Working with the university community to research, enhance and assure the quality of learning and teaching.
DVC (EDUCATION) AND REGISTRAR PORTFOLIO
INSTITUTE FOR TEACHING AND LEARNING
LEARNING CENTRE
MATHEMATICS LEARNING CENTRE

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STAFF IN THE TEACHING AND LEARNING UNITS 16
This report highlights the key activities and achievements of the work undertaken in 2012 by the DVC Education and Registrar Portfolio through the Institute for Teaching and Learning (ITL), the Learning Centre (LC), and the Mathematics Learning Centre (MLC).

Working closely with other groups within the Education Portfolio and across the University, the three units provide scholarly support for strategic leadership for the planning and implementation of teaching and learning initiatives across the University. They provide support and teaching for students, as well as support and professional development for staff in relation to the University’s educational priorities. The goals of the three units reflect those of the University of Sydney’s Strategic Plan 2011-2015 and the Education Portfolio’s priorities. The Heads of the ITL, LC and MLC lead the operations of their units, which work together and report through the Director Teaching and Learning.

Over the course of the year, the units sought to respond effectively to faculty and university strategic needs, working with other Education Portfolio units and colleagues in faculties and on university committees to support the Portfolio’s achievement of significant and high quality outcomes including:

– Developing the first cycle of Teaching and Learning Standards Compacts, based on SEG approved minimum standards for the quality of student experiences in units of study. These were presented by the DVC Education to SEG in August and delivered the first stage of a comprehensive plan to enhance accountability and support for teaching quality at the University of Sydney.
– Improving the recognition and dissemination of teaching and curriculum excellence through the Portfolio’s hosting of the successful second Sydney Teaching Colloquium and supporting the recognition of the university’s excellent teachers in national award schemes and grants.
– Further enhancing the teaching and curriculum data services the Education Portfolio provides to the University through the development of new student survey reporting systems and functionality and by managing the University’s participation in national trials of new teaching quality indicator tools.
– Revising the University’s professional development offerings for university teachers and RHD student supervisors to better incorporate enhanced faculty expertise; to address new faculty and university strategic priorities including engaged enquiry and widening participation; and to support staff engagement with new technologies and pedagogies.

– Supporting the work of the Education Portfolio and the faculties in implementing the University’s curriculum renewal strategy through the provision of expertise and by partnering with faculties and other Portfolio groups to develop new web-based resources to support curriculum enhancement.

OUR THANKS TO OUR COLLEAGUES ACROSS THE UNIVERSITY

Enhancing teaching and learning is inherently a collaborative undertaking, and these achievements would not have been possible without the outstanding efforts of the staff, both academic and professional, who work in the ITL, the LC and the MLC, and the engagement and support from our colleagues, staff and students, in the faculties and in the Education Portfolio. We acknowledge and offer our grateful appreciation for the contributions of those individuals to the work of the units.

OVERVIEW OF ITL, LC & MLC STRATEGIC PLAN 2012

Through the Education Portfolio, the ITL, LC and MLC work with the University community to enhance, research and help assure the quality of teaching and student learning. The three units support the University of Sydney in achieving its vision for learning and teaching by:

– Supporting faculties and the University in achieving the aims of their strategic plans
– Providing leadership, expertise and evidence-based platforms to inform and implement the University’s strategic planning and decision-making on curriculum, teaching and learning
– Supporting and enhancing student learning through the development of academic literacy, language and mathematics skills
– Collaboratively building the capacity of the University community for teaching and curriculum development through the provision of effective scholarly, professional development strategies
– Supporting the University in meeting internal and external accountabilities for teaching and learning
– Fostering the development of an institutional culture of quality teaching in a research-intensive environment
– Conduct solution-focussed research and scholarship in the areas of university teaching and learning and academic development

The three units fulfil their mission through the achievement of 4 goals involving ten strategies, see Table 1.
|--------------------------------------------------------|--------------------------------------|----------------------------------|----------------------------------------|

|-----------------------------------------------------------|---------------------------------------|----------------------------------|----------------------------------------|

