DVC (EDUCATION) AND REGISTRAR PORTFOLIO

INSTITUTE FOR TEACHING AND LEARNING
LEARNING CENTRE
MATHEMATICS LEARNING CENTRE

ANNUAL REPORT
2013
Working with the university community to research, enhance and assure the quality of learning and teaching.
OVERVIEW OF THE ITL, LC AND MLC 2013 STRATEGIC PLAN AND ACHIEVEMENTS

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STAFF IN THE TEACHING AND LEARNING UNITS
OVERVIEW OF THE 2013 STRATEGIC PLAN AND ACHIEVEMENTS

This report highlights the key activities and achievements of the work undertaken in 2013 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).

During 2013, the three units continued the high quality delivery of their core functions as outlined in the strategic plan in Table 1. They also delivered more joint activities and more collaboration with Sydney eLearning that contributed directly to the University strategic initiatives.

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.

MAJOR ACHIEVEMENTS FOR THE YEAR INCLUDE:

 Provision of learning support. Using a combination of Faculty Teaching Activities, Central Programs and a Teaching Program outside faculties, the Learning Centre provided language, communication and learning support for 7284 students in 2013. The Learning Centre’s on-line and self access resources recorded 38530 unique visits.

 Overseen the completion of the first round of Teaching Quality Standards Compacts. The SEG approved process of using student feedback results to set targets to improve teaching quality was initiated in 2011, with compacts agreed between each faculty and SEG. During 2012 and 2013, ITL supported initiatives by the faculties and assisted in preparing final reports (using provided end-point data) in September 2013. All faculties made progress towards, or exceeded, many of their improvement targets for both Unit of Study Evaluation overall satisfaction item and for other specific aspects of the quality of the Unit of Study.

 Contribution to a new university-wide process on curriculum renewal. Working through the Curriculum Working Party of SEG CCPC, a new university-wide process was initiated to report faculty schedules for curriculum renewal. At the end of 2013, 7 faculties (Business School, Conservatorium of Music, Arts & Social Sciences, Nursing School, Medical School, Science, Education & Social Work) had submitted schedules for curriculum renewal in 2014-2016. The new processes involve clearer articulation of the ways that engaged enquiry is encouraged through the curriculum.

 Support for curriculum renewal. The Learning Centre provided leadership of the cross institutional English Language Working party which produced the Academic Board approved document: Good Practice Guidelines for the Development of Students Academic and Professional Communication Skills at the University of Sydney. A new widening participation initiative with the Faculty of Education and Social Work involved Learning Centre working collaboratively with faculty staff to review and renew the curriculum and assessment, develop learning resources, provide casual faculty teaching staff with support to deliver new learning materials, co-teach with faculty staff and evaluate the outcomes of the initiative.

 Provision of a reliable, quality-assured, student learning experience feedback system. ITL administered five different types of survey in 2013, distributed to over 250,000 students with an overall response rate of nearly 50%. A new initiative in 2013 was the University-wide introduction of a web-based feedback-to-students facility built into the Unit of Study Evaluation system that enables Unit of Study Coordinators to respond to the student cohort that provided them with feedback on their Unit of Study [Closing the Loop]. Through this mechanism, all students enrolled in a Unit of Study that is evaluated through ITL are able to see the quantitative report of that evaluation.

 Provision of initiatives, resources, workshops, courses and individual support for academic staff development. Over 350 academic staff from across all faculties, participated in at least one formal development activity provided by the ITL. Related activity, such as individual consultations on promotion, grant and award applications, involved over 100 staff. Through SEG Education Committee, the ITL proposed what later became accepted University guidelines on minimum standards for professional development support for sessional staff. Consultations on the guidelines with 11 of the 16 Associate Deans L&T were conducted in 2013, with agreement that a new 3 hour self-study, on-line program, as a minimum standard for inexperienced sessional staff, would be developed for local adaptation and implementation by Faculties. A 2013 University-wide report on the Student Research Experience Questionnaire 2012 results credited the ITL’s Foundations of Research Supervision course and tailored work with faculties over the past few years as key contributing factors in major improvements to the quality of supervision.
Provision of mathematics and statistics learning support. Using a combination of bridging courses, supplementary tutorials and lectures, the Maths Learning Centre provided learning support for 812 students in 2013. A Maths Drop-in Centre catered for an additional 5875 student-hours.

Support for the University’s commitment to social inclusion. In three areas of work, the Learning Centre (a) extended the Academic Literacy and Learning Bridging Course for students experiencing some form of disadvantage, (b) provided a transitioning bridging program for Bachelor of Social Work students, and (c) redeveloped the Cadigal Orientation and Academic Skills Program for Indigenous students in the areas of assessment of suitability for entry and in skills workshops.

An increase in teaching grants, awards and fellowships. ITL supports academic staff and the University in submissions for teaching awards, grants and fellowships to the Office for Learning and Teaching. In 2013 Sydney was the only university to receive all 8 submitted Citations for the Support of Learning and Teaching. There were more grant submissions than in previous years. In each of Rounds 1 and 2 one full grant application with Sydney as lead and one seed grant were successful. Other successes included an extension grant, five successful Expression of Interest applications, a number of partnership grants and two grants from other agencies. An OLT Fellowship was also awarded to Sydney University. The results of the applications for Round 1, 2014, are awaited. The OLT commented favourably on the high standard of compliance of the applications.

Strategically aligned research. The research contributions of the academic staff in the teaching and learning units again directly supported and informed the work outlined in the units’ strategic plans, and hence the strategic goals of the University. The research provides a credible basis to the University’s commitment to evidence-based educational policy and strategy development.

Developing materials to assist the learning of mathematics. The Maths Learning Centre collaborated with staff from the faculties of Agriculture and Environment, and Arts and Social Sciences to develop and use a range of materials (AV modules, workshops). In two other projects they prepared materials (AV modules and on-line resources) for students from low SES and regional and remote background who may not be able to attend the onsite bridging course, as part of a HEPPP funded project, and for students studying mathematical modelling.

