strive to continuously improve and enhance the quality of learning and teaching.



GOAL 1

ENSURE THE DISTINCTIVENESS OF THE SYDNEY GRADUATE BY

Attracting and supporting high-achieving students

- KPI:
- Extend programs to attract and challenge academically gifted students
 - Increase number of scholarships to attract and support students

Enhancing the learning community to better support student-to-student learning interactions

- KPI:
- Increase opportunities for student contribution to the learning community through curriculum initiatives

Embedding Graduate Attributes in teaching and assessment practices

- KPI:
- Monitor and evaluate the attainment of Graduate Attributes through the SCEQ
 - Introduce a University-wide online facility for student portfolios of Graduate Attributes
 - Gather and analyse evidence of Graduate Attribute capability from employers of recent graduates

Promoting international accreditation and recognition of programs

- KPI:
- Increase number of internationally accredited programs

Identifying and promoting opportunities for interdisciplinary and interprofessional learning

- KPI:
- Review the number of programs that reflect interdisciplinary and interprofessional learning



GOAL 1

Establishing links with the professions and other key stakeholders

KPI: • Monitor and compare GO7 data from GDS

Developing a model for postgraduate coursework

- KPI: • Undertake a review of postgraduate coursework programs
- Rationalise duplicated units of study and increase the units of study that are shared across different postgraduate programs
 - Expand the postgraduate coursework sector by increasing student enrolments in existing programs with capacity to grow, introducing new programs in targeted areas, responding to demand for professional postgraduate education and strengthening the pathways to research degrees
 - Develop a framework for building and assessing professional relevance, increasing accessibility for busy professionals and pedagogical principles relevant to postgraduate learning and teaching
 - Investigate the need for employer-sponsored postgraduate training
 - Enhance the provision of explicit pathways from continuing professional education into postgraduate coursework programs
 - Develop a model for professional coursework programs that articulate into research degrees



GOAL 2

SUPPORT QUALITY AND INNOVATIVE TEACHING BY

Maintaining systematic processes for Quality Enhancement

- KPI:
- Use Teaching Performance Indicators for strategic allocation of funding
 - Regularise review process for programs and units of study
 - Measure and enhance quality through review, collaboration, benchmarking and alliances
 - Establish effective processes for Quality Enhancement in learning and teaching in all faculties

Enhancing opportunities for the dissemination of best practice

- KPI:
- Convene University forums and seminar programs and increase opportunities to liaise with and advise other institutions

Continuing to promote and support student-centred teaching

- KPI:
- Boost scores in the SCEQ and USE

Developing and monitoring an optimal student-staff ratio

- KPI:
- Establish student-staff ratio across various discipline areas

Developing and monitoring workload guidelines for academic staff

- KPI:
- Establish, implement and monitor workload guidelines

Recognising and supporting quality teaching

- KPI:
- Increase the number of academic staff with teaching qualifications in higher education
 - Increase the number of staff achieving internal and external recognition
 - Develop indicators, review faculties and schools and recognise those with cultures that deliver quality learning and teaching



GOAL 3

PROMOTE INTERNATIONALISATION, CULTURAL DIVERSITY AND EQUITY BY

Identifying opportunities to incorporate international and intercultural dimensions to the student experience beyond the University of Sydney learning context

- KPI:
- Expand opportunities for international placements
 - Improve opportunities for Study Abroad, exchange and internships

Promoting the value of diversity, including cultural diversity, in curriculum content and learning experiences

- KPI:
- Audit of unit of study outlines for evidence of cultural diversity in curriculum and learning activities
 - Provide incentives for teachers to demonstrate a curriculum that values cultural diversity and inclusive teaching practices

Providing student support programs that are inclusive and support equity and diversity principles

- KPI:
- Improve DEST Equity Indicators
 - Improve participation by Indigenous students in all courses
 - Develop and offer inclusive programs supporting equity and diversity principles

Providing professional development for staff in a diverse environment

- KPI:
- Develop guidelines for teaching about diversity, for diversity and through diversity
 - Integrate international, intercultural, equity and diversity perspectives in core staff professional development programs



GOAL 4

EMBED RESEARCH-ENHANCED LEARNING AND TEACHING BY

Promoting and encouraging research that reflects the scholarship of teaching

- KPI:
- Increase in the proportion of teaching staff who are research-active and publishing in the area of the scholarship of teaching
 - Increase funds for the scholarship of teaching in the Scholarship Index

Rewarding faculties and staff who contribute to the scholarship of teaching

- KPI:
- Maintain and increase the Scholarship Index budget
 - Review promotions criteria to ensure scholarship of teaching is a recognised research activity across the University

