Learning and Teaching Enhancement Plan 2008-2012
Introduction

The Australian School of Business Learning and Teaching Enhancement Plan 2008-2012 has been prepared and presented by the Associate Dean Undergraduate Programs and Education. The ASB 2007-2008 Learning and Teaching Plan (based on the UNSW 2005-2007 Learning and Teaching Plan) has been revised and repositioned to reflect changes in the strategic directions of the ASB and UNSW, changes in the Business environments (both local and global), developments and closer engagement with the AGSM and MBT Programs, and alignment with the UNSW Learning and Teaching Enhancement Plan 2008-2012.

It has been prepared with input from key stakeholders including Senior Management, Heads of Schools, academic staff, Industry Advisory groups, ASB Alumni, and student groups. The plan has been informed by a range of UNSW and ASB strategic planning documents, including previous UNSW and ASB Learning and Teaching Plans, UNSW and ASB Strategic Priorities Documents, B2B Blueprint to Beyond 2010: UNSW Strategic Intent (reflecting directions in the Student Experience, Research and Community Engagement), UNSW International Strategic Priorities, Guidelines that Inform Learning and Teaching at UNSW, the draft document on UNSW Strategies for Enhancing ‘The Student Experience’, and Business School Accreditation Guidelines (EQUIS and AACSB). It has also responded to feedback from performance measurement indicators such as the UNSW 2007 Student Satisfaction Survey, 2007-2008 CATEI Surveys, and CEQ and GDS data.

The ASB Learning and Teaching Enhancement Plan 2008-2012 reflects more closely the repositioned UNSW Learning and Teaching Enhancement Plan 2008-2012, with emphasis on priority goals in Enhancing Programs, Enhancing Teaching and Enhancing Spaces. It acknowledges that, underpinning these key areas and their priority goals, is the intention to ensure a quality experience for students. However, consistent with previous ASB and UNSW Learning and Teaching Plans, it has chosen to include a fourth dimension, that of ‘Enhancing Learning’, to pursue goals set in the previous Learning and Teaching Plan, and to make more explicit the student perspective and student experience in the Learning and Teaching agenda of the ASB.

The ASB Plan is considered to be a dynamic document that will be regularly reviewed and refined, to cater for changes in the Business and Higher Education sector and broader learning environment, the diversity of students, staff and programs, the development of new technologies in learning and teaching, and the need for ongoing research and scholarship.

Responsibility for implementation of the Australian School of Business Learning and Teaching Enhancement Plan 2008-2012, and achievement of its priority goals, lies with the Associate Dean, Undergraduate Programs and Education, with support from staff in the Education Development Unit, HOS and Associate HOS, School-based Learning and Teaching Committees, Education and Standing Committees and Students Societies and other representatives.
Priority Goals

Enhancing Programs

Goal 1: Provide high quality programs that are regularly reviewed and reflect changing trends in Higher Education, the workplace, society and internationally
Goal 2: Provide high quality programs that support graduates in developing skills and attributes for their role in work and society, both local and global

Enhancing Teaching

Goal 3: Develop and support quality teaching through professional development
Goal 4: Recognise and reward quality teaching
Goal 5: Support Research in Learning and Teaching

Enhancing Learning

Goal 6: Ensure quality in learning through student support & development
Goal 7: Recognise and reward high quality learning performance and encourage research informed strategies
Goal 8: Enhance the quality of the student experience through engagement with student societies, co-curricula activities, mentoring and alumni relations

Enhancing Spaces

Goal 9: Enhance learning and teaching environments – virtual and physical, formal and informal – that will support and encourage learning
## Enhancing Programs

### Goal 1: Provide high quality programs that are regularly reviewed to ensure quality and reflect changing trends in Higher Education, the workplace, society and internationally

