INSTITUTE FOR TEACHING AND LEARNING

ITL ANNUAL REPORT 2010
Working with the university community to research, enhance and assure the quality of learning and teaching.
CONTENTS

01 OVERVIEW OF THE YEAR
– Overview of the ITL Strategic Plan: Goals and Strategies

04 ITL GOAL 1: SUPPORT THE ENHANCEMENT OF TEACHING QUALITY
04 Strategy 1: Academic Development Programs
– Principles and Practice of University Teaching
– Graduate Certificate in Educational Studies (Higher Education)
– Supporting Faculty-Based Sessional Teacher Development Initiatives
– New Staff Orientation Pack
– Development Program for Research Supervision
– Seminar Series and Visiting Scholars

11 Strategy 2: Student Surveys System
– Australian Graduate Survey with Course Experience Questionnaire
– Australian Graduate Survey with Postgraduate Research Experience Questionnaire
– Student Course Experience Questionnaire
– Student Research Experience Questionnaire
– Unit Of Study Evaluation (USE) and Feedback for Teachers (FFT) Surveys

13 Strategy 3: University and Faculty Planning and Development
– ITL A/Deans Learning and Teaching Group
– University and Faculty Committees

15 Strategy 4: Strategic Projects and Working Groups
– Promoting Excellence Initiative
– Awards and Grants
– The Sydney Graduate: Sydney Signature Learning Experiences
– Assessment@Sydney Working Group
– Health Professional Education Inclusive Teaching
– Indigenous Education Staff Development
– Peer Learning in Pharmacy
– Academic Honesty

19 ITL GOAL 2: FURTHER DEVELOP THE ITL’S RESEARCH PROFILE
19 Strategy 5: Staff Research

22 Strategy 6: External Leadership and Consultancy
– Summary of External Service
– Leadership in Professional Associations
– Editorial Contributions

23 Strategy 7: Doctoral/Masters Students Program

24 ITL GOAL 3: EVALUATE, REVIEW AND ENHANCE ITL ACTIVITIES AND STATUS
24 Strategy 8: Planning and Enhancement
– Strategic Planning
– Stakeholder Consultation
– Internal Professional Development

26 Strategy 9: Communication
– Website
– Synergy
– Teaching@Sydney

28 ITL BUDGET REPORT

29 STAFF IN THE INSTITUTE
OVERVIEW OF THE ITL YEAR 2010

The ITL supports the University community in researching, enhancing and assuring the quality of teaching and learning at Sydney. It does this through its scholarly contributions to the strategic leadership, planning and implementation of teaching and learning initiatives across the university; through the provision of professional development opportunities and university qualifications for university staff who teach or supervise students; through provision of core operational systems such as the University’s student feedback system and the management of the University’s participation in national student surveys; though the teaching quality assurance data and systems it provides for the University and through its support of the University and national award schemes that recognise teaching excellence, and the grants that enable teaching and curriculum development. In addition to the contributions from their research and expertise to university and faculty-based strategic teaching and learning projects, ITL staff find the time to work with many individual teachers to enhance teaching and student learning.

The quality of the ITL contributions is recognised through the feedback from our peers in the University community, through the rigorous evaluation of our work, through the unit’s reputation within the University and internationally and through the research excellence and professionalism of its staff.

The ITL provides these contributions to the University’s core business of teaching and research with a small staff of only seven academic and six general staff positions. It has a flat leadership structure of a Director, a Manager and the team. The Director reports to the DVC (E) and is a member of the Education Portfolio management group, a member of four SEG subcommittees (Education, Research Training, Curriculum, Community engagement) and a member of Academic Board and the Academic Standards and Policy committee.

2010 was a year of significant strategic change for the university; it saw the development of a green paper and a subsequent white paper and the development of the new strategic plan. Over the year, much of the ITL’s work involved contributions to the strategic planning process in relation to teaching and learning. This work saw new connections established with other units in the education portfolio and with faculty-based centres of teaching and learning support and with faculty initiatives to support teaching and learning enhancement. In particular the ITL A/Deans Learning and Teaching Group provided a forum for discussions of the education issues raised in the white paper and supported the engagement by the faculties in the process of developing the white paper.

In response to the government’s broadening participation agenda, and in anticipation of the University’s new focus on curriculum review and its social inclusion agenda, the ITL refocused elements of its academic development functions to address issues of inclusive teaching and to prepare to support curriculum renewal. The unit developed a new Indigenous education element for the University’s orientation program for all new academic staff. The team refocussed some existing strategic projects and also developed new initiatives in response to the emerging agendas of the new strategic plan, in particular the central focus on Engaged Enquiry drawing on Research-Enriched and Community-Engaged learning and teaching and widening participation. In response to the White Paper the ITL worked to reposition the university’s main teaching development grant scheme (Strategic Teaching Enhancement Projects grants) to better support the new strategic directions and to provide more mutual accountability for how these funds were used. The ITL also worked with the University community to revise the Scholarship of Teaching and Learning Performance Index in light of the new ERA and reduce the administrative burden to faculties. While responding to the increased strategic planning demands of the new education portfolio structure, the ITL continued to provide a range of high quality professional development programs, including providing resources, training and development for over 500 staff. This includes, 152 new research supervisors who completed the Development Program for Research Supervision program provided by the ITL, the highest annual completion rate and highest new enrolment rate (177 staff) since the program commenced. Another 31 members of the University gained a postgraduate qualification in university teaching through the Graduate Certificate course taught by the ITL through the Faculty of Education and Social Work.

The University’s demand for processing of student feedback surveys increased again in 2010, although its funding of this service remains at 2001 levels. ITL managed to improve the SREQ response rates to 72%, an increase of 11% over 2009 returns, and the highest response rate ever achieved for the SREQ. The response to the important Course Experience Questionnaire (CEQ) component of the AGS is now at 50% and above the national average. The ITL recommended a process for faculties to communicate to students and the University the actions taken in response to issues identified
by students on the SCEQ survey. The recommendation was endorsed by SEG Education Committee and the process will support the University in being more accountable to students.

Research contributions from ITL staff in 2010 were greater than the outputs in either 2009 or 2008. Income from grants was higher by approximately 200K, and the 2010 publications in journals, books and conference proceedings increased by more than 50% (from 14 to 23).

The Associate Deans (L&T) rated their monthly meetings with the ITL as one of the most useful university committees they participated in, noting the importance of this group remaining a forum for supporting the development of leaders of teaching and learning in the faculties, and as a valuable source of support for their responsibilities in implementing the University’s strategic plan in the coming year.

The year saw a change in the leadership of the ITL with A/Prof Simon Barrie taking on the role of Director and Keith Trigwell, after a well-deserved period of study leave, continuing in his role as Professor of Higher Education. The ITL welcomed two new staff on 12 month maternity locums, Dr Susan Rice and Dr Alison Kuiper.

The following sections of this Annual Report provide the detail of these and other contributions that have enhanced teaching and learning at the University of Sydney throughout the year, in relation to each of the goals in the ITL’s Strategic plan.

OUR THANKS TO OUR COLLEAGUES ACROSS THE UNIVERSITY
Enhancing teaching and learning is inherently a collaborative undertaking, and the achievements described in this annual report reflect the contributions not only of members of the ITL, but of the many colleagues, both staff and students, we have worked with across the University over the past year. The ITL gratefully acknowledges those collaborations and looks forward to continuing to work with the University community to enhance teaching and learning at the University of Sydney.
<table>
<thead>
<tr>
<th>GOAL 1: SUPPORT THE ENHANCEMENT OF TEACHING QUALITY</th>
<th>GOAL 2: FURTHER DEVELOP RESEARCH PROFILE</th>
<th>GOAL 3: EVALUATE, REVIEW AND ENHANCE ACTIVITIES AND STATUS</th>
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<tbody>
<tr>
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<td><strong>Strategy 5:</strong> Staff Research</td>
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<td>• Principles and Practice of University Teaching</td>
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<td>• Strategic Planning</td>
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<td>• Graduate Certificate</td>
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<td>• Stakeholder Consultation</td>
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<td>• Sessional Teaching Development Initiatives</td>
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<td>• Internal Professional Development</td>
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<td>• New Staff Orientation</td>
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<td><strong>Strategy 9:</strong> Communication</td>
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<td>• Synergy</td>
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<td>Course Experience Questionnaire (SREQ)</td>
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<td>• Student Research Experience Questionnaire (SREQ)</td>
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<td>• Course Experience Questionnaire (CEQ)</td>
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<tr>
<td>• Unit of Study Evaluation (USE) and Feedback for Teachers</td>
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<td>(FFT)</td>
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<td><strong>Strategy 7:</strong> Doctoral and Masters Students Program</td>
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<tr>
<td>• ITL Associate Deans (L&amp;T) Group</td>
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<tr>
<td>• University and Faculty Committees</td>
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<td><strong>Strategy 4:</strong> Strategic Projects and Working Groups</td>
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<tr>
<td>• Awards and Grants</td>
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<tr>
<td>• Sydney Graduate Signature Learning Experiences</td>
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<td>• Assessment @ Sydney Working Group</td>
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<td>• Health Professional Education</td>
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<tr>
<td>• Academic Honesty</td>
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</table>
The ITL works across four key operational strategies to achieve this goal. These are:

**Strategy 1: Academic Development Programs**

**Strategy 2: Student Surveys System**

**Strategy 3: University and Faculty Planning and Development**

**Strategy 4: Strategic Projects and Working Groups**

**ITL GOAL 1: SUPPORT THE ENHANCEMENT OF TEACHING QUALITY**

The ITL offers a range of Academic Development Programs across the University in collaboration with faculties in order to support enhancement of teaching in different disciplinary contexts. The various programs, which are based on research evidence of what constitutes effective staff development strategies for university teaching, are designed to develop participants’ understandings of the current principles, debates and practices of higher education teaching and learning. The programs involve a combination of resources, central programs and situated staff development strategies based in the participant’s own faculty or teaching context. These programs include the New Staff Orientation pack, Principles and Practice of University Teaching and Learning, Graduate Certificate in Educational Studies (Higher Education), Development Program for Research Supervision, Sessional Staff Development Programs, and the ITL Seminar Series. In addition to its own programs the ITL also contributes to the University’s general New Staff Orientation program and Leadership programs provided by Learning Solutions.