Collaboration between Education Portfolio Units. Six projects were conducted jointly between five of the Education Portfolio units. The Sydney Teaching Colloquium, the on-line Engaged Enquiry Course development, and workshops for academic staff on assessment rubrics and text-matching software were joint ITL-Sydney eLearning projects. The ‘Online Interactive Learning Material for Modelling and Calculus’ resource saw Maths Learning Centre-Sydney eLearning collaboration. The Learning Centre worked in collaboration with Student Services on the provision of the Broadway, E12, Principal’s recommendation academic skills program and on the orientation program for all students, and the Cadigal and Cadigal reduced load (Pemulwuy) entry assessments and the provision of an academic skills program for successful applicants under these entry pathways.

Reports to SEG and SEG committees. Eight reports were provided in 2013, on the Sydney Teaching Colloquium, the ITL administered student experience survey system, the teaching quality standards compacts (2012-13 reports and 2014-15 plans), research supervision support, sessional staff development, curriculum renewal, and outcomes of the Vice-Chancellor’s rounds for awards for teaching.

Planning for 2014. At the end of 2013, with input from four Education Portfolio units (ITL, MLC and LC and Sydney eLearning) all faculties produced targets and plans for their 2014-15 Teaching Quality Standards Compacts, which were endorsed by SEG. The ITL also began work with staff from the office of the DVC ISS on providing central coordination for, and monitoring of, the Wingara Mura cultural competence curriculum review initiative.
### Table 1: Integrated ITL, LC & MLC Strategic Plan 2013

<table>
<thead>
<tr>
<th>GOAL 1: Support the Enhancement of Teaching and Curriculum Quality</th>
<th>GOAL 2: Enhance Learning Support for Students</th>
<th>GOAL 3: Further Develop the Research and Evidence Basis Which Informs Teaching &amp; Learning Enhancement</th>
<th>GOAL 4: Ensure Governance to Evaluate, Review and Enhance ITL, LC and MLC Functions</th>
</tr>
</thead>
</table>
| **Strategy 1:** Strategic Teaching and Curriculum Initiatives  
Support the enhancement of teaching and curriculum quality by contributing collaborative leadership and support for the University’s strategic teaching and curriculum initiatives and policy development and implementation.  
**Scope:**  
1. Teaching Quality Standards  
2. Curriculum Renewal: Engaged Enquiry, Standards Based Assessment, Inclusive Teaching/Wingara Mura, First Year; Blended learning for EE, and Scholars’ Networks: RELT, CELT, WP, FYE  
3. Leadership of teaching and curriculum: ADLT, Planning and leading curriculum review  
**KPI:** Teaching Quality Standards Compact reports through SEG. Curriculum renewal process implemented through SEG and quality resources developed. Positive feedback from senior leaders that they are supported in their work | **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  
**KPI:** Annual evaluation reports to SEG committees and faculties demonstrate student engagement and positive contribution to learning outcomes and retention. | **Strategy 7:** Staff Research  
Contribute to the University’s research productivity and ensure the 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  
**KPI:** University research standards exceeded. Research relevance reported to senior leaders. | **Strategy 9:** Evaluation and Planning  
Plan, review and enhance the provision of coherent teaching and learning support  
**Scope:**  
1. Integrated Strategic Planning  
2. Project Planning  
3. Stakeholder Consultation  
4. Reviews  
**KPI:** Stakeholder feedback & evidence-based review reports. |
| **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.  
**Scope:**  
1. Principles and Practice of University Teaching  
2. Graduate Certificate  
3. New Staff (web-based) Resources  
4. Research Supervision Development  
5. eLearning workshops  
6. Sessional Staff  
**KPI:** Annual evaluation reports to SEG committees and ADL&T demonstrate quality. | **Strategy 6:** Mathematics Learning Support  
Provide leadership and development of student learning programs in the field of mathematics and statistics  
**Scope:**  
1. Bridging courses and supplementary tutorials  
2. Drop-in Centre and Web-based resources  
**KPI:** Annual evaluation reports to SEG committees and faculties demonstrate student engagement and positive contribution to learning outcomes and retention. | **Strategy 8:** External Engagement  
Enhance the University’s reputation for research-embedded 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:** University research standards. | **Strategy 10:** Internal capacity building  
Maintain a professional, supportive, safe, and collegial work environment for ITL, LC and MLC staff  
**Scope:**  
1. Staff Professional Development  
2. Career planning  
3. Resource renewal  
4. Financial accountability  
5. WHS  
**KPI:** Staff feedback and audit reports. |
| **Strategy 3:** Surveys of the student experience  
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. Teaching Quality Enhancement Surveys and support for faculties: Australian Graduate Survey; Course Experience Questionnaire (CEQ); Postgraduate Research Experience Questionnaire (PREQ); Student Course Experience Questionnaire (SCSEQ); Student Research Experience Questionnaire (SREQ); Unit of Study Evaluation (USE); Feedback for Teachers (FFT); University Experience Survey (UES)  
2. Curriculum Quality Enhancement Data and support for faculties  
**KPI:** Service excellence standards met and reported to key institutional leaders. | **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:**  
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 (ADL&T) demonstrate University staff engage productively in activities to reward teaching. | | |

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**GOAL 1:** Support the Enhancement of Teaching and Curriculum Quality  
**GOAL 2:** Enhance Learning Support for Students  
**GOAL 3:** Further Develop the Research and Evidence Basis Which Informs Teaching & Learning Enhancement  
**GOAL 4:** Ensure Governance to Evaluate, Review and Enhance ITL, LC and MLC Functions
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
2. Curriculum Renewal: Engaged Enquiry, Standards Based Assessment, Inclusive Teaching/Wingarra Mura, First Year, Blended learning for engaged enquiry, and Curriculum Scholars Networks
3. Leadership of Teaching and Curriculum: Associate Deans (L&T), Planning and leading curriculum review

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
- 2012/13 Teaching Quality Standards Compacts completed and reported to SEG in September. All faculties made progress towards, or exceeded, many of their improvement targets for both Unit of Study Evaluation overall satisfaction item and for other specific aspects of the quality of the Unit of Study.
- Each faculty was supported by units within the Education Portfolio in making progress towards improvement targets.
- 2014/15 Teaching Quality Standards Compact plans were developed, and endorsed by SEG in October. The new compacts extend the 2012/13 range of targets to accommodate a broader scope of faculty strategic priorities and sources of data.