<table>
<thead>
<tr>
<th>Objective</th>
<th>Initiative</th>
<th>Indicator</th>
<th>Progress</th>
<th>Responsibility</th>
</tr>
</thead>
</table>
| 1. Promote program review and renewal | • Require undergraduate and postgraduate programs to engage in systematic processes for program review  
• Require Schools to engage in program review across disciplines and Faculties (combined degrees), and facilitate interdisciplinary learning  
• Ensure programs meet UNSW Programs Structure Rules for coherence, depth, and breadth of study  
• Align program goals with courses and curricula, and ASB guiding principles for program review and renewal  
• Structure curricula coherently within and across programs to ensure a natural progression from first to final years, with assessment designed to show this progress  
• Provide support, clarify processes and develop resources for Heads of Schools and School Learning and Teaching Committees to ensure sustainability of processes  
• Ensure extensive consultation with student and industry advisory groups, alumni and all stakeholders  
• Establish Faculty level Learning and Teaching Committee to ensure quality assurance | • Program and course review introduced with regular review cycles established  
• Program reviewed, developed and approved consultatively, internal and external to the Faculty e.g. double majors, combined degrees  
• UNSW Program structure requirements articulated into program documentation  
• Program principles and guidelines articulated into program review and documentation  
• Ongoing consultation across levels and of study for structural mapping and network of LICs Learning and Teaching Committees and program coordinators  
• Resources and support provided both short term and long terms for sustainability of review processes  
• Feedback from stakeholders, including students, industry leaders, practitioners and alumni, incorporated into program and course development  
• ASB Learning and Teaching Committee established  
• Improvement in positive responses through instruments such as CATEI, UNSW Student Survey, CEQ, Graduate Destination Survey | Accomplished  
BCom Program Review in progress 2007-8  
MBA Program Review (2005, 2007)  
MBT Program Review (2005) | A/D Education  
Program Review Committee  
HoS  
Education Committee  
Program Directors  
School L&T Committees |
| 2. Ensure alignment with Accreditation Agencies | • Address accreditation requirements of international Business School Accreditation agencies  
• Address accreditation requirements of industry and professional associations related to the disciplines | • AACSB and EQUIS Accreditation progressively achieved and requirements for embedding graduate attributes incorporated  
• Professional degrees accredited by appropriate external agencies (e.g. CPA Australia) and requirements for program coherence addressed | In progress  
Accomplished | Director Accreditation  
HoS |
### Goal 2: Provide high quality programs that support graduates in developing skills and attributes for their role in work and society, both local and global

<table>
<thead>
<tr>
<th>Objective</th>
<th>Initiative</th>
<th>Indicator</th>
<th>Progress</th>
<th>Responsibility</th>
</tr>
</thead>
</table>
| 1. Revise and embed business graduate attributes in programs | • Review business graduate attributes, assess and adjust for relevance to current emerging local and global business environments  
• Revise and refine business graduate attributes with multiple stakeholders  
• Contextualise ASB graduate attributes into disciplines and incorporate into learning outcome statements of programs and courses  
• Devise strategies for ensuring student understanding of the ASB graduate attributes, and significance in monitoring development | • ASB graduate attributes reviewed, including incorporation of leadership and professional skills  
• Graduate attributes researched with students, alumni, academics, ASB and UNSW senior management, employers and other stakeholders  
• ASB graduate attributes incorporated in program and course documentation including learning outcomes, curricula, learning activities and assessment  
• Improvement in student understanding of the graduate attributes indicated in positive responses through CATEI, UNSW Student Survey, CEQ and feedback | Accomplished  
Accomplished  
In progress | • A/D Education  
• ASB Graduate Attributes Review Committee  
• School L&T Committees  
• Curriculum Mapping Team/ L&T @ UNSW  
• Program Coordinators |
| At Faculty Level: Require undergraduate and postgraduate coursework programs to articulate frameworks which: | | | In progress | |
| • Provide for the progressive development of attributes scaffolded through learning activities and assessment  
• Align program aims and learning outcomes with curriculum content, learning and teaching strategies and assessment  
• Reflect ASB and UNSW assessment policies and practices  
• Provide readily accessible resources for the embedding process | • Program coherence framework articulated in program documentation  
• Network of program co-ordinators and Learning &Teaching Committees established to monitor and refine program coherence on an ongoing basis  
• Assessment strategies that measure the development of graduate attributes are clearly articulated  
• High quality web and paper based curriculum mapping and development resources readily accessible | In progress (BCom Review)  
Accomplished  
In progress  
In progress | |
### 2. Promote program coherence and curriculum mapping across courses