### STRATEGY 1 - ACADEMIC DEVELOPMENT PROGRAMS

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#### 1.1 PRINCIPLES AND PRACTICE OF UNIVERSITY TEACHING

Principles and Practice of University Teaching and Learning (P&P) provides an introduction to teaching staff to teaching and learning at the University of Sydney. The program covers the basic principles of teaching and learning, practical teaching strategies and the key university teaching and learning policies.

All new academic staff on fixed-term and continuing appointments are required to complete the program as a condition of probation unless they have been exempted by their appointment committee. Such members of academic staff make up most of the participants in the course but it is available to any other interested member of the University teaching community.

The two-day core program was offered four times in 2010 in February, April, June and November. In 2010 the ITL also worked with faculties to support them in developing faculty-based activities to complement the existing central seminar component. These faculty-based activities included faculty teaching forums, seminars on faculty teaching and learning administration practices and observations of experienced teachers. Several faculties introduced these in 2009 and 2010 as the final half day of the program and the ITL will work to support all faculties to introduce similar activities in 2011.

The 111 staff who completed the program in 2010 bring the total number of academic staff who have completed the program since 2002, when it commenced, to 1321. Table 1 shows the cumulative number of academic staff who have completed the Principles and Practice of University Teaching and Learning for each faculty of the University. The faculty with the highest proportion of completions of the program is Science. Participation rates ranged from approximately 2% of current staff in some faculties to 16% of current staff in Architecture, Design & Planning. For a program designed primarily for new academic staff on continuing appointments, the overall uptake of the program is significant, with 4.2% of all current academic staff on fixed and continuing appointments participating in the program in 2010.

Participant evaluation remained very high, with 73% of participants in agreement or strong agreement that Principles and Practice was a quality course. They valued:

*The opportunity to come together with colleagues to discuss the topic as well as learn from an esteemed leader in the field of higher education research.*

Another participant was:

*More than satisfied. I've come away not only with concrete tips, but with the confidence that I am working in an institutional environment that will support creative initiative in teaching and learning. It's fabulous to feel so excited and energised about teaching again.*
A comment by a participant that,

*It got me thinking about my own teaching practices, assumptions about research and teaching, and ways of implementing new practices,*

reflected the finding that 86% of participants were in agreement or strong agreement that what they had learned would be useful in their academic work.

### 1.2 GRADUATE CERTIFICATE IN EDUCATIONAL STUDIES (HIGHER EDUCATION)

Some members of academic staff seek further engagement in their professional development as university teachers through the Graduate Certificate in Educational Studies (Higher Education).

The Graduate Certificate is offered as a formal qualification by the ITL through the Faculty of Education and Social Work. Table 2 shows the cumulative number of academic staff in each Faculty of the University who have completed the Graduate Certificate. In 2010, 31 staff members, representing 11 faculties of the University, completed the program, bringing the total completions since 2008 to 262. The course has been integral to the successful teaching career development of many Sydney staff. Many graduates have gone on to successfully apply for promotion, more than 30% of the recipients of the Vice Chancellor’s Awards for Outstanding Teaching have completed the course, and many more graduates have received faculty teaching awards.

Increasingly, a formal qualification is considered to be important for new university teachers and some faculties in the University have moved to make the course a mandatory requirement for new staff. A compulsory requirement to complete the course does raise significant barriers to engagement for some participants from those faculties. In most faculties, providing meaningful support and reward for voluntary engagement by staff appears to deliver better outcomes than compulsion in the current climate.

In 2010 the second semester of the course was improved

### TABLE 1: COMPLETIONS OF THE PRINCIPLES AND PRACTICE PROGRAM OF UNIVERSITY TEACHING AND LEARNING (P&P) PROGRAM

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Academic staff fixed and continuing*</th>
<th>Completions in 2010</th>
<th>% Faculty undertaking in 2010</th>
<th>Total completions since 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Food &amp; Natural Resources</td>
<td>66</td>
<td>5</td>
<td>7.6%</td>
<td>34</td>
</tr>
<tr>
<td>Architecture, Design &amp; Planning</td>
<td>37.2</td>
<td>6</td>
<td>16.1%</td>
<td>46</td>
</tr>
<tr>
<td>Arts</td>
<td>331.4</td>
<td>17</td>
<td>5.1%</td>
<td>178</td>
</tr>
<tr>
<td>Dentistry</td>
<td>50.4</td>
<td>1</td>
<td>2.0%</td>
<td>31</td>
</tr>
<tr>
<td>Economics &amp; Business</td>
<td>225.7</td>
<td>17</td>
<td>7.5%</td>
<td>124</td>
</tr>
<tr>
<td>Education &amp; Social Work</td>
<td>92.3</td>
<td>4</td>
<td>4.3%</td>
<td>45</td>
</tr>
<tr>
<td>Engineering &amp; Information Technologies</td>
<td>185.8</td>
<td>6</td>
<td>3.2%</td>
<td>96</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>185.7</td>
<td>9</td>
<td>4.8%</td>
<td>170</td>
</tr>
<tr>
<td>Law</td>
<td>73</td>
<td>2</td>
<td>2.7%</td>
<td>35</td>
</tr>
<tr>
<td>Medicine</td>
<td>652.8</td>
<td>11</td>
<td>1.7%</td>
<td>113</td>
</tr>
<tr>
<td>Nursing &amp; Midwifery</td>
<td>35</td>
<td>1</td>
<td>2.9%</td>
<td>19</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>61.6</td>
<td>4</td>
<td>6.5%</td>
<td>54</td>
</tr>
<tr>
<td>Science</td>
<td>456.6</td>
<td>15</td>
<td>3.3%</td>
<td>186</td>
</tr>
<tr>
<td>Sydney College of the Arts</td>
<td>28</td>
<td>2</td>
<td>7.1%</td>
<td>17</td>
</tr>
<tr>
<td>Sydney Conservatorium of Music</td>
<td>66.8</td>
<td>3</td>
<td>4.5%</td>
<td>18</td>
</tr>
<tr>
<td>Vet Science</td>
<td>83.2</td>
<td>7</td>
<td>8.4%</td>
<td>80</td>
</tr>
<tr>
<td>Other **</td>
<td>1</td>
<td></td>
<td></td>
<td>75</td>
</tr>
<tr>
<td>Total</td>
<td>2631.3</td>
<td>111</td>
<td>4.2%</td>
<td>1321</td>
</tr>
</tbody>
</table>

*Data supplied by PSO website **O/S visitors, central units, library, externals
to ensure participants were able to engage in learning activities that were relevant to their academic practice. This included modifying the teaching portfolio project to make it more engaging and relevant for participants in diverse University roles e.g. general-staff, clinical and casual academic positions. Access for participants to University-wide expertise in teaching portfolio documents was also facilitated by incorporating into the program a panel of four academics, including a Dean, from across the University.

Participants noted the relevance of the program for their individual teaching practice:

- I've thoroughly enjoyed the subject – the teaching staff, class duration and structure strongly supported my learning.
- I am new to teaching and have had a long break from academia – this course helped me to better understand what I expect from and wish for my students.

They appreciated that the course was:

- Very practical in orientation and applicable for developing a more academic approach to teaching.
- There was room for a lot of discussion and the lecturers were always available to answer questions.

Those faculties in which staff have been systematically supported in completing the course also report a positive impact on faculty teaching culture and the leadership of teaching.

1.3 SUPPORTING FACULTY-BASED SESSIONAL TEACHER DEVELOPMENT INITIATIVES

Sessional teachers play key roles in many university programs through their work as tutors, lab demonstrators, clinical and

<table>
<thead>
<tr>
<th>TABLE 2: COMPLETIONS OF GRADUATE CERTIFICATE IN EDUCATIONAL STUDIES (HE)</th>
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<tbody>
<tr>
<td><strong>GRADUATE CERTIFICATE COMPLETIONS</strong></td>
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<tr>
<td>--------------------------------------</td>
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<tr>
<td>Agriculture, Food &amp; Natural Resources</td>
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<td>Medicine</td>
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</tr>
<tr>
<td>Sydney College of the Arts</td>
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<tr>
<td>Sydney Conservatorium of Music</td>
</tr>
<tr>
<td>Vet Science</td>
</tr>
<tr>
<td>Other **</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

*Data supplied by PSO website **O/S visitors, central units, library, externals
adjunct appointments, workplace placement supervisors, and teaching fellows. While they work directly with students, because of the sessional nature of their work, they may not be able to avail themselves of academic development opportunities.

In recognition of this need, beginning in April and continuing throughout the year, the coordinators and facilitators of several faculty-based tutor and demonstrator development programs participated in peer review of various aspects of their initiatives to support sessional staff. An initial workshop and feedback session, hosted by the ITL in May, proved to be a useful exchange of experience and resources. Following on from this, participants provided one another further comment on documents relating to the curriculum structure of these programs via e-mail and phone, and also attended each other’s face-to-face sessions with tutors, in order to provide peer comment or glean ideas to implement in their own faculties.

The new Engineering and Information Technology awards for tutors (criteria for which were developed in conjunction with the ITL during 2009) were presented in May 2010 for the first time with the Awards committee including the Dean and a representative from the ITL. The tutor awards are to become a regular feature of the Engineering and Information Technology teaching and learning calendar.