<table>
<thead>
<tr>
<th></th>
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<td>Through the provision of high quality institutional data, support the University’s strategic planning, assurance, and enhancement of the quality of curriculum, teaching and learning. Scope: 1. Surveys: Australian Graduate Survey; 2. Course Experience Questionnaire (CEQ); 3. Postgraduate Research Experience Questionnaire (PREG); 4. Student Course Experience Questionnaire (SCEQ); 5. Student Research Experience Questionnaire (SREQ); 6. Unit of Study Evaluation (USE); 7. Feedback for Teachers (FFT) KPI: Service excellence standards met and reported to key institutional leaders.</td>
<td>Support the enhancement of teaching and curriculum quality through the dissemination of expertise and the recognition and valuing of contributions to teaching in a research-intensive university. Scope: 1. Awards and grants 2. Sydney Teaching Colloquium 3. Promotion workshops 4. Teaching@Sydney 5. Website KPI: Annual evaluation reports to SEG committees and faculties (ADLT) demonstrate University staff engage productively in activities to reward teaching.</td>
<td>Contribute to the University’s research reputation for research-enriched teaching and learning with teaching and learning staff recognised internationally as research leaders in their fields. Scope: 1. Partnerships 2. Consultancy and Advice 3. Professional Leadership 4. Editorial Contributions KPI: Reputation reflected in invitations.</td>
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GOAL 1: SUPPORT THE ENHANCEMENT OF TEACHING AND CURRICULUM QUALITY

STRATEGY 1: STRATEGIC TEACHING AND CURRICULUM INITIATIVES

Support the enhancement of teaching and curriculum quality by providing collaborative leadership and support through the Education Portfolio for the University’s strategic teaching and curriculum initiatives and policy development and implementation.

Scope
1. Teaching Quality Standards Project
2. Curriculum Renewal
3. Faculty leadership of teaching and curriculum enhancement

Scope 1. Teaching Quality Standards Project

Initiative 1.1
Apply minimum standards to plan and provide appropriate support to faculties to recognise and where relevant, improve the quality of teaching.

Key achievements
– Building on the success of the University’s enhanced SCEQ results the Education Portfolio led the development of the first round of Teaching and Learning Standards Compacts with faculties in 2012.
– These used SEG agreed minimum standards for the quality of students’ experiences in units of study and were supported by a new university reporting system for USE data.
– Each faculty was supported in negotiating improvement targets in relation to their own strategic priorities, enhancement strategies and specific support from units in the Portfolio. All faculty Deans endorsed their compacts and these were reported to and endorsed by SEG.
– Through reporting to SEG and Senate the initiative delivered the first stage of the University’s commitment to increased transparency and accountability for the quality of teaching.

Scope 2. Curriculum Renewal

Initiative 2.1
Develop an agreed University wide curriculum renewal mechanism.

Initiative 2.2
Develop resources and sustainable strategies to support curriculum renewal in relation to university strategic priorities.

Key achievements
– Working through SEG CCPC the Education Portfolio led the development of a strategy to link faculty led curriculum renewal with agreed institutional strategic priorities.
– The strategy was approved by SEG and implementation commenced with pilots in relation to selected strategic priorities in four faculties, Nursing, Business, Science and Arts. Deans provided preliminary reports at the Sydney Teaching Colloquium and one faculty, Nursing, finalised its report to CCPC in 2012. The first faculty-initiated engagement in the process was reported from FHS.
– Resources were developed through a Curriculum Working Party of CCPC to support faculties in planning and negotiating curriculum reviews with CCPC.
– Web-based curriculum renewal resources and staff development strategies were developed or modified to address key University strategic priorities including: Engaged Enquiry, Standards-based assessment, First year transition, Widening participation. In the area of assessment, for example, an implementation plan (checklist) for the Assessment principles was developed, the Assessment and Feedback at Sydney session in the introductory program for new staff has been redesigned to focus on standards-based assessment and the policy, and faculty leaders have been supported to implement Standards-based assessment in the Faculty of Science, Faculty of Health Science, Faculty of Agriculture and Environment, and Sydney Medical School.
– The ITL piloted the use of Teaching Scholars Networks to support professional development for university curriculum renewal priorities (Engaged Enquiry, Widening Participation; see Strategy 2).

Scope 3. Faculty leadership of teaching and curriculum enhancement

Initiative 3.1
Support and further develop the capacity of the faculty Associate Deans Learning and Teaching (ADLT) to lead strategic teaching and curriculum enhancement.

Initiative 3.2
Support faculty leadership in prioritising and planning effective responses to the teaching and learning issues identified in quality assurance data.

Initiative 3.3
Support the work of institutional leadership of Teaching and Learning through the SEG sub-committees and Working Parties, and through Academic Board and its committees.
Key achievements

– Faculty ADLT were effectively supported through monthly meetings focusing on issues such as the development of the Teaching and Learning Standards compacts, strategies to build student engagement in teaching and curriculum governance in faculties. Evaluation indicated that the ADLT identified this strategy as highly effective and of great significance in enabling delivery on key institutional strategic initiatives.

– All faculties were provided with individual support in interpreting their teaching quality assurance data and in developing processes and strategies to respond to the data. These strategies were subsequently documented in the first round of Teaching and Learning Standards Compacts.


STRATEGY 2: PROFESSIONAL DEVELOPMENT FOR UNIVERSITY TEACHERS

Support the enhancement of teaching and curriculum quality through the provision of quality professional development and support for university teachers and Research Higher Degree supervisors to provide excellent teaching and supervision.