**At Course Level:** Require courses to demonstrate:
- Alignment between learning outcomes, learning activities, and assessment tasks
- How these contribute to building upon graduate attributes developed in other courses in the program (vertical and horizontal mapping)
- Reflect developments in course documents for communication to students and teaching teams

**At Program Level:**
- Evaluation of effectiveness of graduate attributes mapping and assessment projects across Schools
- Evidence of alignment and scaffolding in course documents
- Curriculum mapping and graduate attributes and assessment clearly reflected in course outlines
- Improvement in positive responses through instruments such as CATEI, UNSW Student Survey, CEQ, Graduate Destination Survey

<table>
<thead>
<tr>
<th>In progress (BCom)</th>
<th>Accomplished (MBA, MBT)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>A/D Education</td>
<td>Curriculum Mapping Team</td>
</tr>
<tr>
<td>L&amp;T Committees</td>
<td></td>
</tr>
</tbody>
</table>

### 3. Promote opportunities for developing relevant graduate attributes beyond the university context in:

**Local environments:**
- Expand existing initiatives for work integrated learning to a broader spectrum of students
- Extend student engagement in current work integrated learning environments and establish new initiatives
- Increase involvement of employers, alumni, and business leaders as workplace mentors

**Global environments:**
- Support and further promote participation in international learning environments and international exchanges
- Develop further partnerships with leading Business Schools
- Align international student learning initiatives with the UNSW Strategic Policy on Student Mobility and Education

<table>
<thead>
<tr>
<th>In progress</th>
<th>In progress</th>
<th>Ongoing</th>
<th>In progress</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A/D Education</td>
<td>Program Director</td>
<td>Liaise with Co-Op Coordinators</td>
<td>Liaise with Director, Alumni &amp; Community Partnerships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Liaise with UNSW Careers &amp; Employment</td>
<td>Liaise with UNSW Careers &amp; Employment</td>
</tr>
</tbody>
</table>

### 4. Ensure programs incorporate diverse perspectives to learning and teaching

- Review curricula to facilitate the incorporation of multicultural and international perspectives to education, and appreciation of diversity
- Ensure alignment with ASB and UNSW strategies for internationalisation of the curriculum
- Embed intercultural competence as a graduate attribute

<table>
<thead>
<tr>
<th>Under Review</th>
<th>To be addressed</th>
<th>To be addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/D Education</td>
<td>LICs</td>
<td>L&amp;T Fellow</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In progress</td>
<td>In progress</td>
<td>Accomplished</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------</td>
<td>--------------</td>
</tr>
</tbody>
</table>

- Establish ASB Indigenous Committee to provide leadership and align with UNSW Indigenous Strategies
- Encourage understanding of Indigenous perspectives and provide opportunities for students to participate in culturally appropriate learning activities
- Engage experts to provide understanding of Indigenous perspectives to learning in Business and other disciplinary contexts
- Review and enhance ASB current programs for Indigenous Business Education
- Devise a comprehensive ASB policy that facilitates the progress of Indigenous students from high schools to Pre-Business (transition), formal programs, internships and readiness for the workplace
- Ensure resources to support Indigenous student in their courses of study
- ASB Indigenous Education Committee established
- Increased student engagement in Indigenous activities and courses on campus, and improved ASB engagement in Indigenous Business Education
- Invitations to the Director of Nura Gili and Indigenous Business and Community leaders, to engage with the ASB
- Improved Pre-Business, Winter, and XP programs for Indigenous students
- Increased promotion of the ASB’s Indigenous programs, and planning for further program development and engagement of disciplinary staff
- Appointment of an Indigenous Program coordinator to support students and staff
- Increase in student satisfaction across diversity dimensions of UNSW Student Satisfaction Survey
- A/D Education
- ASB Indigenous Education Committee
- Indigenous Program Coordinator
- Liaise with Nura Gili Director
## Goal 3: Develop and support high quality teaching through professional development

### Objective

1. **Provide professional development opportunities for academic staff for: (a) career advancement (b) teaching enhancement**

   - Devise a framework for academic development in the ASB, and offer professional development initiatives to develop staff capabilities and teaching enhancement
   - Ensure participation in required professional development courses including FULT and Sessional Staff Training, and ASB, AGSM and MBT workshops
   - Encourage and support participation in higher degrees in education, to enhance leadership capability in learning and teaching and promote research
   - Encourage and support participation in national and international learning and teaching forums for further professional development beyond the university context