Scope 2. Curriculum Renewal

Initiative 2.1
Support the implementation of SEG CCPC’s Curriculum review and renewal processes by faculties.

Initiative 2.2
Coordinate the further development and provision of useful resources to inform and support strategic Education Portfolio priorities for curriculum renewal.

Initiative 2.3
Promote and promulgate teaching and curriculum excellence via the 2013 Sydney Teaching Colloquium.

Initiative 2.4
Build collaborative leadership capacities of curriculum and course review teams.

Key achievements
- Working through the Curriculum Working Party of SEG CCPC, a new university-wide process was initiated to report faculty schedules for curriculum renewal. At the end of 2013, 7 faculties (Business School, Conservatorium of Music, Arts & Social Sciences, Nursing School, Medical School, Science, Education & Social Work) had submitted schedules for curriculum renewal in 2014-2016.
- Reports from all four faculty curriculum pilots were finalised and endorsed by SEG Education Committee. These reports have been added to ITL’s website as a resource.
- The ITL worked with Sydney eLearning in engaging the University in discussions and events on blended learning (see for example the 2013 Sydney Teaching Colloquium (with the theme Blended Learning for Engaged Enquiry) in Strategy 4, Scope 2, p 9).
- The Teaching and Learning units continued to develop and coordinate resources to support curriculum renewal for engaged enquiry. Five Curriculum Scholars’ Networks have been established with a web-presence. These networks operate in the following areas:
  1. Research-enhanced learning and teaching (RELT)
  2. Community engaged learning and teaching (CELT)
  3. Assessment
  4. Widening Participation
  5. Curriculum embedded language and communication development
- Case studies (28) of good assessment practice by members of the Assessment Scholars Network have been prepared as a curriculum resource. A model of standards-based, learning-oriented assessment has been prepared for use in professional development activities in assessment.
- The Widening Participation Scholars’ Network held six professional development sessions in: grant writing; publishing; embedding social inclusion; first in family students; ESL learners, assessments and writing; participants’ projects and secured a development grant (see Strategy 7, Staff research, p. 14).
- The cross institutional working party led by the Learning
Centre finalised the Good Practice Principles for the Development of Students’ Academic Communication Skills at the University of Sydney that was accepted in a revised form as Guidelines by Academic Board in December.

– In partnership with the Office of the Deputy Vice-Chancellor (Indigenous Strategy and Services), a joint academic appointment (Coordinator of the Wingara Mura Cultural Competence Curriculum Review) was made in December.

**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 worked with ITL staff in monthly meetings focusing on issues such as completion and reporting of the 2012-13 Teaching Quality Standards Compacts, and strategies to build student engagement in teaching and curriculum governance in faculties.

– The ADLT/ITL group reviewed its function in relation to the restructuring of SEG Education and continued to meet to support the work of members and formulated proposals for SEG Education in relation to emerging strategic issues in faculties e.g. sessional staff. It was a useful forum for consultation and engagement with university-wide teaching and learning issues, e.g., teaching-focused roles, individual teacher surveys.

– Feedback from the ADLT indicated that the group effectively supported their leadership of teaching and learning in their faculties.

– 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 used in completing the first round of Teaching Quality Standards Compacts.

– Teaching and learning representation by the Education Portfolio was provided to three SEG committees (Curriculum and Course Planning (CCPC), Education, Research Training), to Academic Board, to the Academic Standards and Policy Committee, to the International Student Programs Committee (ISPC) to the Curriculum Working Party of CCPC, to the English Language Working Party of ISPC, the Retention Working Party of SEG Education and several faculty learning and teaching committees.

– New student leaders were supported through ITL contribution to Student Representative Council orientation program for student leaders and faculty student leaders were engaged in the Sydney Teaching Colloquium.

**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. Resources for new academic staff
4. Research supervision development
5. e-learning workshops
6. Sessional staff development support

**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**

– Changes made during the three 2013 programs to enhance participant engagement included: more examples of Blackboard sites used to engage students; staff evaluating example websites for integrated learning; technology supported group work activities; and the development and use of an online resource folder. A request from a faculty to use the online resource folder in their discipline-based professional development activities was received and granted.

– One program received the highest overall satisfaction rating (94%) in three years. The trend in participant’s agreement that “what they have learnt in the program will be useful to them in their work” remained high (86% to 91 %) and continues to rise. One person commented, “I have been inspired by instructors and colleagues from different faculties on what I can do in my classes [and] how I can better engage my students and better assess the outcome. I can’t wait to try out the new things”.

**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

- An ongoing process of curriculum review has strengthened the alignment of the program to University strategic priorities and a majority of participants’ inquiry group projects had a focus on e-learning and/or assessment.
- The Faculty of Education and Social Work’s Postgraduate and Professional Education Programs Committee approved the addition of EDP6012 “Developing integrated learning environments in higher education” as a semester 2 core unit of the course, to take effect from 2014.
- Continued to receive excellent participant feedback through the Unit of Study Evaluation survey, with 84% of participants satisfied with the quality of the program overall. At the end of Semester 1, 100% of participants could see how what they were learning could be put to use in their future professional work; and after completing the program, 85% 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

- A total of five joint ITL/Audiovisual Services-produced video clips on teaching for engaged enquiry were added to the University website. One, for example, showcases award-winning practice using simulation as a teaching and learning strategy. Over 400 unique hits were made on the site in 2013.

Scope 4. Research supervision development

Initiative 4.1
Conduct an internal review of the Foundations of Research Supervision (FRS) program.

Initiative 4.2
Liaise with faculties on professional development strategies for experienced supervisors.