Scope

1. Principles and Practice of University Teaching and Learning
2. Graduate Certificate in Educational Studies (Higher Education)
3. New Staff resources
4. Research supervision development
5. eLearning workshops
6. Teaching Scholars Networks

Scope 1. Principles and Practice of University Teaching and Learning

Initiative 1.1

Continue to enhance overall quality of the University’s three-day introductory program for academic staff new to teaching or to the university, the Principles and Practice of University Teaching and Learning (P&P) program.

Key achievements

– Ongoing process of review has focused on strengthening the alignment of the program to University strategic priorities and increasing the contribution of faculty leaders in teaching and learning.

– The faculty component of the program continues to be successful. For example, of those engaged in peer observation for the faculty component, 100% were satisfied and would recommend peer observation to other colleagues.

– Overall, feedback has been excellent. The program received its highest participant rating in four years with 100% agreement that participants perceive what they have learnt in the program will be useful to them in their work. Participants maintain this perception upon returning to their faculties and to teaching; across all cohorts from 2010-2012, there was 85% agreement amongst alumni that the program had been useful in their work.

Scope 2. Graduate Certificate in Educational Studies (Higher Education)

Initiative 2.1

Continue to enhance overall quality of the year long program for University teachers, the Graduate Certificate in Educational Studies (Higher Education) program.

Key achievements

– Ongoing process of curriculum review has strengthened the alignment of the program to University strategic priorities and enhanced participants’ experience of assessment, for example, an increased focus on feedforward.

– Program’s administrative procedures were improved to support online enrolment and greater promotion of the program to participants in the introductory program (see Initiative 1.1).

– Continued to received excellent participant feedback through the Unit of Study Evaluation survey, with more than 90% of participants satisfied with the program overall. At the end of Semester 1, 95% of participants could see how what they were learning could be put to use in their future professional work; and after completing the program, 92% of participants reported changes in how they thought about teaching.

Scope 3. New Staff resources

Initiative 3.1

Develop web-based materials to provide timely and relevant support for new staff.

Key achievements

– An online resource pack was produced for new academic staff to replace the hard copy resource pack mailed to staff.
Collaborated with eLearning to design web pages for New Staff website, and three joint ITL/Audiovisual Services-produced video clips on student engagement in lectures for New Staff completed.

Scope 4. Research supervision development

Initiative 4.1
Launch revised Foundations of Research Supervision (FRS) program.

Initiative 4.2
Develop new professional development strategy for experienced supervisors.

Initiative 4.3
Provide senior leadership/consultation on research education and supervision development.

Key achievements
- Launched revised FRS to excellent participant feedback; delivered 3 University-wide fora with senior/excellent academics as guest speakers; achieved highest-ever forum satisfaction rate (100%); 127 academics completed program.
- Proposal for PD strategy for experienced supervisors accepted by SEG RT. In consultation with A/Deans RT, workshops, resources and support provided to the Faculties of Arts and Social Sciences, Education and Social Work, Law, Medicine, and Sydney College of the Arts. The 2-day SCA workshop involved 26 academics and achieved 100% satisfaction rate.

Scope 5. eLearning workshops

Initiative 5.1
Work with eLearning to develop and facilitate workshops that align with University and Faculty strategic initiatives.

Key achievements
- ITL and Sydney eLearning identified the use of Turnitin® software as a key educational priority for faculties and developed an embedded faculty workshop which was provided in seven faculties with a total of 132 participants.
- As a result of changes in Sydney eLearning workflows the goal to develop three other workshops was revised to focus on developing an embedded faculty strategy aligned with the new assessment policy, ‘Introduction to assessment rubrics’ for Semester 1, 2013.
Scope 6. Teaching Scholars Networks

Initiative 5.1
Work with key stakeholders such as the Social Inclusion Unit to develop the capacity of the Scholars Networks to lead curriculum renewal in their Faculties.

Initiative 5.2
Build on network expertise to develop resources to support and promote key curriculum renewal strategies of Engaged Enquiry and Widening Participation.

Key achievements
- Widening Participation Scholars Network: Six professional development workshops were attended by 197 network members with an average 95% agreement that the workshops were useful.
- To enhance teaching project evaluation processes and evaluate the Engaged Enquiry projects funded in 2010, a new instrument was developed and evaluation support provided to the scholars.
- Scholars Network members and project outcomes were promoted via regular articles in Teaching@Sydney and Staff News, and through the Sydney Teaching Colloquium, the A/Deans L&T group, and ITL programs and ITL web pages. Five Engaged Enquiry project teams were supported to attend conferences to promote their project outcomes (total funds: $8140).
- Building on the resources and expertise of the Engaged Enquiry Scholars Network, an online Engaged Enquiry course was developed. This course will be completed in 2013 and feature the two key pedagogies associated with Engaged Enquiry: Community-engaged learning and teaching and Research-enriched learning and teaching.