   **Indicator**

   - Academic development framework devised and strategies implemented, with evidence of staff engagement in professional development involving approaches that support student centred learning
   - Ongoing monitoring of FULT and sessional staff participation in the ASB Tutor Training program, and other required professional development programs
   - Progressive participation in professional development programs including FULT, GCULT, UNILT, MPhil(HE)
   - Staff attendance at national and international learning and teaching conferences and presentation at such forums

   **Progress**

   - Draft in progress
   - Ongoing
   - Ongoing
   - Ongoing

   **Responsibility**

   - A/D Education
   - EDU L&T staff
   - Educational Developers (AGSM/MBT)
   - Liaise with L&T @UNSW
   - L&T Fellow

### 2. Provide engaging and targeted professional development opportunities for staff across programs in ASB

   - Identify and provide multiple forums and opportunities for professional development that crosses disciplines, programs and levels of study, both formal and informal, individual and group, discipline specific and generic, to enhance the quality of teaching across ASB programs
   - Ensure systemic staff training and development for mapping and embedding of business graduate attributes across programs and curricula, and the trial of modes of assessment mapping
   - Ensure training in mapping of assessment and alignment
   - Provide opportunities for cross skilling and teaching across the many programs of the ASB (undergraduate, postgraduate, MBT, MBA, EY, XP)
   - Ensure provision of professional development in emerging areas of need such as language and communication

   **Indicator**

   - Teaching needs identified, workshops and initiatives implemented across a range of areas, and evaluated for effectiveness (e.g. New Staff Induction, Group and Teamwork, eLearning, SOLT and L&T Research, Assessment, ASB Learning and Teaching Forums)
   - Training workshops in curriculum mapping (together with manual and resources) available for progressive implementation of mapping process across Schools
   - Training provided in use of electronic assessment mapping tools e.g. ReView where preferred by staff
   - Improvement and continued availability of the ASB ‘Cross Skilling’ program, with increased staff engagement
   - English language and communication training strategies in place and enhancement of teaching evident

   **Progress**

   - Ongoing Staged through 2008-2012
   - Planned, pilot training on Dec.4 Manual draft in progress

   **Responsibility**

   - A/D Education
   - Educational Developers (AGSM/MBT)
   - Curriculum Mapping Team
   - External Trainers
   - L&T Fellow
   - Educational Designers eLearning (ASB/MBT)
<table>
<thead>
<tr>
<th>3. Support and encourage School based academic development activities, in the context of the disciplines, and at UNSW level and externally</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide training for staff to ensure up-skilling in the use of educational technologies and assessment</td>
<td>• Appointment of an Educational Designer e-Learning to train and support staff in using technology in teaching (e.g. in FYE and large classes)</td>
</tr>
<tr>
<td>• Encourage staff to adopt blended approaches to learning and teaching, and provide resources to support new developments</td>
<td>• Increased staff engagement in e-learning and new technologies, and supporting resources provided</td>
</tr>
<tr>
<td>• Encourage sessional staff to adopt the use of technology and e-learning and ensure training</td>
<td>• Expansion of online training for sessional staff (e.g. leverage from MBT Program for online facilitators and pilot in the School of Economics for tutors)</td>
</tr>
<tr>
<td></td>
<td>• Evidence of, enhanced student learning, and improvement in positive responses in CATEI, CEQ and UNSW Student Satisfaction Survey</td>
</tr>
<tr>
<td></td>
<td>Appointment Nov. 2008, training to be planned</td>
</tr>
<tr>
<td></td>
<td>Accomplished MBT, planning for ASB</td>
</tr>
<tr>
<td>• Increase the exchange of ideas and best practice, and promote and support learning and teaching communities within the ASB and across the Schools</td>
<td>• Strengthening of Learning and Teaching Committees located in each School, with regular forums for exchange of ideas, research and practice</td>
</tr>
<tr>
<td>• Promote learning and teaching communities of practice as mechanisms for academic development</td>
<td>• Increased Faculty forums for specific communities of practice in priority areas e.g. FYE, Assessment, Managing Diversity</td>
</tr>
<tr>
<td>• Promote peer mentoring and peer observation of teaching across the disciplines, courses and programs in the ASB</td>
<td>• Peer Mentoring and partnerships in teaching implemented, with successful initiatives accessed from Schools e.g. School of Organisation and Management, the University and externally</td>
</tr>
<tr>
<td>• Expand initiatives for EDU support in discipline specific learning and teaching related to courses</td>
<td>• Continued and expanded range of peer review initiatives e.g. course outlines, teaching and assessment strategies offered by EDU staff</td>
</tr>
<tr>
<td>• Encourage School based Induction Programs, and strengthen School specific initiatives for new staff</td>
<td>• Improved Induction Programs developed for new staff at Faculty and School levels</td>
</tr>
<tr>
<td></td>
<td>• Link between new staff induction strategies across UNSW, ASB and Schools</td>
</tr>
<tr>
<td></td>
<td>Commenced 2008, continue</td>
</tr>
<tr>
<td></td>
<td>Accomplished in School of O&amp;M, provide Faculty wide</td>
</tr>
<tr>
<td></td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>Planned 2009 and ongoing</td>
</tr>
<tr>
<td></td>
<td>• A/D Education</td>
</tr>
<tr>
<td></td>
<td>• Learning and Teaching Committees</td>
</tr>
<tr>
<td></td>
<td>• L&amp;T Fellow</td>
</tr>
<tr>
<td></td>
<td>• EDU L&amp;T Staff</td>
</tr>
<tr>
<td></td>
<td>• HoS</td>
</tr>
<tr>
<td></td>
<td>• LICs</td>
</tr>
</tbody>
</table>
4. Enhance understanding of issues of diversity and internationalisation, and capability to teach in a diverse environment