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

Key achievements

- The Foundations of Research Supervision (FRS) course is available on-line at all times and is completed through a multi-disciplinary face-to-face forum. Four were delivered in 2013, with 192 academic staff completions, an increase of 51% on 2012. 91.2% of participants found the modules useful or very

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<th>Faculty</th>
<th>New staff induction</th>
<th>Principles &amp; Practice</th>
<th>Graduate Certificate</th>
<th>Research Supervision</th>
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useful.
– As a result of changes to the University policy on research supervision and the Annual Progress Review, the module content of the FRS course was updated and enhanced.
– The beginning of a process of support for experienced research supervisors (to include experienced supervisors as part of professional development strategy) involved consultation with School of Economics (Faculty of Arts and Social Sciences) and the Conservatorium of Music, and the development of an APR package for APR panels and chairs.
– A 2013 University-wide report on the Student Research Experience Questionnaire 2012 results credited the ITL’s FRS and tailored work with faculties over the past few years as key contributing factors in major improvements to the Quality of Supervision (“2012 was the first year in which all faculties received more comments expressing satisfaction with supervision than those suggesting improvements” [p. 2]).

Scope 5. eLearning workshops

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

Key achievements
– The collaboration between ITL and Sydney eLearning was continued with faculty workshops on the use of text-matching software (Turnitin©) with an enhanced focus on the software as a feedback tool. Four joint ITL/Sydney eLearning extension workshops on ‘Assessment Rubrics for Marking Criteria’ have been also been run with a total of 49 participants, and all of them agreeing that “the facilitators of the workshop effectively supported their learning”. A proposal to run a joint ITL/Sydney eLearning extension workshop on ‘Technology Supported Group Work’ (and group work assessment) has been developed for 2014.

Scope 6. Sessional Staff

Initiative 5.1
Support faculty-based sessional staff development

Key achievements
– Through SEG Education Committee, the ITL proposed what later became accepted University guidelines on minimum standards for professional development support for sessional staff. Consultations on the guidelines with 11 of the 16 Associate Deans L&T were conducted in 2013, with agreement that a 3 hour self-study, on-line program, as a minimum standard for inexperienced sessional staff, would be developed for local adaptation and implementation by Faculties.

STRATEGY 3: SURVEYS OF THE STUDENT EXPERIENCE

Through the provision of high quality institutional data, support the University’s strategic planning, assurance and enhancement of the quality of teaching and learning.

Scope

1. Teaching quality enhancement surveys and support for faculties; Australian Graduate Survey; Course Experience Questionnaire (CEQ); Postgraduate Research Experience Questionnaire (PREQ); Student Course Experience Questionnaire (SCEQ); Student Research Experience Questionnaire (SREQ); Unit of Study Evaluation (USE); Feedback for Teachers (FFT); University Experience Survey (UES)

2. Curriculum quality enhancement data and support for faculties

Scope 1. Teaching quality enhancement surveys and support for faculties
Australian Graduate Survey (Course Experience Questionnaire (CEQ) & Postgraduate Research Experience Questionnaire (PREQ)); Student Course Experience Questionnaire (SCEQ); Student Research Experience Questionnaire (SREQ); Unit of Study Evaluation (USE); Feedback for Teachers (FFT); University Experience Survey (UES)

Initiative 1.1
Maintain a quality controlled process of data collection and management for faculty and university use

Initiative 1.2
Continue to research, and enhance the teaching quality enhancement survey system.

Key achievements
– University-wide introduction of a web-based feedback-to-students facility built into the Unit of Study Evaluation system that enables Unit of Study Coordinators to respond to the student cohort that provided them with feedback on their Unit of Study [Closing the Loop]. Through this mechanism, all students enrolled in a Unit of Study that is evaluated through ITL are able to see the quantitative report of that evaluation.
– Providing accessible survey data for use in the Strategic Information and Business Intelligence system.
– Modification of surveys for several faculties (Law, Conservatorium, Arts and Social Sciences, Medicine) to enable more useful data to be collected.
– Providing administrative support for the second administration of the national government’s University Experience Survey.
– The bi-annual Student Course Experience Questionnaire data was collected through on-line and telephone responses only with a small reduction in response rates compared with paper surveys in previous years.
– The number of survey forms processed increased from 113,492 in 2012 to 127,745 in 2013, and was distributed among the ITL administered surveys as shown in Table 3.
– Participation in the DVC(E) Working Party to review for SEG, an approach to individual teacher evaluation.
Scope 2. Curriculum quality enhancement data and support for faculties

Initiative 2.1
Establish an effective and efficient service to support faculty curriculum development

Key achievements
– Monitoring of SCEQ items to gauge the effect of the strategic initiative to enhance Research-enriched Learning and Teaching and Community-engaged Learning and Teaching

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
1. National and university teaching awards and grants
2. Sydney Teaching Colloquium
3. Promotion workshops
4. Newsletter (Teaching@Sydney)
5. Website

Initiative 1.1
Coordinate the University’s processes in an efficient and sustainable manner, and liaise with DVC(E)’s office and Office for Learning and Teaching (OLT) to ensure information is up to date and disseminated.

Initiative 1.2
Provide high quality and sustainable support to applicants through workshops, web page resources and other sources of support, such as previous winners and mentors.

Key achievements
– The smooth running of award and grant processes, effective liaison with the DVC(E)’s office, and the enhanced level of support for applicants through workshops, web resources and individual support was noted with appreciation by applicants, faculties and the OLT.
– All eight applicants for OLT “Citations for the Support of Learning and Teaching” were successful. This outcome was achieved in 2013 only by Sydney University.
– An increased level of support for grant applicants was offered for the 3 major OLT grant rounds advertised for submission in 2013. This involved more workshops, increased web resources and individual support from ITL academic staff.