Initiative 1.1
Monitor quality and quantity of survey systems administered by ITL.

Key achievements
- Systems audited by Risk Management and found to be administered satisfactorily.
- Data assessed by Planning and Information Office for use in Strategic Information and Business Intelligence.
- The total number of student surveys processed across all faculties was 113,412; 77,860 of these were USE surveys and 25,036 were FFT surveys.

Scope 2. Develop the University survey systems to accommodate new needs and requests

Initiative 2.1
Further develop on-line survey usage, including more use of online only USEs in SMS and SCM and a trial of the SREQ using only on-line collection.

Initiative 2.2
Administer the UES on behalf of the ACER and government, to first and final year undergraduate students.

Initiative 2.3
Prepare and trial a USE closing-the-loop system to enable comments from Unit of Study coordinators to be returned to students.

Key achievements
- Four new USE systems were implemented, with three of them being online.
- SREQ was successfully administered totally online.
- UES online system administered for ACER, but had low return rates.
- Closing the loop USE system was developed and tried in three faculties.

Scope 3. Support the Central Committees, Divisions and program reviews in the use of survey data

Initiative 3.1
Monitor the ITL data use in closing the loop activities on the SCEQ and SREQ.

Initiative 3.2
Benchmark SREQ results with international contexts.

Initiative 3.3
Support for USE teaching standards compacts.

Key achievements
- Comparative report on SREQ results prepared for SEG Research Training Committee.
- USE report interface supported the development of faculty Teaching and Learning Standards Compacts, and the comparison database and performance web interface all contributed to the enhanced use of survey data (mainly USEs).
STRATEGY 4: PROMOTING AND PROMULGATING TEACHING EXCELLENCE

Support the enhancement of teaching and curriculum quality through the dissemination of expertise and the recognition and valuing of contributions to teaching in a research-intensive university.

Scope
10. National and University teaching awards and grants
11. Sydney Teaching Colloquium
12. Promotion workshops
13. Teaching@Sydney
14. Website

Scope 1. Support university of Sydney staff in applying for national and University teaching awards and grants to address strategic University and faculty priorities

Initiative 1.1
Consolidate internal administrative processes for grants and awards within the ITL and the DVC (Education) Office.

Initiative 1.2
Increase promotion of Office for Learning and Teaching (OLT) award, citation, and grant opportunities (and winners) through website and committee meetings.

Initiative 1.3
Develop initial plans for a new grant writing workshop in early 2013, a new strategy for efficient and targeted support of OLT Grant applicants, to complement the individual consultation already offered.

Key achievements
- Support provided to University award applicants including additional workshop offered at Cumberland campus.
- OLT Citation applicants supported via individual consultation; 7 out of the 8 applications submitted were successful, one of the best results nationally.
- OLT Award applicants supported via individual consultation; for only the second time since ALTC/OLT Awards began, a Sydney academic won a national Teaching Excellence Award, one of ten awarded in 2012.
- OLT Grant applicants supported via individual consultation; in Round 1: four successful applications, including 1 seed grant for which Sydney is the lead institution; in Round 2: three successful applications, including one large grant for which Sydney is the lead institution.
- The number of OLT grant applications more than doubled, from 13 in 2011 to 29 in 2012.
- Faculties reported favourably on assistance provided to national and university applicants and ITL support for faculty award processes.

TABLE 3: SURVEYS 2012 (NUMBER OF STUDENT SURVEYS PROCESSED)

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<tr>
<th>Faculty</th>
<th>Teacher</th>
<th>USE</th>
<th>SREQ</th>
<th>CEQ</th>
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**Scope 2. Convene and support staff participation in (and dissemination of work through) the 2012 Sydney Teaching Colloquium**

**Initiative 2.1**

Ensure relevance for participants by aligning Colloquium sessions with faculty and university strategies.

**Key achievements**

- Plenaries and theme sessions addressed faculty and university strategic foci for curriculum renewal, and technologically-enhanced learning. Engagement across the university was supported by drawing on the expertise of teaching award winners and Graduate Certificate alumni.
- Increased faculty involvement, including plenary session in which Deans discussed curriculum renewal pilots, and presentations from all faculties across the colloquium. There were 1448 session registrations across the two days, representing 351 individual staff.
- Excellent participant feedback received, for example, the question “I learnt about interesting curriculum renewal initiatives resulted in 85% agreement from respondents.

**Scope 3. Promotion workshops**

**Initiative 3.1**

Provide University and faculty level support for academics applying for promotion.