| • Provide opportunities to develop awareness of issues of diversity, and develop capabilities in managing such issues in relation to learning and teaching |
| • Improve understanding of cross cultural issues in learning and teaching across the disciplines |
| • Create culturally inclusive learning and teaching environments and use UNSW resources and examples of best practice |
| • Provide resources, forums and opportunities for gaining appropriate skills in internationalisation of the curriculum and managing diversity |
| • Promote understanding of and respect for Australia’s Indigenous people, their knowledge, cultures and histories through professional development |

| • Increased integration of international and diversity perspectives in professional development programs and initiatives to invite national and international experts to provide training |
| • Improved CATEI and UNSW Student Satisfaction Survey responses on diversity |
| • Increased awareness and use of resources for international and diversity perspectives available through UNSW website, including a Diversity Toolkit |
| • Support and resources provided for inclusion of emerging topics with global perspectives, relevant case studies, and appropriate materials, and workshops on acquiring culture competences and diversity management offered |
| • Increased promotion of Indigenous perspectives in professional development programs, and invitations to the Director of Nura Gili to provide training in Indigenous culture and education. |

| Planned 2009 and ongoing |
| To be monitored |
| In progress and will be ongoing |
| Planned for BCom content and curriculum mapping 2009-2010 |
| Planned for 2009 and ongoing |

• A/D Education
• EDU L&T Staff
• External Experts
• Indigenous Coordinator
• Nura Gili Director
## Goal 4: Recognise and reward quality teaching