Building opportunities for students that reflect the strengths of a research-intensive university through research-enhanced learning

- KPI:
- Enhance the recognition of research-led teaching in the SCEO
 - Create a website of examples of best practice in research-enhanced learning and teaching
 - Increase access to University-created research data and publications

Exploring and promoting opportunities for students at the undergraduate and postgraduate coursework level to be involved in research

- KPI:
- Undertake an audit to establish examples of best practice in the provision of research opportunities for undergraduate and postgraduate coursework students
 - Establish funding for research during coursework (e.g. seed funds, sponsorship, scholarships)



GOAL 5

ENHANCE LEARNING IN AN INFORMATION RICH ENVIRONMENT BY

Promoting a vibrant on-campus experience

KPI: • Extend the number of unstructured learning spaces for students

Developing a whole-of-University approach to blended learning

KPI: • Increase numbers of units of study defined as blended
• Outline a clear strategy for e-learning

Ensuring the development and maintenance of flexible physical and virtual teaching spaces

KPI: • Develop AV/ICT standards for large and small teaching spaces, including their support and usage
• Increase the percentage of central teaching spaces that meet minimum standards for AV/ICT
• Define and develop standards of access to the University intranet in learning spaces

Providing access to quality information resources

KPI: • Improve access to Web-based and digital resources
• Increase development of purpose-built resources by the University or through collaboration



APPENDIX: UNIVERSITY OF SYDNEY
LEARNING AND TEACHING PLAN
2007–2010



GOAL 1: ENSURE THE DISTINCTIVENESS OF THE

STRATEGIES	KPI	TARGET	RESPONSIBILITY
Attract and support high-achieving students	Extend programs to attract and challenge academically gifted students	Increase the number over 2006	Deans
	Increase number of scholarships to attract and support students		PVC (L&T) Deans
Enhance the learning community to better support student-to-student learning interactions	Increase opportunities for student contribution to the learning community through curriculum initiatives	Improve SCEQ Learning Community Scale	Deans Course Coordinators ITL strategic working groups
Embed Graduate Attributes in teaching and assessment practices	Monitor and evaluate the attainment of Graduate Attributes through the SCEQ	Improve results over 2006	PVC (L&T) ITL Graduate Attributes Working Group Course Coordinators
	Introduce a University-wide online facility for student portfolios of Graduate Attributes	Develop online database by 2009	PVC (L&T) Assoc Deans (L&T) ITL Graduate Attributes Working Group Course Coordinators
	Gather and analyse evidence of Graduate Attribute capability from employers of recent graduates	Assess outcomes in all faculties by 2010	PVC (L&T) Assoc Deans (L&T) ITL Graduate Attributes Working Group
Promote international accreditation and recognition of programs	Increase number of internationally accredited programs	Maintain and increase	Deans

STRATEGIES	KPI	TARGET	RESPONSIBILITY
Identify and promote opportunities for interdisciplinary and interprofessional learning	Review the number of programs that reflect interdisciplinary and interprofessional learning	Audit in 2007	PVC (L&T) Deans
Establish links with the professions and other key stakeholders	Monitor and compare G07 data from Graduate Destination Survey	<ul style="list-style-type: none"> • Improve GDS results • Survey employer community – pilot in 2008, survey in 2009 	PVC (L&T) Deans ITL
Develop a model for postgraduate coursework that is academically excellent, flexible, coherent, accessible, well-planned, efficiently managed with minimal duplication, internationally competitive and compatible. The model will respond to society's needs for leaders with highly developed specialised knowledge and creative problem solving ability	Undertake a review of postgraduate coursework programs	Review undertaken 2006	PVC (L&T)
	Rationalise duplicated units of study and increase the units of study that are shared across different postgraduate programs	Audit in 2007	PVC (L&T) Deans
	Expand the postgraduate coursework sector by increasing student enrolments in existing programs with capacity to grow, introducing new programs in targeted areas, responding to demand for professional postgraduate education and strengthening the pathways to research degrees	Increase of 15% by 2010 over 2006 numbers	PVC (L&T) Deans Assoc Deans (Postgraduate)

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GOAL 1: ENSURE THE DISTINCTIVENESS OF THE SYDNEY GRADUATE (CONTINUED)