**Key achievements**

- Contributed to University-wide briefing session.
- Facilitated promotions workshops on teaching aspects of promotion, in collaboration with ADLs in 14 of the 16 faculties.
  A total of 56 staff participated in these workshops.

**Scope 4. Teaching@Sydney**

**Initiative 4.1**

Communicate teaching and learning news and events through a monthly e-bulletin, Teaching@Sydney.

**Key achievements**

- Email version introduced and an electronic mailing list developed, with list having grown to 1395 members.
- Average monthly readership (email and website) has increased from 266 in 2011 to 592 in 2012.

**Scope 5. Website**

**Initiative 5.1**

Continue to develop website as a resource to support enhancement and dissemination of teaching and learning practice.

**Key achievements**

- The website continued to be heavily used, with 282,000 unique page-views. The sections most heavily accessed were Surveys and those associated with ITL Professional Development Programs.
GOAL 2: ENHANCE LEARNING SUPPORT FOR STUDENTS

STRATEGY 5: ACADEMIC LEARNING SUPPORT

Support the enhancement of student learning by collaboratively providing support for students in the development of academic language and literacy skills.

Scope

1. Central program, Individual Learning program and eLearning program
2. Faculty program
3. Strategic Projects

SCOPE 1. Central program, Individual Learning program and eLearning program

Initiative 1.1
Develop and provide a comprehensive range of programs, to address the development of students’ generic and discipline specific learning and communication skills.

Key achievements
- Approximately 1500 students from 16 faculties attended workshops, representing a total of 1186 hours of workshops (a slight increase in student numbers since 2011 with approximately the same number of teaching hours).
- New workshops (Writing Case Studies and Thesis by publication) were developed and the Functional Grammar for Academic Writing course was prepared for publication. Postgraduate students continued to be overrepresented, with 58% (918 of 1567) of attendees enrolled in either a postgraduate coursework or research degree.

Initiative 1.2
Support students to develop their learning and language skills independently via individual face-to-face support and eLearning support.

Key achievements
- 249 students received 426 hours of individual support, an increase of approximately 50% in student numbers and 12% in teaching hours on 2011.
- At risk postgraduate research students were supported to develop their thesis writing skills which enabled these students to proceed towards graduation.
- Support of students at risk of failing MCG examinations (provided at the request of Sydney Medical School) resulted in their improved performance in this area.
- eLearning programs for undergraduate engineering assignments were developed with the Faculty of Engineering and Information Technologies and the Learning Centre and Faculty of Engineering at UNSW supported by an OLT grant (iWrite project).
- In collaboration with the Library, extended learning resources were developed for the iResearch site.

Scope 2. Faculty program

Initiative 2.1
Work collaboratively with Faculty staff to diagnostically assess students’ academic literacies, and improve student learning by developing and facilitating programs to address students’ course-specific learning and language development needs.

Key achievements
- 2661 students from 14 faculties were involved in the faculty program, representing a total of 218 teaching hours (approximately 10% less than in 2011).
- A new MASUS was developed and implemented for Faculty of Nursing undergraduate entry, and an online version of MASUS was trialled with first year students entering the Faculty of Engineering and Information Technologies as part of the OLT iWrite project.
- Faculty specific support was provided upon request, for example, for postgraduate Nursing students, and postgraduate workshops for Sydney Medical School students, Concord Hospital.

Scope 3. Strategic Projects

Initiative 3.1
Devise discipline-based approaches using diagnostic assessments to address the development of academic language and learning in diverse student cohorts, including the provision of effective academic skills and bridging support to assist in the transition to university of international and local socio-culturally diverse students.

Initiative 3.2
Lead and support curriculum renewal activities to ensure that language and learning skills are embedded in unit of study curricula.

Key achievements
- The University’s Widening Participation initiative was supported through targeted bridging and transition programs in academic skills including a diagnostic assessment of academic literacy. These were offered to students transitioning into second year of a Social Work degree from TAFE, many of whom have a refugee background, low SES students and Broadway students entering University with low ATARs, International students entering the Faculty of Health Sciences, and Indigenous students entering the University...
through the Cadigal Program.
– The development of best practice in learning and teaching of design across the undergraduate years was supported through the TIPS funded project, ‘Promoting Standards–based Assessment in Studio Teaching in Engineering and Architecture’.

STRATEGY 6: LEARNING SUPPORT IN MATHEMATICS AND STATISTICS

Provide leadership and academic support programs in the field of mathematics and statistics

Scope
1. Bridging courses and supplementary tutorials
2. Drop-in Centre and Web-based resources

Initiative 1.1
Work collaboratively with Faculty staff to provide bridging courses and supplementary tutorials for students.