The inaugural Arts program for sessional lecturers, who teach in postgraduate coursework degree programs (the Masters Seminar Orientation Workshop) held on 15 July was well attended by sessional and permanent lecturers. The ITL contributed to the planning of this new staff development initiative throughout 2009 and 2010. Evaluative feedback on the program was very positive. The next workshop has been scheduled for February 2011.

1.4 NEW STAFF ORIENTATION PACK
In 2010 the ITL supported the orientation of over 140 new University of Sydney academic staff by providing them with a Teaching at Sydney Resource pack of teaching and learning orientation resources. This pack includes:

- Information on the ITL and an invitation to contact the Institute with any queries about teaching or learning
- Information on the forthcoming Principles and Practice programs and how to register
- Information on the resources available from the ITL and other units, eg Student Support Services and the Learning Centres, to support teaching and learning
- A set of best practice guidelines in the form of a series of Teaching Insights containing practical teaching advice on common challenges faced by university teaching staff
- Information on key teaching and learning policies
- Information on professional associations which staff interested in university teaching, might consider joining
- The latest issue of Synergy, the ITL’s publication on scholarly teaching and learning at the University
- University of Sydney Map Guide of Camperdown, Darlington and inner city campuses.

Many of these staff also take up the invitation to participate in the ITL’s Principles and Practice Program. The ITL also contributes to each Orientation Seminar provided by Learning Solutions for all new staff, although the proportion of academic staff who participate in these events is low.

1.5 DEVELOPMENT PROGRAM FOR RESEARCH SUPERVISION
The ITL’s Development Program for Research Supervision (DPRS) seeks to enhance the quality of research supervision by introducing participating academics to relevant practices, policies and research and by fostering collegial exchanges about supervision. The DPRS is a pathway, set by the Academic Board, for academics to be included on the University’s Supervision Registry. Intended primarily for those who are new to research supervision, the DPRS is offered in flexible delivery mode and is usually undertaken as an academic development program although, with additional assessment requirements, it can also be a formal unit of study in the Masters of Education degree. In 2011 the name will change to Foundations of Research Supervision.

Following initiatives in 2009, 2010 revisions to the program continued the move towards greater faculty integration and more integrated communication systems between the ITL, faculties and other parts of the University. The focus was on supervision development with a view to enhancing the DPRS experience for participants and using their experiences to inform wider University initiatives.

In 2010 the ITL ran three supervision forums (in February, June and November) as part of the DPRS, providing participants with opportunities to exchange ideas with colleagues from across the University, including experienced supervisors and research training leaders, as well as research students and staff from the Learning Centre and SUPRA. In written evaluations, a total of 67% of DPRS participants considered their ITL-run forum ‘useful’ or ‘very useful’, and guest speakers often reported that they benefitted from the opportunity for collegial exchange. Participants’ suggestions for improvement will inform the development of forums for 2011.

A significant achievement was drawing on the reported experiences of DPRS participants in order to provide a much-needed empirical basis for advising the University community on research supervision development initiatives. From the data collected from DPRS participants on key issues and questions about research supervision and their feedback on
the supervision forums, recommendations about enhancing the support provided to research supervisors were presented to the SEG Research Training Committee. These recommendations subsequently informed the terms of reference for the newly formed SEG Research Training Committee’s Supervision Working Party, which was convened in December 2010. The ITL also worked closely with faculties and the Graduate Studies Office to create accurate record-keeping systems for those DPRS participants completing the program through a faculty, rather than an ITL-organised, forum.

In 2010, both completion and new enrolment rates for the DPRS were significantly higher than in any previous year. A total of 132 academics from across 16 faculties were awarded Certificates of Completion for the DPRS, up from 90 DPRS completions in 2009. This rise reflects, in part, the greater involvement of the faculties in the program, since 25 academics who completed the program did so by taking part in a faculty-based forum (after completing the requisite on-line modules). The program also continues to attract staff, with a total of 177 new enrolments in 2010, up from 67 new enrolments in 2009. This rise may be attributable, at least in part, to the new communication strategies. In 2010 three academics, all from the Faculty of Medicine, chose to undertake the program as a formal unit of study (EDPR 6001) in the Masters in Educational Studies, completing an additional assessment task involving a presentation to over 30 medical staff in the Surgical Grand Rounds at Westmead Hospital.

The total of 345 academics who have completed the program since 2008 when the new final module, the forum, was introduced, represents three times the number of academics who completed the program during the previous six years. Thus, the previous problem with program completions has been addressed, and the program is engaging more academics at this University than before in collegial exchanges about research supervision.

### 1.6 SEMINAR SERIES AND VISITING SCHOLARS

The ITL aims to facilitate cross-disciplinary dialogue about good practice in teaching and learning through hosting scholars and a seminar series. To complement existing programs and address issues relevant to the University, several international scholars were invited to present seminars and generate discussion; others visited the ITL to exchange ideas and practice. These seminars and visits were followed by workshop activities and informal discussions with the scholars. Staff from across the university who attended the seminars found them to be interesting and useful in developing their ideas about teaching and learning. Presentations by academic members of the ITL provided further opportunities for discussion focused on professional development.

#### TABLE 3: DPRS COMPLETIONS

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>COMPLETIONS IN 2010</th>
<th>COMPLETIONS 2008-2010*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Food &amp; Natural Resources</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Architecture, Design &amp; Planning</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Arts</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>Dentistry</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Economics &amp; Business</td>
<td>20</td>
<td>46</td>
</tr>
<tr>
<td>Education &amp; Social Work</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Engineering &amp; Information Technologies</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>6</td>
<td>26</td>
</tr>
<tr>
<td>Law</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>Medicine</td>
<td>38</td>
<td>83</td>
</tr>
<tr>
<td>Nursing &amp; Midwifery</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Science</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>Sydney College of the Arts</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Sydney Conservatorium of Music</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Vet Science</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Other**</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>**Total number of completions: 132</td>
<td>345</td>
<td></td>
</tr>
</tbody>
</table>

*2008 numbers by faculty do not include the 37 who completed through faculty, not ITL, forums

**Staff from central units or other universities

#### SEMINAR SERIES: VISITING SPEAKERS

Dr Anders Sonesson, of Lund University, Sweden, (19 April) outlined the development program for doctoral supervisors and how it aimed to improve supervision as well as local practices for doctoral education and doctoral research in departments and research groups.

Dr Helen Sword, of the University of Auckland, New Zealand, (31 August) explored elements that make for an effective, engaging piece of writing about teaching.

Mick Healey, Emeritus Professor at the University of Gloucestershire, U.K., (24 September) ran three workshops
about Research Enriched Learning and Teaching (RELT) and
generated discussion of the variations in discipline knowledge
and the challenges of building connections across programs to
progressively develop capability over a degree. The workshops
focused on strategies for engaging students in RELT (one each
for curriculum leaders from the Faculty of Science and the
Faculty of Arts) and leading RELT change in the faculties (for
the ITL A/Deans Learning and Teaching Group.

Dr. Bruce Macfarlane, of The University of Hong Kong, (2
November) explored the concept of intellectual leadership
in higher education with reference to his research on the
role and attitudes of ‘full’ university professors. A number of
dispositions and roles were identified in relation to intellectual
leadership which, he argues, relate to the importance of striking
a balance between the privileges of academic freedom and the
responsibilities of academic duty.

VISITING SCHOLARS
Dr. Katia Caballero-Rodríguez, from the University of Granada,
Spain visited from October 2009 to January 2010. She
had recently completed her PhD on academic identity and
professional development, and worked on projects related
to this topic and the scholarship of teaching.

Dr. Peter Tremp, Head of the University Centre for Teaching
and Learning at the University of Zurich, Switzerland visited
from February to March. He shared his approach to developing
in teaching a range of research processes to encourage
learning.

Four academics from the University of Utrecht in the
Netherlands, Dr. Tine Béneker (Department of Human
Geography and Spatial Planning), Dr. Marie-Louise Glebbeek
(Department of Cultural Anthropology), Dr. Cornelis van
Walree (Department of Chemistry) and Dr. Liesbeth Wildschut
(Department of Media and Culture Studies / Theatre and
Dance Studies), visited on 13 April as part of an educational
leadership course. The purpose was to deepen their insight
and develop ideas on teacher development programs, provide
information about the approach taken at Utrecht University
towards teacher development, and address some more
individual issues, including undergraduate research and the
integration of work practice in bachelor and master programs.

The sixth annual meeting of the Enhancing Teaching and
Learning in Research-Intensive Universities Network was held
from 23-25 June. The network brings together the Deputy Vice
Chancellor Education and the Director of Teaching and Learning
(or their equivalent positions), from each of the thirteen
member universities, to share strategies to enhance the quality
of teaching and learning in research intensive universities. The
members other than Sydney are the University of Copenhagen,
University of Edinburgh, University of Helsinki, Catholic
University of Leuven, Lund University, Massachusetts Institute
of Technology, National University of Singapore, University
of Oslo, Oxford University, Princeton University, Stanford
University and Utrecht University. This year’s discussions
covered topics such as ‘fostering leadership of teaching’ and
‘balancing teaching and research in academic work at research
intensive universities’, as well as a session led by the CEO of
the Australian Learning and Teaching Council (ALTC) on ways
research intensive universities can effectively engage with
government on teaching and learning issues.
From a clinical background like mine, styles of teaching can feel like they’re developing only randomly. I’m delighted to get in touch with the hard facts of learning and teaching research. I’m also inspired by the creative methods this course has suggested. What a lot of fun can be had!
ITL GOAL 1: SUPPORT THE ENHANCEMENT OF TEACHING QUALITY

STRATEGY 2: STUDENT SURVEYS SYSTEM

Seven surveys are administered by the Institute for Teaching and Learning on behalf of the University. They are: the Australian Graduate Survey (AGS) which is composed of two elements, the Graduate Destination Survey (GDS) and either the Course Experience Questionnaire (CEQ) for undergraduate and postgraduate coursework graduates, or the Postgraduate Research Experience Questionnaire (PREQ) for research graduates; the Student Course Experience Questionnaire (SCEQ) for currently enrolled coursework students; the Student Research Experience Questionnaire (SREQ) for currently enrolled research students; the Unit of Study Evaluation (USE); and the Feedback for Teachers (FFT) surveys. The aims of ITL work in this area are to ensure a valid response rate for national and institutional surveys so the results are usable for public reporting and university planning. The ITL works to ensure that the survey process is sound in ethical and procedural terms and appropriately protects staff confidentiality and student anonymity. This process is overseen by a Survey Committee that meets quarterly and reports to the DVC (Education).