STRATEGIES	KPI	TARGET	RESPONSIBILITY
Develop a model for postgraduate coursework that is academically excellent, flexible, coherent, accessible, well-planned, efficiently managed with minimal duplication, internationally competitive and compatible. The model will respond to society's needs for leaders with highly developed specialised knowledge and creative problem solving ability	Develop a framework for building and assessing professional relevance, increasing accessibility for busy professionals and pedagogical principles relevant to postgraduate learning and teaching	Develop framework 2008 and revise in 2009-2010 following the survey of employer community	PVC (L&T) Deans Assoc Deans (Postgraduate) ITL Postgraduate Pedagogy Working Group
	Investigate the need for employer-sponsored postgraduate training	Survey employer community - pilot in 2008, survey in 2009	PVC (L&T) Deans ITL
	Enhance the provision of explicit pathways from continuing professional education into postgraduate coursework programs	Audit continuing professional education offerings including executive short courses in 2007	PVC (L&T) Deans
	Develop a model for professional coursework programs that articulate into research degrees	Develop model(s) 2010	PVC (L&T) Deans Assoc Deans (Postgraduate)



GOAL 2: SUPPORT QUALITY AND INNOVATIVE TEACHING

STRATEGIES	KPI	TARGET	RESPONSIBILITY
Maintain systematic processes for Quality Enhancement (QE)	Use Teaching Performance Indicators for the strategic allocation of funding	Improve Teaching Performance Indicators over 2006	PVC (L&T) Learning and Teaching Committee Deans
	Regularise review process for programs and units of study	Establish review process 2007	Academic Board Deans Heads of School
	Measure and enhance quality through review, collaboration, benchmarking and alliances	Monitor and report on outcomes	DVC (Int) PVC (L&T) Academic Board Phase Three Reviews Deans
	Establish effective processes for Quality Enhancement in learning and teaching in all faculties	Review and report to Academic Board by 2008	Academic Board Deans Assoc Deans (L&T)
Enhance opportunities for the dissemination of best practice	Convene university forums and seminar programs and increase opportunities to liaise with and advise other institutions	<ul style="list-style-type: none"> Organise minimum of two programs per annum Follow-up initiatives reported at forums 	PVC (L&T) ITL ITL strategic working groups Deans Assoc Deans (L&T)

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GOAL 2: SUPPORT QUALITY AND INNOVATIVE TEACHING
(CONTINUED)

STRATEGIES	KPI	TARGET	RESPONSIBILITY
Continue to promote and support student-centred teaching	Boost scores in the SCEQ and USE	<ul style="list-style-type: none"> • Improve results over 2006 • Develop process for managing poor performing units and courses by 2008 	ITL Course Coordinators Deans Assoc Deans (L&T)
Develop and monitor an optimal student-staff ratio	Establish student-staff ratio across various discipline areas	Audit existing student-staff ratio 2007	Deans Heads of School
Develop and monitor workload guidelines for academic staff	Establish, implement and monitor workload guidelines	Audit existing workload guidelines 2007	Deans
Recognise and support quality teaching	Increase the number of academic staff with teaching qualifications in higher education	Create database 2007	PVC (L&T) ITL Deans
	Increase the number of staff achieving internal and external recognition	Create database 2007	PVC (L&T) ITL Assoc Deans (L&T)
	Develop indicators, review faculties and schools and recognise those with cultures that deliver quality learning and teaching	Include a review of teaching culture in Academic Board reviews of faculties	Academic Board

GOAL 3: PROMOTE INTERNATIONALISATION, CULTURAL DIVERSITY AND EQUITY

STRATEGIES	KPI	TARGET	RESPONSIBILITY
Identify opportunities to incorporate international and intercultural dimensions to the student experience beyond the University of Sydney learning context	Expand opportunities for international placements	Increase number of partnerships with appropriate international institutions	DVC (Int) IO Deans Faculty marketing staff
		Increase number of students who take advantage of partnership arrangements	
	Improve opportunities for Study Abroad, exchange and internships	Increase number of students engaging in Study Abroad, exchange and internships over 2006	DVC (Int) IO Deans Degree directors
Promote the value of diversity, including cultural diversity, in curriculum content and learning experiences	Audit of unit of study outlines for evidence of cultural diversity in curriculum and learning activities	Audit by 2008	Deans Heads of school
	Provide incentives for teachers to demonstrate a curriculum that values cultural diversity and inclusive teaching practices	Audit current incentives and enhance 2007	PVC (L&T) Deans Heads of school

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GOAL 3: PROMOTE INTERNATIONALISATION, CULTURAL DIVERSITY AND EQUITY (CONTINUED)