Initiative 2.1
Provide a Drop-in Centre and web-based resources to support individual students to develop mathematics and statistical skills as relevant to their degree program.

Key achievements
– Organised two statistics bridging courses and (with the School of Mathematics and Statistics) four mathematics bridging courses (divided into 24 classes), bridging courses accounted for 7688 hours of student attendance.
– Taught 114 supplementary tutorials across nine units of study; eight from the Faculty of Science and one from the Faculty of Medicine.
– 814 individual students attended programs, 539 across the MLC semester programs, and 410 within bridging courses (some students attended multiple programs)
– Staffed the Drop-in Centre for 1104 hours (6857 student hours), this accounted for 90% of the total attendance in semester programs. Supplementary tutorials and lectures accounted for the remaining 10% (722 hours).
– Continued to develop online bridging course materials for students from low SES and regional and remote backgrounds who may not be able to attend the onsite bridging course, as part of a HEPPP funded project. Thirty modules were developed and uploaded to the website, and this project will be completed in 2013.
– Worked with eLearning on the project, ‘Online Interactive Learning Material for Modelling and Calculus’ to develop a website within the Learning Management System that supports students studying modelling (to go live in 2013).
### TABLE 4: LEARNING CENTRE CENTRAL PROGRAM PARTICIPANTS

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Agriculture and Environment</th>
<th>Architecture, Design and Planning</th>
<th>Arts and Social Sciences</th>
<th>Business School</th>
<th>Dentistry</th>
<th>Education and Social Work</th>
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### TABLE 5: MATHS LEARNING CENTRE PROGRAM PARTICIPANTS

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<tr>
<th>Faculty</th>
<th>Agriculture and Environment</th>
<th>Architecture, Design and Planning</th>
<th>Arts and Social Sciences</th>
<th>Business School</th>
<th>Dentistry</th>
<th>Education and Social Work</th>
<th>Engineering and Information Technologies</th>
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<td>*</td>
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* Bridging courses may be useful for students enrolled in degree programs from these faculties.
GOAL 3: FURTHER DEVELOP THE RESEARCH AND EVIDENCE BASIS WHICH INFORMS TEACHING AND LEARNING ENHANCEMENT

STRATEGY 7: STAFF RESEARCH

Contribute to the university’s research productivity and ensure the three units’ research engagement directly underpins and informs the University’s teaching and learning support initiatives and strategic planning.

Scope
1. Publications
2. External grants
3. Research leadership
4. Postgraduate students

Scope 1. Maintain the production of high quality research publications and the securing of research grants

Initiative 1.1
Adopt a research-led approach to teaching/learning development work, including engagement with research activity.

Initiative 1.2
Support staff applications for ARC and OLT grants.

Key achievements
– 37 publications, including 4 book chapters and 26 journal articles and 1 refereed conference paper.
– 2 ARC applications submitted, 4 OLT grant applications submitted, and 1 submission as a partner on an internal grant at another university. One successful application for an OLT project ‘Driving curriculum and technological change to support writing in the engineering disciplines’ for $219,000 and co-recipient of a Political and Social Inquiry Research Grant, from Monash University for $3000.
– Successful completion of two OLT-funded projects, ‘An online writing centre for undergraduate Engineering students: a one-stop shop (iWrite)’, and ‘Assessing and assuring Australian graduate learning outcomes: principles and practices within and across the disciplines’ (AAGLO).

Scope 2. Provide supervision for research higher degree students

Initiative 2.1
Provide a supportive supervisory context for RHD students from a range of disciplines.

Key achievements
– 10 RHD students were supervised in collaboration with colleagues from the Faculties of Business, Dentistry, Education and Social Work, Engineering and Information Technologies, Medicine, Pharmacy, and Veterinary Science.
– One PhD completion.

STRATEGY 8: EXTERNAL ENGAGEMENT

Enhance the University’s reputation for research enriched teaching and learning with staff recognised internationally as research leaders in the field of teaching and learning in higher education.

Scope
1. Partnerships
2. Consultancy and Advice
3. Professional Leadership
4. Editorial Contributions

Scope 1. Provide research leadership in the field of higher education

Initiative 1.1
Contribute conference keynotes, consultancies and editorial work related to research in higher education.

Key achievements
Presented five invited keynotes and addresses:
– The curriculum renewal puzzle. Learning and Teaching Week: ‘Connecting the Puzzle Pieces’, The University of the Sunshine Coast, August.
– Employability and skills in Southeast Asia and the needs of the new economy: The challenge for higher education, British Council regional education dialogue Vietnam, August.
– Achieving quality teaching and learning. International Conference on Quality Teaching and Learning, Kuala Terengganu, Malaysia, October.