TABLE 3: SURVEYS ADMINISTERED BY ITL

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Teacher</th>
<th>USE</th>
<th>SREQ</th>
<th>SCEQ</th>
<th>CEQ</th>
<th>PREQ</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture and Environment</td>
<td>132</td>
<td>954</td>
<td></td>
<td>231</td>
<td>39</td>
<td></td>
<td>1363</td>
</tr>
<tr>
<td>Architecture, Design and Planning</td>
<td>134</td>
<td>3356</td>
<td></td>
<td>495</td>
<td>235</td>
<td></td>
<td>4227</td>
</tr>
<tr>
<td>Arts and Social Sciences</td>
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<td>21680</td>
<td>0</td>
<td>527</td>
<td>1397</td>
<td>72</td>
<td>30273</td>
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<td>102</td>
<td>0</td>
<td>473</td>
<td>886</td>
<td>21</td>
<td>13122</td>
</tr>
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<td>Dentistry</td>
<td>68</td>
<td>1864</td>
<td>0</td>
<td>252</td>
<td>69</td>
<td>6</td>
<td>2259</td>
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<td>137</td>
<td>5380</td>
<td>0</td>
<td>541</td>
<td>442</td>
<td>23</td>
<td>6523</td>
</tr>
<tr>
<td>Engineering and Information Technologies</td>
<td>79</td>
<td>13615</td>
<td>0</td>
<td>543</td>
<td>507</td>
<td>55</td>
<td>14799</td>
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<tr>
<td>Health Sciences</td>
<td>1044</td>
<td>10766</td>
<td>0</td>
<td>503</td>
<td>711</td>
<td>26</td>
<td>13050</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>288</td>
<td>1494</td>
<td>0</td>
<td>379</td>
<td>151</td>
<td>9</td>
<td>2321</td>
</tr>
<tr>
<td>Science</td>
<td>3257</td>
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<td>533</td>
<td>954</td>
<td>63</td>
<td>17385</td>
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<td>47</td>
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<td>258</td>
<td>108</td>
<td>18</td>
<td>1216</td>
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<td>14</td>
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<td>18</td>
<td>1385</td>
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<td>Sydney Law School</td>
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<td>0</td>
<td>394</td>
<td>291</td>
<td>6</td>
<td>7285</td>
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<tr>
<td>Sydney Medical School</td>
<td>636</td>
<td>3530</td>
<td>0</td>
<td>553</td>
<td>424</td>
<td>98</td>
<td>5241</td>
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<td>Sydney Nursing School</td>
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<td>0</td>
<td>506</td>
<td>172</td>
<td>3</td>
<td>4404</td>
</tr>
<tr>
<td>Veterinary Science</td>
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<td>1753</td>
<td>0</td>
<td>298</td>
<td>113</td>
<td>11</td>
<td>2175</td>
</tr>
<tr>
<td>Graduate School of Government</td>
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<td>677</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td>737</td>
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<td>Total</td>
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<td>85905</td>
<td>0</td>
<td>6784</td>
<td>6592</td>
<td>443</td>
<td>127745</td>
</tr>
</tbody>
</table>
– An increased number of grants were submitted to what has become an increasingly competitive process. In Round 1, 2013 one full and one seed grant and five EOs with Sydney as lead were successful. In round 2, 2013, Sydney is the lead on one full and one seed grant. The results of the applications for Round 1, 2014, which was also submitted in 2013, are awaited. Other successes included an extension grant, a Good Practice grant and a number of partnership grants.
– Support in preparing the application was provided by ITL to a successful OLT National Teaching Fellowship applicant.

Scope 2. Convene and support staff participation in (and dissemination of work through) the 2013 Sydney Teaching Colloquium

Initiative 2.1
Ensure the Colloquium builds staff engagement with the University’s strategic priorities in teaching and curriculum renewal.

Key achievements
– The ITL continued its enhancement of blended teaching and learning awareness with a Colloquium program (keynote, plenaries and sessions) focused on the theme Blended Learning for Engaged Enquiry. It attracted over 300 staff from nearly all faculties. One keynote, five other sessions and two panels focused on how to better support staff and students utilise pedagogy and technology for engaged enquiry outcomes. 89% of participants at the Colloquium responded positively (strongly agree and agreed) that “they learned about interesting blended learning initiatives that supported engaged enquiry”. SEG Education Committee endorsed the report of the Colloquium and plans for the 2014 Colloquium.
– The Colloquium engaged staff by covering a range of topical and contemporary challenges for university teachers: teaching in a blended environment, learning spaces, the flipped classroom, the latest in technology using personal devices, and learning analytics.
– Several Faculty Deans and senior university leaders showcased the ways their faculties (projects and people) are using blended approaches to teaching and learning to meet their strategic priorities.
– The PVC Academic Affairs and nearly all Associate Deans (Learning and Teaching) were involved in some aspect of the Colloquium, by suggesting presenters including students, and liaising between practitioner colleagues and the university’s priorities related to blended learning.
– Many of the presenters were well known academics who had been innovating and experimenting with blended approaches to their teaching for some time. Their presentations were insightful, engaging, problem-solving oriented, and largely evidence based.

Scope 3. Promotion workshops

Initiative 3.1
Provide University and faculty level support for academics applying for promotion.

Key achievements
– ITL staff contributed to two University-wide presentation/information sessions (in February and November) a briefing session for promotions committees in June and three workshops across six faculties in February-March. A total of 62 staff participated in the three workshops, which included the provision of a well-received new ITL information resource on preparing the teaching case in a promotion application.

Scope 4. Teaching@Sydney

Initiative 4.1
Communicate teaching and learning news and events through a monthly e-bulletin, Teaching@Sydney (T@S).

Key achievements
– T@S was “published” in 11 monthly issues in 2013. The readership statistics for the year show 15,002 hits. The top five topics (number of hits) were: Sydney Teaching Colloquium (October) 672; On-line course on teaching for engaged enquiry (April) 350; MOOCs July symposium (June) 343; Myth-busting: Do great researchers make great teachers? (June) 333; Sydney Teaching Colloquium: Blended Learning for Engaged Enquiry (advertising in July) 285.
– Average monthly readership has nearly trebled in the last year (from 592 in 2012 to 1500 in 2013).

Scope 5. Website

Initiative 5.1
Continue to develop the ITL website as a resource to support enhancement and dissemination of teaching and learning practice.

Key achievements
– The ITL web pages are used to provide the University of Sydney with resources, news of events and a registration site for activities. Resources added in 2013 include substantial collections on assessment and curriculum renewal, and an online course on teaching for engaged enquiry.
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' academic and discipline specific learning and communication development.