In 2010, all surveys except the SCEQ (which is conducted bi-annually) were administered by the ITL, involving a total of 132,586 returned questionnaires from students and graduates. The increases in survey processing that had been experienced by ITL over the previous three years leveled out in 2010.

2.1 AUSTRALIAN GRADUATE SURVEY WITH COURSE EXPERIENCE QUESTIONNAIRE

In 2010 the response rate of University of Sydney graduates to the Australian Graduate Survey (AGS) increased for the third year in a row. As a result of ITL initiatives, the response to the full survey and the important Course Experience Questionnaire (CEQ) component is now above the national average.

Increases in response rates mean that the data may be more reliable and that subsets of data may contain sufficient numbers of graduates to enable program level analyses that have not previously been possible. Achieving over 50% for the CEQ component makes the University eligible for data inclusion in the 2011 Good University Guide.

2.2 AUSTRALIAN GRADUATE SURVEY WITH POSTGRADUATE RESEARCH EXPERIENCE QUESTIONNAIRE

The Postgraduate Research Experience Questionnaire (PREQ) is administered annually to all research graduates of the University as part of the Australian Graduate Survey. In 2010, returns were received from 357 graduates (58%) which, as a return percentage, was in line with the national average.

2.3 STUDENT COURSE EXPERIENCE QUESTIONNAIRE

While 2010 was not a year in which the bi-annually run SCEQ was administered by ITL, a process for ‘closing the SCEQ loop’ was initiated by ITL and adopted by the Senior Executive Group Education Committee as a regular item of business. Following SCEQ feedback from ITL, each faculty prepares and submits to a meeting of the committee, an outline of the text to be provided to students, on how the feedback on the SCEQ has been assessed and acted on by the faculty.

2.4 STUDENT RESEARCH EXPERIENCE QUESTIONNAIRE

Responses from 3098 (72%) of the current higher degree research student population were received through the Student Research Experience Questionnaire (SREQ). As a result of continued improvement and innovation in ITL survey procedures, this was the highest response rate ever achieved for the SREQ, an increase of 11% from 2009. This survey is conducted annually with results being distributed to the Director of Academic Affairs and to Deans.

2.5 UNIT OF STUDY EVALUATION (USE) AND FEEDBACK FOR TEACHERS (FFT) SURVEYS

The Unit of Study Evaluation (USE) service of the ITL provides teaching staff and Unit of Study coordinators with a source of feedback on their students’ experience of learning and supports the University’s quality assurance requirements for the evaluation of Units of Study. The survey is designed to integrate with the data provided by the SCEQ and CEQ on students’ experiences of their whole degree. The ITL manages the survey process using online and paper-based surveys, and web-based reporting direct to Unit of Study coordinators. The ITL also works with faculty leaders (A/Deans Learning and Teaching and Heads of School) and degree coordinators who receive the aggregated Unit of Study results for their areas, to support them in interpreting and acting upon the data.
The Feedback for Teachers (FFT) survey is a confidential service provided by the ITL for staff who wish to gather additional feedback on particular aspects of their individual teaching. These surveys include Teaching in Lectures and Teaching in Tutorials, as well as surveys designed for laboratory demonstrators, clinical educators and online teaching. The ITL also offers support for staff and faculties who wish to design and use a range of non-survey-based feedback processes.

In 2010 the level of surveying using the Unit of Study Evaluations (USE) and Feedback for Teachers (FFT) was similar to 2009 usage. Levels of use of USE and FFT surveys are shown by faculty/unit and by year in Table 4.

In a process referred to as Closing the Loop with students and staff, the ITL built on the 2009 work to identify effective methods for Unit of Study coordinators to communicate to students the actions taken by teaching staff in response to their feedback. In 2010 the ITL began testing a process aimed at providing Unit of Study Coordinators and A/Deans Learning and Teaching with a means of flagging those units of study that are having an unusual influence on the students’ learning experience. Units of Study that fall above, or below, faculty-specified criteria will be flagged electronically and noted for further investigation by A/Deans Learning and Teaching.

### TABLE 4: REPORT AND SURVEY PROCESSING DATA FOR FFT AND USE SURVEYS

<table>
<thead>
<tr>
<th>Faculty</th>
<th>FFT</th>
<th>USE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reports</td>
<td>Responses</td>
<td>Reports</td>
</tr>
<tr>
<td>Agriculture, Food &amp; Natural Resources</td>
<td>0</td>
<td>0</td>
<td>34</td>
</tr>
<tr>
<td>Architecture, Design &amp; Planning</td>
<td>0</td>
<td>0</td>
<td>141</td>
</tr>
<tr>
<td>Arts</td>
<td>230</td>
<td>3635</td>
<td>430</td>
</tr>
<tr>
<td>Economics &amp; Business</td>
<td>606</td>
<td>10249</td>
<td>544</td>
</tr>
<tr>
<td>Education &amp; Social Work</td>
<td>5</td>
<td>233</td>
<td>152</td>
</tr>
<tr>
<td>Engineering &amp; Information Technologies</td>
<td>7</td>
<td>120</td>
<td>332</td>
</tr>
<tr>
<td>Graduate School of Government</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>37</td>
<td>1041</td>
<td>293</td>
</tr>
<tr>
<td>Law</td>
<td>3</td>
<td>87</td>
<td>253</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>0</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Science</td>
<td>160</td>
<td>7741</td>
<td>192</td>
</tr>
<tr>
<td>Sydney College of the Arts</td>
<td>2</td>
<td>28</td>
<td>26</td>
</tr>
<tr>
<td>Sydney Conservatorium of Music</td>
<td>0</td>
<td>0</td>
<td>40</td>
</tr>
<tr>
<td>Sydney Medical School</td>
<td>9</td>
<td>309</td>
<td>38</td>
</tr>
<tr>
<td>Sydney Nursing School</td>
<td>0</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td>Veterinary Science</td>
<td>0</td>
<td>0</td>
<td>46</td>
</tr>
<tr>
<td>Summer/Winter School</td>
<td>15</td>
<td>739</td>
<td>129</td>
</tr>
<tr>
<td>Total</td>
<td>1074</td>
<td>24182</td>
<td>2703</td>
</tr>
</tbody>
</table>
ITL GOAL 1: SUPPORT THE ENHANCEMENT OF TEACHING QUALITY

STRATEGY 3: UNIVERSITY AND FACULTY PLANNING AND DEVELOPMENT

The ITL supports University and faculty planning and development through its work with the ITL Associate Deans Learning and Teaching Group and its work on faculty and central university committees.

3.1 ITL A/DEANS LEARNING AND TEACHING GROUP

The membership of the ITL A/Deans Learning and Teaching includes the Associate Deans Learning and Teaching from each faculty and relevant staff from the ITL and is chaired by the Director ITL. It provides a forum to support the teaching and learning work of all its members. It is an important means by which the ITL supports the learning and teaching leadership of the faculties in their planning and implementation of strategic teaching and learning priorities. Through the group the faculty Associate Deans also provide valuable support in shaping ITL contributions to central strategic planning and to institutional leadership of teaching and learning.

The meetings are a combination of expert presentations and input, sharing of teaching and learning leadership and management practices across faculties and collaborative planning and development of new resources and strategies.

In 2010 meetings of the group considered the University’s Green paper and supported the Associate Deans in contributing to their faculty responses during the consultation process. The group discussed the implications of the University’s new Widening Participation agenda and helped to shape the University’s implementation strategies in relation to Engaged Enquiry through Research Enriched Learning and teaching and Community Engaged Learning and Teaching. The Group worked closely with the ITL on the development of the new Strategic Enhancement Projects (STEP) grants scheme and the revision of the University’s Scholarship of Teaching and Learning Performance Index. The group also collaborated on developing the faculty responses to the SCEQ data which were presented to the SEG Education Committee.

The group was evaluated by the A/Deans Learning and Teaching at the end of 2010. The meetings were identified by the participants as being highly supportive of their work:

[The ADLT meetings] stimulated conceptual analysis of Learning and Teaching and gave me frameworks for analysis. Supported me and gave me confidence to lead in this area and work collegially

The group has enabled me to get a sense of the broader issues being dealt with by ADLT in other faculties. I have felt that my own ideas have been enthusiastically listened to and responded to. This encourages a sense of purpose being embedded in the role, and sense that the role is able to make a difference to pedagogy and university governance.

The Associate Deans (L&T) considered the group an excellent forum for dissemination and consultation on the University’s current strategic teaching and learning priorities. The Associate Deans requested the continuation of the group in its current form.

The groups facilitated a creative approach to issues that might otherwise have become overly bureaucratic. An overall sense of collegiality and willingness to share ideas. A positive environment for the sharing of ideas and not just an emphasis on problem solving.