Represented the University or Education Portfolio at five events:
– Advancing Quality in Higher Education Roundtable, Sydney.
– Adaptive eLearning Forum, University of New South Wales, July.
– Creating new futures — high speed broadband and higher education. Melbourne, September.
– Teaching and Learning experience at the University of Sydney. Presentation to a delegation of 27 presidents and senior administrators from the national leading universities in China, delegation was coordinated by National Academy of Education Administration (NAEA) under the leadership of Chinese Ministry of Education, Sydney, November.
– University of Sydney Education Portfolio: Structure, Strategy and Implementation. Presentation to China Central and West
THE CONTRIBUTION OF TEACHING AND LEARNING RESEARCH TO SUPPORTING THE UNIVERSITY’S STRATEGY

The research of the academic staff in the teaching and learning units directly supports and informs the work outlined in the units’ strategic plans, and hence the strategic goals of the University. Through its high quality, it does so while contributing to the research standing and reputation of the University. The research provides a credible basis to the University’s commitment to research-enhanced teaching and evidence-based educational policy and strategy development.

The research of staff in the units has provided the theoretical basis for key university policies and systems. That same research has had international impact as seen in: the applications of that research and those systems at other prestigious universities (e.g. curriculum renewal at Kings College London and the University of Warwick; survey design by the Higher Education Academy), the high citations of that research, the consultancy requests, keynote speaker invitations and visiting fellow enquiries received.

The research includes high quality ERA outputs, research and development grants (OLT & ARC); institutional research reports for faculties and SEG committees, and higher degree research student supervision in several faculties.

The research areas of staff have been intentionally developed to align with the University’s strategic plans goals, which are to:

1. Support the enhancement of teaching and curriculum quality through:
   a. Strategic teaching and curriculum initiatives: Research of current staff on curriculum, graduate attributes, standards based assessment, academic honesty, research enhanced teaching, blended learning.
   b. Professional development for university teachers: Research of current staff on effective staff development strategies, research on the impact of professional development post graduate courses, mentoring, reflective practice, the scholarship of teaching and learning, online professional learning, professional development of research supervisors.
   c. Surveys of the student experience: Research of current staff on survey design, survey statistical methodology.
   d. Promoting and promulgating teaching excellence: Research of current staff identifying effective (excellent) teaching and curriculum practices.

2. Enhance learning support for students through:
   a. Academic learning support: Research of current staff on language and literacy learning, student learning identities and approaches to learning, intercultural and cross-cultural communication.
   b. Mathematics learning support: Research of current staff on mathematics and statistics learning support.

3. Further develop the research and evidence basis which informs teaching and learning enhancement through:
   a. Staff research: Research of current staff is reviewed annually (APD) to ensure research activities continue to align, or are supported to more closely align, with ongoing and emerging university priorities (e.g. diversity and cultural competence). New staff are recruited with research expertise relevant to emerging university priorities (e.g. curriculum renewal).
   b. External engagement: Research of current staff is recognized as world leading in areas such as; academic development strategies, evaluation of the quality of the student learning experience, university teaching and learning, graduate outcomes led curriculum renewal.

4. Ensure governance to evaluate, review and enhance ITL, LC and MLC functions
   a. Evaluation and planning: Research of current staff on effective and innovative academic development strategies.
   b. Internal capacity building: Research of current staff on effective staff development.
GOAL 4: ENSURE GOVERNANCE TO EVALUATE, REVIEW AND ENHANCE ITL, LC AND MLC FUNCTIONS

STRATEGY 9: ENHANCE THE PROVISION OF COHERENT TEACHING AND LEARNING SUPPORT PROVIDED BY THE ITL, LC AND MLC

Scope
1. Integrated Strategic Planning and University Reviews
2. Project Planning and Stakeholder consultation

Scope 1. Integrated Strategic Planning and University Reviews

Initiative 1.1
Develop Strategic Plans for the ITL, LC and MLC which align the work of the units with the University’s, faculties’ and the Education Portfolio’s strategic priorities.

Key achievements
– Developed Strategic Plans for the ITL, LC and MLC which were peer-reviewed and aligned the work of the units with the University’s, faculties’ and the Education Portfolio’s strategic priorities.
– The ITL 2012 strategy further increased its support for two core Education Portfolio projects on Teaching Quality Standards and Curriculum Renewal, reflecting the key teaching and learning priorities in the University’s strategic plan.
– The negotiation of the Teaching and Learning Compacts ensured the alignment of teaching and learning support with faculty priorities in relation to enhancing quality of teaching and curriculum in units of study and identified aspects of teaching and learning support requiring review in 2013 in some faculties.
– The 2012 LC and MLC strategies included a new focus on providing learning support for students from low SES backgrounds in response to the University’s widening participation strategy.
– The University’s Audit and Risk Management review of the ITL, LC, and MLC in 2012 noted the clear and supportive alignment of the units’ activities with the University’s strategic plan priorities for Education.