<table>
<thead>
<tr>
<th>Objective</th>
<th>Initiative</th>
<th>Indicator</th>
<th>Progress</th>
<th>Responsibility</th>
</tr>
</thead>
</table>
| 1. Recognise and reward outstanding performance in teaching and support initiatives to gain further recognition through learning and teaching grants applications | • Recognise and reward excellence in teaching, and provide awards for outstanding performance across key areas in learning and teaching  
• Expand awards to target new areas of teaching excellence  
• Combine ASB and professional teaching awards across programs as strategy to reflect ASB as a merged entity and enhance profile of the awards  
• Provide support for academic staff in making applications for awards, learning and teaching research funds, ALTC grants, ALTC citations, and industry  
• Ensure engagement with multiple levels at which teaching excellence can be recognised and rewarded, including Schools, Faculty, Institutional levels | • ASB awards offered across multiple areas including teaching excellence, team teaching, innovations, research supervision and sessional teaching  
• Awards for outstanding scholarship in learning and teaching and new areas identified  
• ASB awards protocols, applications and presentations include AGSM, MBT and professional staff awards  
• Increase in the number of ASB staff applications for awards and grants in learning and teaching and EDU support for writing applications  
• Evidence of motivation for further applications at increasingly higher levels of achievement | Accomplished in 2007 for 2008  
Planned for 2009  
Planned for 2009-2010  
Ongoing  
Evident in 2008 applications | • A/D Education  
• ASB Teaching Awards Committee  
• EDU L&T Staff  
• Liaise with L&T @ UNSW |
| 2. Promote the sharing and dissemination of good practice and research in learning and teaching | • Provide forums for sharing good practice in learning and teaching across a range of levels and areas, and research into learning and teaching  
• Create resource banks of good practice in learning and teaching, and learning and teaching research and presentations, for information sharing  
• Encourage research networks in learning and teaching, and sharing of achievements and learning of achievements and learning & teaching publications | • Continued support for Learning and Teaching forums the ASB (including AGSM & MBT), and appropriate sharing of achievements  
• Collation of activities reflecting good practice in learning and teaching made available on the EDU website for shared resources and practice  
• Collation of research in learning and teaching, conference presentations, and publications made available on the EDU website, for shared information and creation of research networks | Commenced 2008 and to continue  
Planned for 2009  
Ongoing  
Accomplished and available on website, will be updated | • A/D Education  
• L&T Fellow |
| 3. Ensure high quality teaching is recognised in appointment and rewarded in promotion | • Ensure new staff hire and promotion processes give due recognition to teaching, and acknowledge multiple dimensions of evidence based teaching  
• Promote and recognise teaching that is informed by learning and teaching research and scholarship | • Selection criteria for new appointments and promotion includes high quality performance in teaching  
• Outcomes of promotion process demonstrate support for appropriate teaching expertise, including teaching that is informed by educational research | Commenced and to be ongoing  
Ongoing | • A/D Education  
• Dean  
• HoS |
## Goal 5: Support research in learning and teaching

<table>
<thead>
<tr>
<th>Objective</th>
<th>Initiative</th>
<th>Indicator</th>
<th>Progress</th>
<th>Responsibility</th>
</tr>
</thead>
</table>
| 1. Support staff to investigate learning and teaching and reward research that embodies the scholarship of learning and teaching | • Promote and encourage research in learning and teaching within and across disciplinary fields  
• Provide opportunities and resources that support staff to investigate their teaching and disseminate the outcomes at conferences, national and international forums, and in publications  
• Encourage the nexus between research and teaching with appropriate reward and recognition  
• Encourage and support the development of communities of practice in research into learning and teaching | • Professional development courses and resources that promote and encourage the engagement in research in learning and teaching  
• Learning and teaching funding provided to support research into priority areas in the disciplines, and for conference attendance  
• Introduction of award for scholarship and research in learning and teaching  
• Increased forums and opportunities for sharing research activities in learning and teaching, including invited guests speakers and experts in areas of priority | Planned for greater emphasis in 2009, ongoing  
L&T funds allocated 2007 and 2008  
Planned for 2009  
Accomplished in 2008 and to continue | • A/D Education  
• L&T Fellow  
• EDU Staff  
• Liaise with L&T @ UNSW |
# Enhancing Learning

## Objective

### 1. Provide learning support initiatives to enhance student learning across the disciplines

- Expand the ASB’s systemic approach to supporting student learning, and establish frameworks for delivery across the ASB programs
- Expand the development of discipline specific support courses and workshops, through collaboration between academic staff and learning and teaching staff in the EDU
- Identify areas of emerging student needs, especially in light of changing student population

### Indicator

- Increased student engagement in learning support activities offered by the EDU including orientation, language development, study skills, transition, use of webCT
- Increased offering of support initiatives linked to courses across disciplines in ASB, developed in collaboration with academic to address specific group needs
- Improvement in learning in courses and evidence of change in student academic performance

### Progress

- Accomplished & continue with improvements
- Planned expansion 2009
- 2009 and ongoing

### Responsibility

- EDU Manager
- Educational Developers (AGSM/MBT)
- EDU L&T staff

### 2. Embed employability skills and graduate attributes in co-curricula activities

- Engage students in support initiatives that focus on strengthening business graduate attributes and employability skills
- Promote workplace learning initiatives and expand training with input from industry leaders and practitioners