The group was reviewed by the ITL at its annual planning meeting. It was noted to be a highly effective forum which supported the ITL’s contributions to the strategic leadership of teaching and learning and the members’ strategic leadership of teaching and learning in the faculties.

3.2 UNIVERSITY AND FACULTY COMMITTEES

The ITL also contributes to University and faculty planning and development through many central and faculty-based University committees, either as members, or through invited contributions where the ITL’s research and development work is used to provide an experiential and evidence base for policy development. In 2010 these committees included:

- Academic Board
- Academic Standards and Policy committee of Academic Board
- SEG Education Committee
- Sydney Signature Learning Experiences Working Party (SEG Ed)
- Assessment Working Party (SEG Ed)
- Academic Honesty Working Party (SEG Ed)
- Academic Performance Working Party
- eLearning Governance Group
- Faculty of Education and Social Work Learning and Teaching Committee
- Faculty of Education and Social Work Division of Postgraduate Coursework and Professional Education Committee
- Faculty of Education and Social Work Academic Programs Management Committee
- Faculty of Economics and Business Learning and Teaching Committee
- Teaching and Learning Capital Program

<table>
<thead>
<tr>
<th>TABLE 5: TOPICS FOR MEETINGS WITH ASSOCIATE DEANS LEARNING AND TEACHING GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>February</strong></td>
</tr>
<tr>
<td>- Discussion of Teaching@Sydney as a new forum for Associate Deans Learning and Teaching to disseminate information.</td>
</tr>
</tbody>
</table>

| **March** | **September** |
|---------------------------------------------------------------|
| - Implications for teaching and learning arising from the University’s Social Inclusion initiatives (presentation by Annette Cairnduff, Director of Social Inclusion). | - Research Enriched Learning & Teaching (RELT): Planning for three workshops being presented by Mick Healey on the 24th September for curriculum teams in Arts and Science and a Seminar for A/Deans Learning And Teaching. |
| - Green Paper: Discussion of the learning and teaching implications and opportunities for the faculties arising from the Green Paper directions. Support for Associate Deans (L&T) in developing a learning and teaching voice in their faculty’s response to the green paper discussions. | - T&L Quality Assurance: Update on meeting of the ITL Survey Group with the student organisations. SCEQ Reporting. |
| - ALTC Citations Process. | - Update on Text Matching Software Plagiarism project: commencement of data collection with UoS coordinators and approval by faculty contacts of sample. |
| - Promotion workshops on Arguing the Teaching Case (feedback & review discussion). | - Strategic Teaching Enhancement Projects (STEP) scheme. Replacement scheme for the TIPS/TIES scheme to support the implementation of the University’s new (White Paper) Strategic Plan. |
| - TIPS outcomes: overview and feedback. | - Scholarship Index: Revising the criteria to strategically encourage more effective SoTL activities. |
| - Developing Faculty based Principles & Practice program activities. | - ALTC Citations Process. |

| **May** | **October** |
|---------------------------------------------------------------|
| - Scholarship Index data collection & criteria for 2010 round. | - Research Enriched Learning & Teaching (RELT): Feedback and review of ideas generated in Mick Healey workshop and planning the next stage. |
| - Strategies for responding to new faculty reporting requirements on actions arising from SCEQ data. | - University wide response to issues raised in the SCEQ: Improving the student experience of feedback for learning. Sharing best practice Faculty initiatives. Planning University guidelines and strategies to identify and promote effective and efficient strategies and involve students as active partners. |
| - Learning and Teaching recommendations for inclusion in the White Paper: Consideration of the collated Green Paper feedback. | - Scholarship Index: Feedback on revised criteria. Identification of strategies faculties can use in 2011 to maximise their SoTL returns. |
| - Planning for shared ITL A/Deans Learning and Teaching and Deans meetings. | - Discussion of new SEG & Divisional committee structures. |

| **June** | **November** |
|---------------------------------------------------------------|
| - Research Enriched Learning & Teaching: Tabling of reports of examples of RELT curriculum and RELT experts from all faculties. | - Community engaged learning and teaching (CELT): Presentation and discussion with Professor Barbara Holland, Director Academic Initiatives Social Inclusion. Discussion of faculty exemplars. |
| - Presentation and discussion of four faculty case studies to explore how RELT might be embedded in curriculum. | - Update on ITL-Social Inclusion Unit Inclusive teaching initiative. |
| - Discussion of the core Education Portfolio teaching and learning initiatives proposed for inclusion in the White Paper. | - Review of our 2010 work & planning for 2011 to support the work of the A/Deans and ITL and to connect this group productively with the new SEG committee structures. |
| - T&L Quality Assurance: Responding to SCEQ data: Additional qualitative analysis support available from ITL. Dealing with breaches in student feedback survey procedures. | |
4.1 Promoting Excellence Initiative (PEI)
In 2010, the University of Sydney’s two-year project ‘Enhancement of reflective scholarly teaching in communities of inquiry’ was completed, and much of the work was then embedded into continuing ITL programs and initiatives. The project was part of the national Promoting Excellence Initiative (PEI) funded by the Australian Learning and Teaching Council (ALTC) from July 2008 to July 2010. The PEI project was designed to enhance the quality of teacher thinking across the University’s teaching community and within key communities of practice.

It resulted in the following achievements:

– Scholarly teaching across the University was advanced and rewarded by enhancing the support provided to teaching-award applicants before, during and after the process;
– Expertise in developing and documenting scholarly teaching more generally was fostered for those academics undertaking a Graduate Certificate in Educational Studies (Higher Education);
– Engagement with ideas, events and practice frameworks pertaining to university teaching (including, but not limited to, ALTC projects and opportunities) was facilitated through new University-wide communication strategies;
– Academic communities of practice centered on several key themes, especially research supervision and academic mentoring, were supported across the University.

4.2 Awards and Grants
The ITL seeks to enhance university teaching and learning, and reward outstanding practice, by providing quality support to teaching award and grant applicants, as well as to those who support them; and by more widely disseminating the approaches and achievements of successful award recipients.

In 2010, the ITL again provided support for applicants for Faculty, Vice Chancellor’s and ALTC teaching awards and Citations. A new four-part series of workshops was offered in addition to individual consultations for award applicants. New web-based resources were developed and internal professional development sessions were provided for ITL staff to support them in assisting intending applicants.

In addition to working with the successful Vice Chancellor’s teaching award applicants, the ITL assisted academics preparing applications for national Australian Learning and Teaching Council (ALTC) Citation Awards. In 2010, five University of Sydney academics were awarded ALTC Citations for Outstanding Contributions to Student Learning: Dr Peter Gibbens, Dr Tara Murphy and Dr James R Curran (Faculty of Engineering and IT); and Ms Patty Kamvounias and Dr Sabine Ludewig (Faculty of Economics and Business). Feedback on the ITL’s workshop for teaching award applicants was very positive.

I thought this series was professional and excellent. I learnt a lot from it... I liked meeting people who were interested and motivated about teaching - developing a collegiate sense about teaching issues. Did give a sense of what was needed for the application.

The ITL also provided advice to academics preparing applications for ALTC Grants. The University of Sydney was the lead institution on three successful project grants from the ALTC, for a total of $654,000. These included projects on writing for engineering, authentic assessment in practice settings, and assessment and assurance of graduate learning outcomes. The University was also a partner institution on a successful ALTC grant for curriculum renewal and inter-professional health education ($219,000).

ITL staff chaired and served on the following selection panels for faculty and university-wide teaching awards:

– Vice-Chancellor’s Award for Outstanding Teaching
– Vice-Chancellor’s Award for Support of the Student Experience
The Sydney Signature Learning Experiences Working Party was established by the SEG Education Committee in June 2010 with the Director ITL as chair. Its brief was to develop an evidence-based framework to articulate the distinctive teaching and learning experiences and outcomes that characterise and distinguish different degree levels, and pathways through degrees at the University.

In the first instance the group was asked to identify a pedagogically sound and credible framework to support the development and approval of postgraduate degree proposals. This would provide an evidence based position from which the University can engage with the emerging AQF. The Signature Learning Experiences framework is also needed to support the University's proposed curriculum renewal and articulation of differential standards of learning outcomes, to support the University’s decision making in relation to postgraduate nature of the proposed Doctor of Dental Medicine (DDM). This work was completed in 2010 and the new group membership was set up, with broader divisional, Education Portfolio and student representation. The second stage of the Working Group established a strategy to develop frameworks to support the embedding of Engaged Enquiry processes in curriculum. In its work the Group noted the importance of recognising and respecting the disciplinary variations in teaching and learning, while also providing institutional coherence. The Strategy identified builds on Sydney’s previous work articulating teaching and learning outcomes as graduate attributes and extends this through a consideration of the teaching and learning experiences at different degree levels required to achieve these outcomes. It will also build on the expertise and achievements of previous working groups of Academic Board that have addressed similar issues recently. It is anticipated that the main work of the group will commence in 2011 after confirmation of the White Paper strategic priorities.

4.4 ASSESSMENT@SYDNEY WORKING GROUP

During 2010 the Working Group completed an extensive critical review of assessment resources from a broad variety of published contexts. These resources were used to support discussions which enabled the working group to complete its first phase of activity during 2010. It drafted a set of Assessment Principles which were widely disseminated in the University through formal and informal teaching and learning networks, resulting in refinement of the text and meaning of the principles into a final form. The principles are found at: http://sydney.edu.au/ab/about/2010/AB_Dec10_AppendixB_Chair.pdf

At its meeting on 18 November 2010, the Academic Standards and Policy Committee recommended that the Academic Board endorse the Principles of Assessment as presented noting that ‘the principles will serve as the foundation of assessment policy (http://sydney.edu.au/ab/about/2010/AB_Dec10_AppendixF_ASPC.pdf).