Key achievements
- Over 1600 students from 16 faculties attended workshops. This is approximately 100 students more than in 2012. The Thesis by Publication workshop and all HDR related workshops were very popular and the Learning Centre increased the number of workshops in these areas in response to demand. Postgraduate students, enrolled in either a coursework or research degree, made up almost 66% of workshop registrations. International students from non English speaking backgrounds (NESB) made up 41% of registrations. NESB students (domestic and international) in total made up 66% of registrations. The workshops were experienced by students as being very useful (Table 4).
- The Learning Centre increased support for Higher Degree Research (HDR) students via work within faculties and via the central program, in line with the increase in demand which seems to be correlated with the introduction of the Training Needs Analysis tool.
- Learning Centre teaching outside faculties involved 2982 students and 50 teaching hours (This figure includes Learning to Learn lectures in O-Week and Staying on Track sessions and is an estimate only).

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

Key achievements
- 216 students from 16 faculties received individual support, a slight decrease on 2012 numbers (249). The highest percentages of students came from Health Sciences (21.40%), Arts and Social Sciences (20.47%), Education and Social Work (12.56%) and the Business School (10.70%).
- 38530 unique visits were recorded for The Learning Centre

TABLE 4: OVERVIEW OF STUDENT EVALUATIONS OF LEARNING CENTRE CENTRAL PROGRAM*

<table>
<thead>
<tr>
<th>Curriculum area</th>
<th>Number of courses within each curriculum area</th>
<th>Total times offered per curriculum area</th>
<th>Total hours</th>
<th>Average percentage responding &quot;Very Useful&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Reading and Writing (UG and PG)</td>
<td>31</td>
<td>158</td>
<td>638</td>
<td>96</td>
</tr>
<tr>
<td>Studying at University (UG and PG)</td>
<td>6</td>
<td>31</td>
<td>78</td>
<td>94</td>
</tr>
<tr>
<td>Spoken Communication (UG and PG)</td>
<td>8</td>
<td>29</td>
<td>186</td>
<td>98</td>
</tr>
<tr>
<td>Workshops for English Language and Learning (UG and PG)</td>
<td>4</td>
<td>7</td>
<td>70</td>
<td>94</td>
</tr>
<tr>
<td>Post Graduate program (PG and HDR)</td>
<td>19</td>
<td>55</td>
<td>205</td>
<td>94</td>
</tr>
<tr>
<td>Honours program (UG)</td>
<td>6</td>
<td>10</td>
<td>24</td>
<td>97</td>
</tr>
</tbody>
</table>

*Underneath each of these curricula headings are multiple targeted workshops and short courses covering a diverse range of academic learning, language and communication areas for different target groups.
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

- 2255 Students from 14 faculties received support through faculty based programs.
- The Learning Centre provided ongoing curriculum support for students in the Graduate Certificate in Human and Community Services (Interpersonal Trauma) supporting a joint initiative by Social Work and Policy Studies (SW&PS) and the Education Centre against Violence (ECAV). Feedback from students was positive, and some was of the form: ‘Gave me a better understanding about academic requirements – a mind shift for me’, ‘Important information given and explained at different levels for everyone to understand’, and ‘I would love to come back just to learn more’.
- SCA HDR embedded faculty work involved 3 workshops with materials drawn from the central workshop program but adapted in consultation with faculty to make sure the support was integrated and not just add-on. An important driver for this work is the Training Needs Analysis. The studio work is a central segment of the workshops.
- A new MASUS (Measuring the Academic Skills of University Students) was developed for HDR students in Architecture with follow on workshops and consultations for students. This is the first use of MASUS in a HDR program.
- A new MASUS assessment was developed for Pemulwuy and Cadigal Pathway students to assist the University to make decisions about offers of places to students.

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 Learning Centre and the Education and Social Work Faculty were successful in attracting University Widening Participation funding for a project in a core first year subject (EDUF1019) with over 500 student enrolments. The Project: Bridging sociocultural incongruity in the undergraduate Education Curriculum (BIEC) involved co-development of resources, curriculum development, support for tutors and co-teaching within the curriculum to support students understanding and production of a critical reflection report – a key assessment task for this subject. Evaluation data to date reveals that the BIEC project has had a statistically significant impact on student awareness of how to demonstrate critical analysis and reflection in the context of the discipline. The faculty has indicated interest in using this project as a template for embedding academic literacy across the undergraduate Education foundation units. Moreover, the project is currently feeding into an initiative to develop an elective module on academic literacy for undergraduate students.
- 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 Academic Literacy and Learning Bridging Course for students experiencing some form of disadvantage was extended in 2013 to include students entering under the ‘Principals’ recommendation scheme. Between 30-36 students attended each day of the one weeklong intensive program. 90% of students rated the sessions as ‘helpful’ or ‘very helpful’.
- In consultation with staff from the DVC ISS, The Cadigal Academic Skills Transition Program was reviewed and redeveloped. Fifteen students from a range of disciplines attended the program. 94% of students found the program to be beneficial and stated that they had developed new skills. 69% stated that although they did not necessarily digest all the new information during the program itself, as the semester progressed they found the workbook provided useful reference material. 100% of students felt that the program had given them a greater understanding of the academic expectations at the University, while 70% noted that having the opportunity to practice an oral presentation (and to receive feedback) had allowed them to be more confident.
- The formation of a scholars network: Curriculum-embedded Communication and Language Development with the aim of building a viable, supportive, cross institutional network for those involved in embedding communication and language development within curricula.
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 23 classes). Bridging courses accounted for 588 hours of class time. (Table 7)
- Taught 116 supplementary tutorials across nine units of study; eight from the Faculty of Science and one from the Sydney Medical School.
- 812 individual students attended programs, 523 across the MLC semester programs, and 407 within bridging courses (some students attended multiple programs).
- Staffed the Drop-in Centre for 1128 hours (5875 student hours). This accounted for 88% of the total attendance in semester programs. Supplementary tutorials and lectures accounted for the remaining 12% (791 student hours).
- Completed audio-visual modules for the Extension 1 online mathematics bridging course. These modules were developed for students from low SES and regional and remote background who may not be able to attend the onsite bridging course, as part of a HEPPP funded project.
- Continued to work with Sydney 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. Online video modules were developed to include in the website.
- Developed (with staff from the Faculty of Agriculture and Environment) and produced an introductory audio-visual module to motivate the study of calculus for students in a junior unit of study.
- Developed (with staff from the School of Economics, Faculty of Arts and Social Sciences) and taught a series of mathematics workshops for students studying economics.