### Indicator

- Increased enrolments in career development support initiatives and expansion of Co-op and GAP programs
- Increased engagement with industry and UNSW Careers and Employment for student training in workplace skills

### Progress

- Piloted 2008, expand in 2009
- Expand in 2009 and ongoing

### Responsibility

- Liaise with UNSW Careers & Employment
- Student Development Coordinator

### 3. Address issues of student learning diversity in the ASB and expand peer mentoring initiatives

- Continue strategies to facilitate understanding of cross cultural learning and provide support for managing diversity in approaches to learning
- Expand initiatives to provide support in new areas such as numeracy and use of new technologies
- Continue to review and offer student orientation and induction programs (to address diversity and transition)

### Indicator

- Increased support for students from diverse backgrounds in key areas of learning needs
- EDU support available in strengthening numeracy skills and capabilities in using technology in presentations
- Integrated learning activities in specific contexts such as ‘Prep’ week and ‘O week’
- Improvement in positive responses through instruments such as CATEI, UNSW Student Survey, CEQ

### Progress

- Ongoing
- Piloted in S2, 2008, expand in 2009 -2010
- Ongoing with innovations

### Responsibility

- L&T Fellow
- EDU L&T staff
- BCom Program Director
### Goal 7: Recognise and reward quality in learning performance and encourage research informed learning

<table>
<thead>
<tr>
<th>Objective</th>
<th>Initiative</th>
<th>Indicator</th>
<th>Progress</th>
<th>Responsibility</th>
</tr>
</thead>
</table>
| **1. Recognise and reward outstanding achievements in learning across the disciplines in the ASB** | • Provide recognition and reward for excellence in learning and outstanding academic performance (UG)  
• Provide recognition and reward for outstanding achievements (PG)  
• Collate awards for different programs in the ASB and increase the number of scholarships available | • Establishment of the Dean’s List and recognition of high achieving students  
• Continued recognition of outstanding student contribution including Dean’s Award for Service, COMPEC and Students’ Development Awards  
• Increase in the number of students granted scholarships and awards recorded in UNSW Primary and Secondary Transcripts | Accomplished 2008 and ongoing  
Accomplished 2008 and ongoing  
Planned and in progress | • A/D Education  
• BCom Program Directors  
• Student Development Coordinator (PG) |
| **2. Enrich students’ learning experiences through exposure to and engagement in research** | • Embed the development of research-based attributes relevant to students’ fields of study, ensure teaching and curricula include research and practice in the discipline  
• Ensure continued involvement of Honours students in the Annual ASB National Honours Colloquium and other such forums  
• Facilitate engagement in learning through the creation of communities of student learners and researchers for MPhil and PhD students | • Increase in courses adopting research based inquiry in curriculum, activities and assessment, and developing students’ ability for scholarly inquiry  
• Increase in ASB student participation in Annual National Honours Colloquium and in graduate research programs  
• Expansion of activities such as Dean’s Honours Forum, Meet the CEO for Dean’s List students, Guest Lecturer series for undergraduates and postgraduates | To be reviewed in grad. attributes & mapping 2009  
Targeted for 2009  
Introduced 2008 and ongoing expansion | • Honours Coordinators  
• BCom Program Directors  
• Liaise with Alumni & Community Partnerships |
## Goal 8: Enhance the quality of the student experience through engagement with student societies, co-curricular activities, mentoring and alumni relations

### Objective

1. **Enhance the quality of the student experience on campus and beyond**

   - Engage with ASB student societies across the disciplines and provide support for student extra curricular activities
   - Support student attendance at international conferences, business games and competitions
   - Align ASB policy with UNSW policy on the student experience (Office of the PVC)
   - Support student leadership development initiatives

2. **Strengthen the quality of learning and the student experience through mentoring and peer support programs**

   - Expand PASS (Peer Assisted Student Support) programs across disciplines, and in the first year experience
   - Support the Lucy Mentoring Program (Office of Women, NSW Government) and industry mentoring programs and initiatives
   - Encourage and support the ‘buddy’ mentoring system for new undergraduate students in the ASB and the FINE mentoring system for postgraduate students
   - Encourage student participation in community and volunteer activities
   - Encourage student support for and engagement with Indigenous cultural activities
   - Strengthen engagement between students, staff and alumni, and enhance the international standing of the ASB through expanded alumni relationships