STRATEGIES	KPI	TARGET	RESPONSIBILITY
Provide student support programs that are inclusive and support equity and diversity principles	Improve DEST Equity Indicators	Increase over 2006 results	Director Student Services Koori Centre Deans
	Improve participation by Indigenous students in all courses	Improve DEST Indicators over 2006 results	Deans
	Develop and offer inclusive programs supporting equity and diversity principles	Audit current programs 2007	Director Student Services Learning Centre ITL Deans
Provide professional development for staff in a diverse environment	Develop guidelines for teaching about diversity, for diversity and through diversity	Develop guidelines in Semester One 2007 and promote these in Semester Two 2007	PVC (L&T) Working Group on Diversity
	Integrate international, intercultural, equity and diversity perspectives in core staff professional development programs	Audit current programs 2007	ITL Sydney Learning



GOAL 4: EMBED RESEARCH-ENHANCED LEARNING AND TEACHING

STRATEGIES	KPI	TARGET	RESPONSIBILITY
Promote and encourage research that reflects the scholarship of teaching	Increase in the proportion of teaching staff who are research-active and publishing in the area of the scholarship of teaching	<ul style="list-style-type: none"> Establish database in 2007 Participate in ISSOTL 2007 	DVC (R) PVC(L&T) Deans
	Increase funds for the scholarship of teaching in the Scholarship Index	Include scholarship of teaching research in RQF	PVC (L&T) Assoc Deans (L&T) Assoc Deans (Research)
Reward faculties and staff who contribute to the scholarship of teaching	Maintain and increase the Scholarship Index budget	Increase in the value of a Scholarship Index point	PVC (L&T)
	Review promotions criteria to ensure scholarship of teaching is a recognised research activity across the University	<ul style="list-style-type: none"> Clarify promotions criteria Establish indicators of promotions based on scholarship of teaching 	PVC (L&T) Assoc Deans (L&T) Assoc Deans (Research)
Build opportunities for students that reflect the strengths of a research-intensive university through research-enhanced learning	Enhance the recognition of research-led teaching in the SCEQ	Increase over 2006 results	ITL Working Group on Research-enhanced Learning and Teaching
	Create a website of examples of best practice in research-enhanced learning and teaching	Audit in 2007	ITL Working Group on Research-enhanced Learning and Teaching
	Increase access to University-created research data and publications	Increase in growth of Sydney e-scholarship over 2006	University Library

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GOAL 4: EMBED RESEARCH-ENHANCED LEARNING AND TEACHING

STRATEGIES	KPI	TARGET	RESPONSIBILITY
Explore and promote opportunities for students at the undergraduate and postgraduate coursework level to be involved in research	Undertake an audit to establish examples of best practice in the provision of research opportunities for undergraduate and postgraduate coursework students	Audit in 2008	DOGS ITL Working Group on Research-enhanced Learning and Teaching Course Coordinators
	Establish funding for research during coursework (e.g. seed funds, sponsorship, scholarships)	Allocate funds for student research projects in coursework in all faculties by 2010	DOGS ITL Working Group on Research-enhanced Learning and Teaching Course Coordinators



GOAL 5: ENHANCE LEARNING IN AN INFORMATION RICH ENVIRONMENT

STRATEGIES	KPI	TARGET	RESPONSIBILITY
Promote a vibrant on-campus experience	Extend the number of unstructured learning spaces for students	<ul style="list-style-type: none"> • Improve student feedback in CEQ • Increase student satisfaction in SCEQ with technology that helps them learn 	DVC (I) eLearning Governance Group
Develop a whole-of-university approach to blended learning	Increase numbers of units of study defined as blended	Increase over 2006 results	Director USyd eLearning Course Coordinators Assoc Deans (eLearning)
	Outline a clear strategy for e-learning	Develop and communicate strategy 2007 and 2008	PVC (L&T) CIO eLearning Governance Group
Ensure the development and maintenance of flexible physical and virtual teaching spaces	Develop AV/ICT standards for large and small teaching spaces, including their support and usage	Develop standards 2008	PVC (L&T) Director Facilities Services
	Increase the percentage of central teaching spaces that meet minimum standards for AV/ICT	<ul style="list-style-type: none"> • Audit of teaching spaces 2008 • Increase by 50% the number of flexible teaching spaces by 2010 	DVC (I) Director Facilities Services

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GOAL 5: ENHANCE LEARNING IN AN INFORMATION RICH ENVIRONMENT

STRATEGIES	KPI	TARGET	RESPONSIBILITY
Ensure the development and maintenance of flexible physical and virtual teaching spaces	Define and develop standards of access to the University intranet in learning spaces	Develop definitions and standards 2008	DVC (I) CIO Director Facilities Services
Provide access to quality information resources	Improve access to Web-based and digital resources	Budget for digital resources maintained and increased	University Librarian USyd eLearning
	Increase development of purpose-built resources by the University or through collaboration	Double internally created digital learning resources by 2009	USyd eLearning Assoc Deans (eLearning)





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