The Academic Board received the principles, advised the Working Group of the Board’s endorsement of the Principles of Assessment and recommended that the Working Party develop appropriate policy based on the Principles (http://sydney.edu.au/ab/about/2010/draft_AB_Dec10_minutes_actions.pdf).

In 2011, the working group, co-chaired by Professor Keith Trigwell of the ITL, will guide the next phase of activity which will focus on supporting University divisions, faculties and schools in implementing the assessment principles in their discipline contexts.

4.5 HEALTH PROFESSIONAL EDUCATION

In 2010, with the conclusion of the secondment of the Teaching Development Coordinator for the Arts, Humanities, and Social Sciences cluster, the Teaching Development Coordinator (TDC) Project focused on activities to support...
educational development and collaborative teaching and learning development activities across the health faculties. These activities included contributing invited lectures and teaching and learning activities in Health Sciences and in Dentistry and supervising students in the Faculties of Dentistry and Health Sciences in their higher research degree projects. Through the Teaching Development Coordinator (Health), the ITL contributed to the development of a new university degree designation in Health Professional Education, the first ever in the University’s history. The degree was developed to ‘equip students with the knowledge and skills to meet the changing global environment of health professional education’ and is uniquely inter-professional in nature in its intention as an education qualification available to all the health professions. The ITL was also represented on the Education Design User Group for the development of the Centre for Obesity, Diabetes and Cardiovascular Disease. This involved contributing to the specific design of the learning spaces to optimise learning and teaching opportunities. A new project was initiated in consultation with the Director of the ITL and the Dean of Dentistry to support the faculty in further enhancing assessment practice. The aim was to support the faculty in developing assessments using principles of standards-based assessment consistent with the optimal preparation of graduates for community practice in a Health Profession. Achievements in 2010 included establishing a Faculty Assessment Strategy group that completed a review and analysis of existing assessments. This resulted in the design of a ‘Learning and Teaching and Assessment Blueprint’ that was accepted for implementation by the Faculty Learning and Teaching Committee. The Blueprint will be a part of the new Doctor of Dental Medicine (DDM) curriculum proposed by the Faculty.

4.6 INCLUSIVE TEACHING
The ITL initiated a new project in 2010 to support the University community in ensuring teaching and learning practices contribute to an inclusive environment where all students can maximise the potential for their own learning and the learning of others. In partnership with the Social Inclusion Unit, a Social Inclusion Scholars scheme was developed. Scholarships were offered to support academic staff in attending relevant conferences and to initiate the development of a new network of Social Inclusion Scholars who would be faculty leaders at the forefront of challenging and building staff awareness of the need to teach inclusively. The ITL developed a new Inclusive Teaching website to showcase the initiatives of these scholars and provided resources to support academic staff in developing the knowledge, skills and attitudes needed to teach a more diversified student population in inclusive ways. The new web-based resource aims to connect academic staff with socially inclusive teaching strategies, diverse student voices and inclusive teaching and research initiatives within and beyond the university. It also provides access to the support the University offers students from diverse backgrounds.

4.7 INDIGENOUS EDUCATION STAFF DEVELOPMENT
In 2010 the ITL, in association with Learning Solutions and the Koori Centre, developed a range of initiatives to increase staff awareness of the educational needs of the University’s Indigenous students. With the support of a University of Sydney Indigenous Education Grant, the project drew upon the persuasive potential of Indigenous students speaking of their experiences studying at the University of Sydney. The ITL developed a series of postcards featuring Indigenous student narratives and local artworks in order to connect mainstream students and staff to Indigenous students’ experiences. With the same intent, the ITL’s Principles and Practice program for new staff was revised to include a meeting between Indigenous students and local elders and new academic staff. Speaking of their meeting with Indigenous ambassadors, one P&P participant commented, "It put faces to the Indigenous cohort. It was crucial that their issues were voiced by these students themselves. This made it more real."

The ITL also supported the development and inclusion of Indigenous student experiences as components in the Learning Solution’s ‘cross cultural communication workshop’ and ‘new staff orientation program’.

The ITL’s new Inclusive Teaching website also provides opportunities for staff to find out more about the support available to Indigenous students. The website also provides access to a range of teaching resources and research as a first stage in supporting academic staff in acquiring the expertise to integrate Indigenous perspectives into curriculum.

4.8 PEER LEARNING IN PHARMACY
This project trialled a peer observation and peer review of teaching strategy in the Faculty of Pharmacy which consisted of three phases: Active feedback, Reflection and Teaching Again. In the first phase, during Semester 2 2008 and Semester 1 2009, academics participated in peer learning groups reviewing four aspects of assessment in another’s unit of study and, in turn, having these same aspects reviewed in their own unit of study. In the Reflection phase academics were asked to post a reflective statement regarding their experience of peer learning, and the influence it had on their teaching and student learning. Lastly, following the year-long phase of active feedback, unit of study coordinators taught those same units in Semester 2, 2009 and Semester 1, 2010 with new student cohorts, incorporating feedback from peers and students.
acting on their own reflections, and taking into account local constraints. Collection of various data sources examining the effectiveness of this peer learning project is largely completed and analyses are underway. These include a summary of participants’ experience of the peer observation process, the common assessment issues arising in individual reflections and a comparison of USE assessment-related items during, and after, the active peer observation and feedback phase.

This work has resulted in the assessment strategies of 14 units of study being reviewed and improved and the involvement of 16 Pharmacy academics. Academics have appreciated the process of being involved in the peer review activities, citing specific changes to their practice and to their thinking about learning and teaching. Presentations on this initiative have been given at a Faculty Symposium, an Australian Pharmacy conference, and an international Pharmacy conference. A journal article has been drafted for submission to a health education journal during 2011.

4.9 ACADEMIC HONESTY

One of the aims of the Academic Honesty project was to support the University in its efforts to develop clear guidelines and provide support to staff and students in the use of text matching software to foster academic honesty in written work. The project was supported by a TIES grant and benefited from the advice provided by members of the Associate Deans Learning and Teaching Group, the Chair of Academic Board, colleagues from faculties and the Learning Centre, as well as the Student Representative Council (SRC).

The first phase of the project was a preliminary scoping of the use of text-matching software across the University. This involved a brief online survey of unit of study coordinators in participating faculties. Of the coordinators who responded, approximately half reported using a text-matching tool if they suspected plagiarism when marking a piece of student work. The tool used by 91% of these unit of study coordinators was Google™. With the exception of one whole-of-faculty response and information from one School in another faculty received separately from the survey, relatively few coordinators reported using proprietary software (eg Turnitin®) if they suspected plagiarism when marking a piece of student work.

In the second phase of the project, the implications of the different uses of text-matching software for student learning experiences were explored through student focus groups and interviews. The focus groups were conducted in collaboration with representatives of the SRC and faculty student associations. A key theme that emerged from the focus groups and interviews was the students’ perception that learning about academic integrity and academic referencing conventions in written work should be better integrated within their discipline-specific learning in units of study. The project will be completed in 2011 with interviews exploring staff experiences and intentions in using text-matching software.
ITL GOAL 2: FURTHER DEVELOP THE ITL’S RESEARCH PROFILE

The ITL works to maintain and enhance its research profile through three key areas of activity:

**Strategy 5: Staff Research**

**Strategy 6: External Leadership and Consultancy**

**Strategy 7: Doctoral/Masters Students Program**

The ITL’s research output makes a significant contribution to the research mission of the university. It also provides the basis for the unit’s expertise in teaching and learning and contributes to the scholarly basis which informs the University’s education policies and initiatives.

Academic staff in the ITL engage in research supervision, research leadership and scholarly enquiry focused on both University needs and those which contribute to international knowledge. Research strategies in the areas of Staff Research (Strategy 5), External Leadership and Consultancy (Strategy 6) and Doctoral/Masters Students Program (Strategy 7) are included in the ITL strategic plan.

**STRATEGY 5: STAFF RESEARCH**

Publications, grants, invited keynote addresses and conference presentations all constitute elements of ITL staff research. The Institute maintains a high research profile both internationally and nationally. This is evident through the ITL’s research publications and continuing requests for invited keynote presentations.

In 2010, A/Prof Rob Ellis and Professor Michael Prosser completed the second year of their three-year Australian Research Council project on learning through inquiry in higher education. Two Australian Learning and Teaching Council (ALTC) projects were also continued into their second year in 2010. Funding for a new national project on Assessing and Assuring Graduate Learning Outcomes was secured through the ALTC Strategic Priority projects competitive grants scheme. Publications and presentations from ITL staff for the year include one book, six book chapters, 18 journal articles and published conference papers, nine conference presentations and six invited plenary keynote addresses, four of them at international conferences. Full details are provided below.

From May to November, Professor Keith Trigwell completed a Special Studies Program in which he worked on projects on university teaching and the scholarship of teaching and learning. Of eight articles and chapters completed during the program, one of the six already accepted for publication presents an analysis of the impact of the University of Sydney year-long teaching development course, Graduate Certificate in Educational Studies (Higher Education), for academic staff. It shows moderate positive impact on academic staff (in the scholarship of teaching) and a small impact on the students’ experience of learning, as measured in the Student Course Experience Questionnaire and Unit of Study Evaluations.

**EXTERNAL GRANTS**

**AUSTRALIAN RESEARCH COUNCIL**


**AUSTRALIAN LEARNING AND TEACHING COUNCIL**


**PUBLICATIONS**

**BOOK**


**BOOK CHAPTERS**


How may they influence their students? In A. Efklides & P. Misailidi (Eds.), *Trends and Prospects in Metacognition Research* (pp. 427-444). New York: Springer.


**JOURNAL ARTICLES**


**PUBLISHED CONFERENCE PAPERS**


**CONFERENCE PRESENTATIONS**


the Australian and New Zealand Association for Medical Education.