### Initiative

- Continued bi-annual Dean’s meetings with ASB student societies across the undergraduate, postgraduate and MBA programs
- Increased engagement of students in activities beyond the curriculum and classroom
- Increased engagement in student activities on campus, in the community and with Arc
- Increased participation in leadership activities e.g. LEAD (Postgraduate), International Leadership Forum (Undergraduate)
- Increased participation in peer mentoring programs and improved performance in disciplinary learning
- Improved work-integrated learning and employability skills development and evidence of leadership, and personal development
- Improved transition and acculturation to the university and ASB environment and increased friendships and networks
- Increased student involvement in community and professional activities
- Increased support for ASB student societies engage in cultural activities (including Indigenous culture)
- Continued active engagement with ASB alumni local and international, including MBT and AGSM (approx 60,000 alumni across the world) and staff participation in the ‘International Ambassador’ initiative to strengthen alumni relations

### Indicator

- Commenced 2008 and continue Ongoing
- Increased attendance in 2008, ongoing
- Expanding 2008 and improved
- To be expanded in new core course in 2010
- Accomplished
- To be expanded in 2009 and ongoing
- Planned further engagement with alumni in 2009 and ongoing

### Progress

- dean
- A/D Education
- BCom Program Director (UG)
- Student Development Coordinator (PG)
- EDU staff (UG)
- EDU Manager
- EDU L&T Staff
- Student Development Coordinator
- Liaise with UNSW Careers and Employment
- Liaise with ASB Student Societies
- Liaise with Director, Alumni & Community Partnerships
## Goal 9: Enhance learning and teaching environments – virtual and physical, formal and informal to support learning

<table>
<thead>
<tr>
<th>Objective</th>
<th>Initiative</th>
<th>Indicator</th>
<th>Progress</th>
<th>Responsibility</th>
</tr>
</thead>
</table>
| **1. Improve the virtual learning and teaching experience for staff and students in the ASB** | ● Conduct an audit of eLearning initiatives across programs in the ASB  
● Establish an eLearning working group to devise the ASB eLearning strategy, and include representatives from across programs in the ASB  
● Identify the needs of academic staff for training in use of the technologies and implement appropriate strategies to increase blended learning  
● Ensure the development of resources for supporting maintaining and upgrading of eLearning initiatives to ensure sustainability | ● Understanding of the offerings and gaps in electronic learning in the ASB  
● eLearning strategy group established and planning of initiatives underway, and appointment of an Educational Designer eLearning and Web (MBT Program), and Educational Designer (FYE)  
● Training programs in place for use of technologies to enhance learning and teaching and use of virtual space across programs  
● Resources available for ongoing implementations and innovation in the use of educational technology  
● Improvement in feedback from UNSW Student Satisfaction Survey regarding educational technology, online course materials and learning | Accomplished 2008  
In progress  
MBT Designer appointed; 2nd Designer tba  
Planned for 2009  
Planned for 2009 and ongoing | ● A/D Education  
● Technology Project Coordinator  
● Educational Designers eLearning (MBT/ASB) |
| **2. Ensure the quality of formal and informal physical learning spaces to promote student and staff engagement** | ● Audit the use of learning spaces in the ASB buildings to identify usages of informal spaces, and support the creation of additional student spaces  
● Create student friendly environments and encourage the use of informal spaces for social and learning interactions including the ASB Lounge  
● Encourage innovations in use of space across the ASB  
● Provide opportunities for learning at multiples campuses and locations of the ASB, to ensure variety and flexibility in use of learning spaces | ● Increased number of formal and informal learning spaces and increased areas for computer use in the ASB building (expansion of current 208 spaces)  
● Increased use of informal study areas, lounges, postgraduate common room, MBT Common Room, student society room and AGSM  
● Increased use of creative spaces such as the ‘The Think Pod’ in the city campus  
● Improved student feedback on use of space and opportunities for learning | In progress 2008  
Accomplished and ongoing with innovations  
Innovative space used by AGSM | ● A/Deans  
● Program Directors  
● Asset and Project Manager |