### TABLE 5: LEARNING CENTRE FACULTY TEACHING ACTIVITIES 2013

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Students</th>
<th>Teaching contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture and Environment</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Architecture Design &amp; Planning</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Arts &amp; Social Sciences</td>
<td>35</td>
<td>16</td>
</tr>
<tr>
<td>School of Business</td>
<td>49</td>
<td>3.5</td>
</tr>
<tr>
<td>Dentistry</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Education &amp; Social Work</td>
<td>723</td>
<td>58*</td>
</tr>
<tr>
<td>Engineering &amp; Information Technologies</td>
<td>582</td>
<td>30.5</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>33</td>
<td>6</td>
</tr>
<tr>
<td>Yooroong Garang</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Law</td>
<td>90</td>
<td>10</td>
</tr>
<tr>
<td>Medicine (Northern Clinical School)</td>
<td>31</td>
<td>10</td>
</tr>
<tr>
<td>Nursing &amp; Midwifery</td>
<td>23</td>
<td>6</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>376</td>
<td>15</td>
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<tr>
<td>Sydney College of the Arts</td>
<td>122</td>
<td>13</td>
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<tr>
<td>Science</td>
<td>19</td>
<td>5</td>
</tr>
<tr>
<td>Sydney Conservatorium of Music</td>
<td>17</td>
<td>4</td>
</tr>
<tr>
<td>Vet Science</td>
<td>137</td>
<td>9</td>
</tr>
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<td>2255</td>
<td>191</td>
</tr>
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</table>

*Also includes hours for curriculum development work, resource production, workshops for faculty teaching staff and co-teaching within the curriculum.
### TABLE 6: 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>
<th>Health Sciences</th>
<th>Pharmacy</th>
<th>Science</th>
<th>Sydney College of the Arts</th>
<th>Sydney Conservatorium of Music</th>
<th>Sydney Law School</th>
<th>Sydney Medical School</th>
<th>Sydney Nursing School</th>
<th>Veterinary Science</th>
<th>Total</th>
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<tr>
<td>Total</td>
<td>24</td>
<td>32</td>
<td>339</td>
<td>313</td>
<td>5</td>
<td>131</td>
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<td>177</td>
<td>38</td>
<td>10</td>
<td>64</td>
<td>128</td>
<td>49</td>
<td>15</td>
</tr>
<tr>
<td>%</td>
<td>1.50%</td>
<td>2.00%</td>
<td>21.15%</td>
<td>19.53%</td>
<td>0.31%</td>
<td>8.17%</td>
<td>8.67%</td>
<td>6.80%</td>
<td>1.87%</td>
<td>11.04%</td>
<td>2.37%</td>
<td>0.62%</td>
<td>3.99%</td>
<td>7.99%</td>
<td>3.06%</td>
<td>0.94%</td>
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<tr>
<td>Female</td>
<td>11</td>
<td>24</td>
<td>247</td>
<td>229</td>
<td>1</td>
<td>105</td>
<td>45</td>
<td>92</td>
<td>22</td>
<td>123</td>
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<td>Male</td>
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<td>8</td>
<td>93</td>
<td>86</td>
<td>4</td>
<td>26</td>
<td>93</td>
<td>17</td>
<td>8</td>
<td>54</td>
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<td>3</td>
<td>19</td>
<td>30</td>
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<td>UG</td>
<td>7</td>
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<td>175</td>
<td>86</td>
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<td>37</td>
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<td>52</td>
<td>11</td>
<td>96</td>
<td>13</td>
<td>4</td>
<td>23</td>
<td>5</td>
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<td>11</td>
<td>90</td>
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<td>53</td>
<td>36</td>
<td>28</td>
<td>1</td>
<td>12</td>
<td>7</td>
<td>1</td>
<td>22</td>
<td>24</td>
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<td>56</td>
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<td>16</td>
<td>58</td>
<td>15</td>
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<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Other PG</td>
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<td>1</td>
<td>12</td>
<td>10</td>
<td>1</td>
<td>6</td>
<td>5</td>
<td>0</td>
<td>2</td>
<td>11</td>
<td>3</td>
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<tr>
<td>Total PG</td>
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### TABLE 7: MATHS LEARNING CENTRE 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>
<th>Health Sciences</th>
<th>Pharmacy</th>
<th>Science</th>
<th>Sydney College of the Arts</th>
<th>Sydney Conservatorium of Music</th>
<th>Sydney Law School</th>
<th>Sydney Medical School</th>
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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 and grants
2. Research leadership and supervision

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

Initiative 1.1

Adopt a research strategy that supports a research-led approach to teaching/learning development work, including engagement with research activity.

Initiative 1.2

Support and encourage the applications by staff for Australian Research Council and Office for Learning and Teaching grants.

Key achievements

– The research of the academic staff in the teaching and learning units directly supported and informed the work outlined in the units’ strategic plans, and hence the strategic goals of the University. The research provides a credible basis to the University’s commitment to evidence-based educational policy and strategy development.

– Research output in 2013 included 25 publications at IRMA Level 1 (5 book chapters, 16 refereed journal articles and 4 refereed conference papers).

– Some examples of the relevance of publications are:

– Publications and conference presentations other than IRMA Level 1 totalled over 20.

– Grant submissions from unit staff increased with one ARC Discovery Grant, one NHMRC Partnership Grant application, five applications to the Office for Learning and Teaching (two grants, two seed projects, and one expression of interest), and one each to the Association for Academic Language and Learning (AALL) and to the Worldwide Universities Network.

– Four applications were successful: Two ITL staff are part of the University of Sydney team receiving OLT seed funding ($50,000) for the project ‘Professional development for academics: Evaluating a personalised mobile website for learning from student feedback’: A Worldwide Universities Network Project (£10,000) on Widening Participation: ‘First in the family’ students succeeding in universities involves two ITL staff representing the University of Sydney as one of 5 partner institutions in Australia, South Africa and the United States, with the principal investigators from the University of Auckland; Learning Centre participation in an AALL grant ($4000) in collaboration with University of Wollongong, La Trobe University and University of Melbourne: Making Histories: Oral accounts of Academic Language and Learning in Australian Higher Education. And continued contribution from one ITL staff member to an OLT Special Initiative Grant: ‘NSW/ACT Promoting Excellence Network’ ($50,000).