INVITED CONFERENCE KEYNOTE ADDRESSES


OTHER PRESENTATIONS


OTHER PUBLICATION


INTERNALLY FUNDED INVESTIGATIONS


Thomson, K., Leithhead, I., & Nguyen, M. (2010). Pilot Mentoring Program for Physiotherapy Clinical Educators in the Faculty of Health Sciences: Teaching Improvement and Equipment Scheme Grant, the University of Sydney.
ITL GOAL 2: FURTHER DEVELOP THE ITL’S RESEARCH PROFILE

STRATEGY 6: EXTERNAL LEADERSHIP AND CONSULTANCY

In 2010, ITL academic staff continued their contribution to the national and international research community through consultancies, memberships in professional associations and contributions to Editorial Boards of prestigious journals such as *Higher Education*, *Teaching in Higher Education* and the *International Journal of Quality and Standards*. ITL academic staff are also active as reviewers for many of the leading higher education journals, such as the *International Journal of Academic Development*.

6.1 SUMMARY OF EXTERNAL SERVICE

– In 2010 Professor Keith Trigwell, with Michael Prosser (an Honorary Associate of the ITL and Professor at the University of Hong Kong), continued their Mellon Distinguished Scholar Fellowship, working with academic staff at the University of Witwatersrand, Johannesburg, South Africa, on the scholarship of teaching and learning for two weeks in May. One keynote address and three workshops were included in the program.

– A/Prof Simon Barrie continued to engage in consultancy work in the area of graduate attributes: ‘Building a curriculum for graduate attributes’, a consultancy visit and three staff development workshops on curriculum design and institutional assurance of learning outcomes at the Hong Kong Institute of Education 8–11 February and with the Fulbright Hong Kong General Education Project, Hong Kong America Center, 12 February.

6.2 LEADERSHIP IN PROFESSIONAL ASSOCIATIONS

– Keith Trigwell was a co-recipient of a Lifetime Achievement Award from the International Society for the Scholarship of Teaching and Learning. The award was presented at the Annual Conference of the Society, in Liverpool in October 2010 for his leadership in research in teaching and learning in higher education.

6.3 EDITORIAL CONTRIBUTIONS

– Keith Trigwell is a coordinating editor of the *Higher Education journal*, which produces 12 issues a year, and has an ‘A’ ERA rating.

– Simon Barrie is a member of the *Editorial Board of Teaching in Higher Education* (‘A’ rating).

– Tania Gerzina is a member of the Editorial Board of the *International Journal of Quality and Standards*. 
STRATEGY 7: DOCTORAL/MASTERS STUDENTS PROGRAM

The ITL has an international reputation for adopting a research based approach to supporting teaching development with members of the ITL staff recognised as leaders in their field of research. As a result, the ITL receives requests for research supervision from prospective doctoral students across Australia and internationally, provides higher degree supervision and contributes to the examination of doctoral theses, within the constraints of its staffing profile and other activities. The work with doctoral students contributes to the University’s postgraduate education mission as well as supporting and enabling collaborative research activities by ITL staff. Our students make a significant contribution to a vibrant research culture within the unit and raise the research profile of the Institute and the University in the field of higher education and academic development. In 2010 the ITL contributed to the supervision or co-supervision of nine post-graduate research students enrolled in different faculties of the university and externally, providing primary supervision to seven (Table 6).

TABLE 6: 2010 CURRENT ITL DOCTORAL AND MASTERS STUDENTS

<table>
<thead>
<tr>
<th>DUE DATE</th>
<th>STUDENT</th>
<th>TITLE OF THESIS</th>
<th>SUPERVISOR AND ASSOCIATE SUPERVISOR/S</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>Ann Applebee</td>
<td>Trainee teacher experiences of blended learning</td>
<td>A/Prof Rob Ellis</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Professor Peter Goodyear</td>
</tr>
<tr>
<td>2012</td>
<td>Clare McNally</td>
<td>Oral Hygiene- An analysis of education interventions in residential aged care facilities in Macarthur. (MPhil)</td>
<td>Professor Anthony Blinkhorn</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A/Prof Tania Gerzina</td>
</tr>
<tr>
<td>2012</td>
<td>Al Popp</td>
<td>Mapping Engineering Competencies</td>
<td>Professor David Levy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A/Prof Simon Barrie</td>
</tr>
<tr>
<td>2012</td>
<td>Tony Skapetis</td>
<td>Education in the management of dental emergencies for emergency medical teams</td>
<td>A/Prof Tania Gerzina</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A/Prof Wendy Hu</td>
</tr>
<tr>
<td>2012</td>
<td>Daniel Sze</td>
<td>PBL Medical Education in International Universities in different cultural contexts</td>
<td>A/Prof Rob Ellis</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Professor Michael Prosser</td>
</tr>
<tr>
<td>2012</td>
<td>Kate Thomson</td>
<td>The nature of informal academic discourse on university teaching</td>
<td>Professor Keith Trigwell</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A/Prof Simon Barrie</td>
</tr>
<tr>
<td>2013</td>
<td>Kristine Sodersten</td>
<td>Student approaches to and conception of design and learning in design in an undergraduate course in Architecture</td>
<td>A/Prof Simon Barrie</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A/Prof Terry Purcell</td>
</tr>
<tr>
<td>2016</td>
<td>Giedre Kligyte</td>
<td>Study of effectiveness of academic development programs and their role in supporting continuing professional development in Higher Education</td>
<td>A/Prof Simon Barrie</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Professor Keith Trigwell</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A/Prof Jan Orrell</td>
</tr>
</tbody>
</table>
ITL GOAL 3: EVALUATE, REVIEW AND ENHANCE ITL ACTIVITIES AND STATUS

The ITL works across two operational areas to achieve this goal. These are:  
**Strategy 8 - Planning and Enhancement**  
**Strategy 9 - Communication**

### STRATEGY 8: PLANNING AND ENHANCEMENT

#### 8.1 STRATEGIC PLANNING

The ITL strategic plan is developed under the leadership of the ITL Director and supported by contributions from all staff at its twice yearly planning days. The broad directions are determined in consultation with the DVC(E) to reflect the University’s priorities in teaching and learning described in its strategic plan. The development of the Plan is supported by interactions with key stakeholders such as the A/Deans Learning and Teaching, other Directors in the Education Portfolio, and with leaders of other groups such as the Chair of Academic Board and Presidents of SRC and SUPRA.

A new initiative in 2010 was the development of operational project plans under the umbrella of the ITL strategic plan. The project plans identify key teaching and learning development needs across the University and why these are priorities; they identify the strategies that will be used to address these goals; and KPIs that will indicate that the strategy has been effective in addressing the issue. The KPIs indicate short and long term levels of achievement using a four-tiered framework. The plans are developed under the leadership of one of more of the staff in the ITL in consultation with the Director. These plans are developed and reviewed by the ITL team at the twice yearly planning days, as well as on an ongoing basis, through the monthly peer project development meetings of the ITL team. The project plans allow greater responsiveness and accountability for individual areas of ITL work.

Overall activities and achievements on the ITL strategic plan are reported each year in the annual report structured around the goals set out in the ITL’s strategic plan and presented to Academic Board. From 2011 each academic will report on progress against the specified objectives for their projects using agreed KPIs.

The ITL also benchmarks its activities through its peer reviewed publications and research identifying best practice and new developments internationally in academic development.

#### 8.2 STAKEHOLDER CONSULTATION

ITL stakeholders cover the entire university community. Academics involved in teaching and in leading teaching are direct stakeholders but since the goal of the ITL is to support the university community in enhancing the quality of teaching and learning, the student body is also a key stakeholder.

The ITL works to determine the needs, expectations and preferences of stakeholders through consultations with A/Deans Learning and Teaching around key staff development strategies, for example: major reviews of programs including the Principles and Practice program, the Graduate Certificate program and the Development Program for Research Supervisors, and ongoing review based on participant feedback, facilitator reflection, peer review and key stakeholder leadership consultations (e.g. with A/Deans Learning and Teaching and with SEG Research Training Committee) to ensure the continuing relevance of academic programs and services. The ITL A/Deans Learning and Teaching Group is a highly valuable resource to support ITL planning and the evaluation of the way the ITL uses the group in its planning continues to be extremely positive.
Advice and input is regularly sought through ITL A/Deans Learning and Teaching Group on, for example; review of processes and format for qualitative reporting of survey data (SCEQ), how to support faculties in encouraging meaningful engagement of their staff in Graduate Certificate projects, review of university wide strategies for fostering the development of quality teaching e.g. Scholarship of Teaching and Learning Performance Index review and the development of the new Strategic Teaching Enhancement Projects grants scheme.

New initiatives are developed as strategic projects in response to identified needs such as the Inclusive Teaching Scholars and Indigenous education staff development strategy in 2010.

Internally, monthly business meetings and academic staff planning meetings have formed the core of ITL day-to-day planning and monitoring. The twice-yearly planning meetings, building on the University’s process of developing its new strategic plan enabled flexibility and responsiveness to a rapidly changing institutional environment.

The regular Education Portfolio meetings which involve all Directors in the Education portfolio and the DVCE (E) provide a valuable forum for monitoring both the directions in which ITL might move, and the responses to moves that have been made.

8.3 INTERNAL PROFESSIONAL DEVELOPMENT
In order to support all members of the ITL in their work, monthly professional development seminars are offered. These seminars are usually led by a member of the ITL with particular expertise, or by an invited external expert. Topics are requested by members of the team or identified in consultation with the Director. The seminars are open to all members of the ITL.