Scope 2. Project Planning

Initiative 2.1
Implement a process to support the implementation of the strategic plan by ensuring detailed alignment of academic development activities with strategic priorities as well as mutual accountability for quality and progress.

Key achievements
– The ITL restructured its allocation of academic staff responsibilities around a series of core strategic projects and implemented a written project plan process to clearly articulate the rationale for each activity in relation to the University’s strategic plan, the project’s goals for the year, and the strategies and activities proposed to achieve the goals and KPIs.
– Each of the proposed project plans was reviewed by the full academic team at an annual Planning retreat and progress against the projects’ milestones and strategies was subject to critical and collaborative peer review at quarterly meetings during the year.
– A summary of all project plans and progress from the quarterly Project Progress Review meetings was provided, on request, to the University’s Audit and Risk Management review team who noted the usefulness and rigour of the ITL planning and monitoring process.
– The first stage of the integrated strategic plan for the three units was completed.
– ITL continued to manage consultation on University initiatives through monthly ITL ADLT meetings, SEG committees and Academic Board committees.
– ITL, LC and MLC were reviewed by ARO Office for report in 2013.

STRATEGY 10: BUILD INTERNAL CAPACITY BY MAINTAINING A PROFESSIONAL, SUPPORTIVE, SAFE, AND COLLEGIAL WORK ENVIRONMENT FOR ITL, LC AND MLC STAFF

Scope
1. Staff Professional Development
2. Resource renewal
3. Career planning
4. Financial accountability
5. OHS

Key achievements
– A three-year plan for applications for SSP was developed in June 2012 to ensure that should an application be successful, the absence could be covered without disruption to project work.
– The implementation of the new APD process commenced and all academic and general staff who requested a PMD were provided with one.
– Work continued to locate suitable accommodation for a co-located and integrated ITL, LC and MLC.
– Staff were recruited to fill routine vacancies and two
new appointments were made (commencing in 2013) to refocussed positions to enable leadership of the Learning Centre and leadership of the ITL’s work on curriculum renewal.

- The three units met their reduced budget targets through redundancies, service efficiencies and service cuts
- An OHS audit identified areas for further improvement in 2013.
# 7. Staff in the Teaching and Learning Units

## Director Teaching and Learning, DVC Education Portfolio

**Dr Simon Barrie, Associate Professor and Director**

### Institute for Teaching and Learning

#### Academic Staff

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<thead>
<tr>
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<th>Position</th>
<th>FTE</th>
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<tr>
<td>Kathryn Bartimote-Aufflick</td>
<td>Lecturer</td>
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<td>Dr Amani Bell</td>
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<tr>
<td>Dr Graham Hendry</td>
<td>Senior Lecturer</td>
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<tr>
<td>Dr Alison Kuiper</td>
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<td>Dr Cynthia Nelson</td>
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<tr>
<td>Kate Thomson</td>
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<td>Dr Keith Trigwell</td>
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(7 FTE)

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<td>Helen Drury</td>
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<td>Angela Ardington</td>
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<tr>
<td>Cassily Charles</td>
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<td>Marie Clugston</td>
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<td>Peter O’Carroll</td>
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<td>Dr George Ridgway</td>
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<td>Lorraine Ryan</td>
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<td>Rosalie Thomson</td>
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(6.4 FTE + 14 casual teaching staff)

### Maths Learning Centre

**Jackie Nicholas, Senior Lecturer and Head**

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<td>Dr Sue Gordon</td>
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<td>Dr Collin Phillips</td>
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(2.5 FTE + 8 casual teaching staff)

### Administrative Staff

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<td>Kelly Hong</td>
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<tr>
<td>Brad Ridout</td>
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<tr>
<td>Susan Robinson</td>
<td>Administrative Assistant</td>
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<tr>
<td>James Tracy</td>
<td>Web &amp; Database Manager</td>
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<tr>
<td>Jennifer Ungaro</td>
<td>Manager</td>
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<tr>
<td>Rachel Williams</td>
<td>Web &amp; Publications (0.6)</td>
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(6.6 FTE + 2 casual)

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<td>Karlo Jurasovic</td>
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(0.6 FTE)

### Research Affiliates

- Dr Rob Ellis, Associate Professor and Director of eLearning
- Dr Tai Peseta, Senior Lecturer, La Trobe University
- Dr Mike Prosser, Professor

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**Notes:**

- This table provides a comprehensive list of staff in the Teaching and Learning units, including academic, administrative, and research affiliates.
- The table is organized to highlight the different roles and responsibilities within the units.
- The table includes FTE information to give a clear indication of the staffing levels.