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

– 13 RHD students were supervised in collaboration with colleagues from a range of faculties (Business, Dentistry, Education and Social Work, Engineering and Information Technologies, Health Sciences, Medicine, and Veterinary Science), with one new PhD student and one Masters student joining in 2013.

– Completion of one PhD candidature with a thesis topic of “The nature of academics’ informal conversation about teaching”.

STRATEGY 8: EXTERNAL ENGAGEMENT

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

Scope
1. Professional leadership through partnerships, consultancy and advice, and editorial contributions
Scope 1. Provide 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

– Staff in the three units gave invited keynote address to 3 conferences in 2013, and participated in 13 invited symposia or workshops in other national and international universities.
– Editorial board duties were conducted by 7 staff on 11 journals, and most academic staff participated in the reviewing of submitted journal manuscripts.
– Three staff contributed as member of the reference group for an OLT project.
– The University or Education Portfolio was represented at 3 events
– Four staff served on 6 external academic committees and boards of directors.
– As President of the Association for Academic Language and Learning, the Head of the Learning Centre initiated the formation of an international consortium for academic language and learning developers to support international research, practice, benchmarking, and projects in the field. Members are from AALL (Australia), ATLAANZ (New Zealand), LSA (Canada), ALDinHE (UK) and BALEAP (UK).
– Organised two state/national symposia - NSW/ACT AALL ; NSW ACEN.
– Most academics are members of professional associations or societies.
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
Plan, evaluate, review and enhance the provision of coherent teaching and learning support from the ITL, LC and MLC through alignment with the University’s, faculties’ and the Education Portfolio’s strategic priorities.

Key achievements
- Plans were developed with faculties for the 2014-15 Teaching Quality Standards Compacts, incorporating input from four Education Portfolio units (ITL, MLC and LC and Sydney eLearning).
- The ITL core project on Curriculum Renewal includes a Curriculum Embedded Communication and Language Development scholars network led by Learning Centre) and Education & Social Work.

Scope 2. Project Planning and stakeholder consultation
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 new Academic Planning and Development (APD) process was implemented for academic staff.
- A full staffing complement was retained in all units.
- Plans for the integrated co-location of LC, MLC & ITL in the Fisher Library were progressed.
- WHS audit of ITL indicated that changes implemented after the 2012 audit had been successfully embedded.
- Budgets submitted for 2014-16 were approved.
- Four staff had full or part Special Studies Program leave approved for 2013, with all leave completed in 2013 yielding satisfactory reports.

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

Scope
1. Staff Professional Development
2. Resource renewal
3. Career planning
4. Financial accountability
5. Work Health and Safety

Key achievements
- The new Academic Planning and Development (APD) process was implemented for academic staff.
- A full staffing complement was retained in all units.
- Plans for the integrated co-location of LC, MLC & ITL in the Fisher Library were progressed.
- WHS audit of ITL indicated that changes implemented after the 2012 audit had been successfully embedded.
- Budgets submitted for 2014-16 were approved.
- Four staff had full or part Special Studies Program leave approved for 2013, with all leave completed in 2013 yielding satisfactory reports.
# STAFF IN THE TEACHING AND LEARNING UNITS

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<tr>
<th>Institute for Teaching and Learning</th>
<th>Learning Centre</th>
<th>Maths Learning Centre</th>
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<tr>
<td><strong>ACADEMIC STAFF</strong></td>
<td></td>
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</tr>
<tr>
<td>Kathryn Bartimote-Aufflick, Lecturer</td>
<td>Dr Bronwyn James, Senior Lecturer and Head</td>
<td>Jackie Nicholas, Senior Lecturer and Head</td>
</tr>
<tr>
<td>Dr Amani Bell, Lecturer (0.6)</td>
<td>Angela Ardington, Senior Lecturer</td>
<td>Dr Sue Gordon, Senior Lecturer (0.5) (retired 31 January 2013)</td>
</tr>
<tr>
<td>Dr Graham Hendry, Senior Lecturer</td>
<td>Helen Drury, Senior Lecturer</td>
<td>Dr Collin Phillips, Senior Lecturer</td>
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<td>Dr Alison Kuiper, Senior Lecturer (0.6)</td>
<td>Dr Arlene Harvey, Lecturer (0.6)</td>
<td>Collin Zheng, Associate Lecturer (0.5) from 29 July 2013</td>
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<tr>
<td>Dr Cynthia Nelson, Senior Lecturer</td>
<td>Dr Marie McInnes, Learning Skills Adviser (0.6)</td>
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<tr>
<td>Dr Tai Peseta, Senior Lecturer</td>
<td>Peter O’Carroll, Lecturer</td>
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<td>Dr Kate Thomson, Associate Lecturer</td>
<td>Dr George Ridgway, Lecturer</td>
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<td>Dr Keith Trigwell, Professor</td>
<td>Lorraine Ryan, Lecturer (0.6)</td>
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<tr>
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<td>Eszter Szenes, Associate Lecturer (0.6)</td>
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<td><strong>PROFESSIONAL STAFF</strong></td>
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<td>Kelly Hong, Executive Officer</td>
<td>Karlo Jurasovic, Senior Administrative Officer</td>
<td>Catherine Kennedy (0.6) Administrative Assistant</td>
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<td>Brooke Hughes, Administrative Assistant</td>
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<td>Brad Ridout, Survey Officer</td>
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<td>Susan Robinson, Administrative Assistant</td>
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<td>James Tracy, Web &amp; Database Manager</td>
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<td>Jennifer Ungaro, Manager</td>
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<td>Dr Janet Jones, Honorary Senior Lecturer</td>
<td>Dr Sue Gordon, Honorary Senior Lecturer</td>
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<td>Dr Rob Ellis, Associate Professor and Director of eLearning</td>
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<td>Dr Janice Orrell, Professor</td>
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<td>Dr Mike Prosser, Professor</td>
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