In 2010 the following ITL professional development seminars were held:

- March: Standards-based Assessment, Dr Graham Hendry and Dr Tania Gerzina
- April: A curriculum framework for the Scholarship of Teaching and Learning, A/Prof Simon Barrie
- May: Understanding teaching award criteria, Dr Cynthia Nelson
- June: Providing feedback on VC/ALTC award approach, Dr Cynthia Nelson
- July: Writing and editing Teaching@Sydney, Ms Rachel Williams
- August: Evaluating teaching with academic colleagues, A/Prof Simon Barrie and Dr Graham Hendry
- September: University survey processes and strategies for closing the loop with students, Dr Amani Bell
- October: Giving effective written feedback to academic colleagues in the Graduate Certificate, Dr Graham Hendry
- December: What does student-centered mean? Professor Keith Trigwell

If anything, I have strongly felt that this UoS has broadened my views and changed my attitude toward teaching – giving me a solid and confident outlook for the future.
ITL GOAL 3: EVALUATE, REVIEW AND ENHANCE ITL ACTIVITIES AND STATUS

STRATEGY 9: COMMUNICATION

9.1 WEBSITE
The ITL website is a core teaching and learning communication strategy for the University and is the means by which the resources developed by various teaching and learning projects are made available to members of the University community. The ITL website is also the means by which the University community orders and receives the results of student feedback surveys, including national quality assurance data. Registration for all ITL academic development programs and seminars is also managed via the website as is the database of program completions.

In 2010, the website’s home page (Figure 1, p. 27) was re-designed to make it easier to navigate. A new feature, Teaching Insights, allows colleagues to share their practical advice about teaching. The suggestions in this section help teachers to respond to some of the practical challenges they face.

The website attracted over 96,000 unique visitors in 2010, an increase of over 5,000 from the previous year. There were 8067 visits per month, with most visitors coming from Australia, and with 1300 visitors a month from the U.S. and the UK, reflecting the international profile of the unit. There were 1800 visits a month from University of Sydney staff, with over 7500 unique page views, and an average time spent on the site by Sydney staff of over five minutes. The most visited sections of the ITL site include Surveys (for example, USE, FFT), Teaching@Sydney, Graduate Certificate, DPRS and Awards.

9.2 SYNERGY
The ITL’s teaching and learning magazine, Synergy, functions as a strategy for fostering scholarly communication about teaching and learning within the University of Sydney community. In 2010 Synergy moved to a single annual edition and the 2010 issue was characterised by a tighter focus on the excellent scholarship of teaching and learning at the University. It contained a selection of 11 scholarly articles, three more than the two 2009 issues combined, and was distributed to 5000 university staff and external academic development units. All articles submitted are reviewed by the Editorial Board. In addition to articles submitted in response to the open call, the 2010 edition of Synergy included examples of the scholarship of teaching and learning submitted by staff who had completed the Graduate Certificate in Higher Education the previous year. The magazine provides an important forum for University staff publications on teaching and learning and effectively promotes recognition of the importance of the scholarship of teaching and learning in the University culture.

9.3 TEACHING@SYDNEY
Teaching@Sydney is the ITL’s monthly e-bulletin designed to keep the academic community up to date about developments and events pertaining to teaching and learning in higher education. It provides a communication strategy for the timely dissemination of information and news about teaching which complements the focus of Synergy as a forum for scholarly publications on teaching and learning.

The Teaching@Sydney e-bulletin is included in the first University Staff Bulletin each month and has proved extremely popular, receiving a total of 2936 unique hits in 2010 with on average 245 unique hits each time it appears. It has, among other things, provided a means for publicising teaching grant and award schemes and raising the profile across the University of award recipients. Each month the bulletin includes approximately ten items, mostly written by ITL staff, with regular features that include Teaching Insights, news on upcoming grants and conferences in teaching and learning, latest eLearning activities, a journal article review from an educational journal, and a review of teaching website resources. Other items include profiles of teaching award recipients, reviews of recent conferences and news about Faculty Teaching and Learning forums.

The Teaching Insights which share practical advice about common teaching challenges, prompted the following response:

Just a quick note of appreciation for the admirably short and pithy Teaching Insights segments in Teaching@Sydney. Very helpful and to the point. Bravo!
FIGURE 1: INSTITUTE FOR TEACHING AND LEARNING WEBSITE HOMEPAGE
### Table 7: Institute for Teaching and Learning Income and Expenditure Statement for Year Ended 2010

<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal Operating Grant</td>
<td>$1,860,000.00</td>
<td>$1,860,000.00</td>
</tr>
<tr>
<td>Research Grants</td>
<td>$0</td>
<td>$20,000.00</td>
</tr>
<tr>
<td>Consulting and Contract</td>
<td>$0</td>
<td>$0.00</td>
</tr>
<tr>
<td>Internal Income</td>
<td>$0</td>
<td>$393,337.00</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>$1,860,000.00</td>
<td>$2,272,337.00</td>
</tr>
<tr>
<td><strong>Salaries</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic</td>
<td>$1,173,818.00</td>
<td>$1,079,054.00</td>
</tr>
<tr>
<td>Part time teaching</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>General</td>
<td>$519,875.00</td>
<td>$606,733.00</td>
</tr>
<tr>
<td>Casual</td>
<td>$92,917.00</td>
<td>$223,641.00</td>
</tr>
<tr>
<td><strong>Total Salaries</strong></td>
<td>$1,958,883.00</td>
<td>$1,909,428.00</td>
</tr>
<tr>
<td><strong>Expenditure non salary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee related costs (Travel, Conference, Staff Training)</td>
<td>$39,660.00</td>
<td>$87,829.00</td>
</tr>
<tr>
<td>Consumables (materials, office supplies, consumables general)</td>
<td>$45,068.00</td>
<td>$34,356.00</td>
</tr>
<tr>
<td>Repairs and Maintenance</td>
<td>$5,000.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Equipment Purchases and Leasing (Leasing, software and equipment)</td>
<td>$35,280.00</td>
<td>$29,547.00</td>
</tr>
<tr>
<td>Utilities and Communications (Telecommunication, Postage and Freight, Catering, Internal services, rates and rents)</td>
<td>$95,922.00</td>
<td>$39,072.00</td>
</tr>
<tr>
<td>Consultants and Contractors</td>
<td>$109,615.00</td>
<td>$51,435.00</td>
</tr>
<tr>
<td>Insurance, Legal, Admin (Commissions, Memberships and Subs, Internal charges, Miscellaneous expenses, Spendvision unallocated, transfers)</td>
<td>$20,000.00</td>
<td>$28,753.00</td>
</tr>
<tr>
<td>Student, Printing, Library (Photocopying, Printing, mailing, Library)</td>
<td>$79,148.00</td>
<td>$80,188.00</td>
</tr>
<tr>
<td><strong>Total Expenditure non salary</strong></td>
<td>$429,693.00</td>
<td>$351,178.00</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>$2,226,056.00</td>
<td>$2,260,606.00</td>
</tr>
</tbody>
</table>

In 2010 the ITL was, for the third year in succession, not funded to the level required to provide all its core functions and as a consequence, one senior academic staff position remained unfilled and funding of some core activities was subsidised from reserves accumulated from unfilled staff positions in previous years and carried forward.

As a result of permanent administrative staff being unexpectedly absent on extended sick leave, there was an increase in casual staff salaries to cover survey work. Overall the actual salary expenses were maintained below budget.

The increases in actual non-salary budget reported in the category of ‘Insurance, Legal and Administration’ reflect grant expenditure transfers to other faculties.

The ITL’s actual Internal income for the year was higher than expected as the unit was allocated internal funds to complete additional unplanned projects in relation to the University’s Social Inclusion strategy.
The ITL’s most valuable resource is its staff. While all academics in the ITL possess general expertise in educational development and higher education teaching and learning, the ITL intentionally develops specific expertise in its staffing profile to support the emerging educational challenges and priorities identified by University.

In 2010 A/Professor Simon Barrie was appointed as the new ITL Director and took up this role in April. Professor Keith Trigwell continues in the ITL as Professor of Higher Education having successfully completed his agreed term as Director. Dr Graham Hendry was appointed as a continuing member of academic staff filling the vacancy created when Dr Susan Thomas’ secondment concluded and she returned to the Faculty of Arts to take on a leadership role in the Writing Hub. Two new members joined the academic staff in 2010 to cover maternity leave positions, Dr Alison Kuiper previously from Lincoln University, New Zealand and Dr Susan Rice from the Faculty of Architecture at Sydney. There were also changes in administrative staffing due to maternity leave and sick leave. Casual staff appointments were used to cover increased demand for the survey work and James Tracy was appointed to a continuing appointment as Web and Database Manager in November 2010.

GENERAL STAFF

Savannah Bao, Administrative Assistant Surveys (part time)
Kelly Hong, Executive Officer
Brooke Hughes, Administrative Assistant (on maternity leave from May 2010 to May 2011)
Brad Ridout, Survey Officer
Susan Robinson, Administrative Assistant
James Tracy, Web and Database Manager
Jennifer Ungaro, Manager
Rachel Williams, Web and Publications (part time)

ACADEMIC STAFF (as at December 2010)

Dr Simon Barrie, Associate Professor and Director (from April)
Kathryn Bartimote-Aufflick, Lecturer (on maternity leave from November 2010 to November 2011)
Dr Amani Bell, Senior Lecturer (part time - on maternity leave from October 2010 to October 2011)
Dr Tania Gerzina, Associate Professor
Dr Graham Hendry, Senior Lecturer
Dr Alison Kuiper, Senior Lecturer (from November)
Dr Cynthia Nelson, Senior Lecturer
Dr Susan Rice, Lecturer (part time)
Kate Thomson, Associate Lecturer (part time)
Dr Keith Trigwell, Professor and Director (to March)

RESEARCH AFFILIATES

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