

Australian School of Business Learning and Teaching Plan (2007-2008)

Goal 1: Research and Teaching Nexus

All learning and teaching practices at the ASB will be integrated with a research culture

<i>Strategies</i>	<i>Activities and Outcomes</i>	<i>Future Targets and Actions</i>	<i>Responsibilities</i>
<p>Strategy 1.1 Ensure that the development of policy in relation learning and teaching will be informed by current research and practice</p>	<ul style="list-style-type: none"> • Benchmarking of policies and practices of leading Business Faculties in Australia • Engagement with Carrick projects, policies and processes, and other policy development and funding organisations • Engagement with the Australian Business Deans' Council (Associate Dean's Education network) and benchmarking with approx. 30 members from across Australia • Engagement of ASB staff in learning and teaching research projects to inform the learning and teaching process, and enhance the student experience. Sample of current projects (2006-2008): <ul style="list-style-type: none"> Inter-institutional collaborations: Carrick funded projects <ul style="list-style-type: none"> ○ Usyd, UNSW, QUT, UniSA: <i>Embedding the Development of Intercultural Competence in Business Education</i> ○ QUT, Charles Darwin, UNSW: <i>'Caught between a rock and several hard places': Cultivating the roles of the Associate Dean and the Course Coordinator</i> Inter-Faculty collaboration: UNSW Funded Projects <ul style="list-style-type: none"> ○ ADFA, Arts and Social Sciences, Medicine, Law, Engineering and UNSW Learning & Teaching: <i>Cross cultural learning experiences, expectations & outcomes of Asian students at UNSW</i> ○ Women Heads of School in Leadership: Faculties of Arts, Business and Engineering Disciplinary collaborations: ASB and LTPF Grants <ul style="list-style-type: none"> ○ Daneshgar & Van Toorn (Sch of ISTM): <i>Exploring WebCT-Vista Capabilities for Enhancing Student' Learning Outcomes as related to UNSW Graduate Attributes</i> 	<ul style="list-style-type: none"> • Extend networks for research informed teaching and learning and forge international linkages for best practice • Engage with international policy development and funding organisations • Continue active membership of the ABCD network to collaborate on learning and teaching research • Continue to resource and increase number of learning and teaching research projects and conferences attendance (increase budget allocation and utilise L&T Performance Funds) <p>Strengthen culture of learning and teaching research in the ASB by creating research clusters, creating opportunities for further collaborations, including collaborations with the AGSM, supporting applications for ASB and ARC grants for projects in 2008</p> <p>Collate strategies and formulate a comprehensive policy to support the research – learning and teaching nexus in the ASB</p>	<p>A/D Education L&T Fellow</p> <p>A/D Education</p> <p>A/D Education</p> <p>A/D Education L&T Fellow</p>

	<ul style="list-style-type: none"> ○ Kang & Trotman (Accounting): <i>Improving student performance through online learning environment – the use of web-based self assessment to support independent learning processes.</i> International collaborations: ASB & UNSW Int. Office Funding ○ Ramburuth and Ray: <i>Extending staff and student experiences through collaborative teaching, learning exchange strategies in leading business schools in India</i> Academic and EDU staff collaborations ○ McGuinn and Lodewijks: <i>"Communicating Outside the Classroom: Internet-mediated Course Communications" The International Journal of Learning, Volume 13, Issue 12, pp.43-54</i> ○ Paper presented at The International e-Learning Symposium 2006 ● Provision of support for research, literature searches, reviewing and editing of research manuscripts and materials for publication 		<p>EDU</p> <p>EDU</p>
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<p>Strategy 1.2</p> <p>Ensure that all staff development in learning and teaching encourages, models and supports the linking of teaching and research</p>	<ul style="list-style-type: none"> • Incorporation of research perspectives to learning and teaching forums (diversity, assessment, group work, embedding graduate attributes) • ASB staff attendance and presentations at the ISOTL Conference at UNSW (July 2007) • Faculty forums on ‘Group Work’ and ‘Group Assessment’ (Nov, 2006) and ‘Diversity in the FCE’ (Dec.2006) with contributions by FCE, AGSM, EDU and LTU staff and external speakers • Invitations to nationally and internationally renowned researchers and teachers to model and share best practice across learning and teaching issues and across the disciplines 	<ul style="list-style-type: none"> • Leverage expertise of AGSM staff in Management Education and research • Continue support for conference attendance and presentations at Education and Research conferences • Organise multiple forums for ASB staff across the disciplines and AGSM, to inform best practice and create a community of learning & teaching researchers in the ASB • Offer invitations to Prof. Belle Rose Ragins (Uni of Wisconsin-Milwaukee) as a Fulbright Senior Scholar (Nov.2008), and Assoc. Prof. Lyn Simpson (QUT), expert in mapping graduate attributes (June 2008) • Exchange visits by renowned L&T researchers and practitioners to the ASB and ASB staff to external universities (international) 	<p>A/D Education</p> <p>A/D Education</p> <p>L&T Committees</p> <p>A/D Education L&T Fellow</p> <p>A/D Education</p>
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<p>Strategy 1.3</p> <p>Further develop resources to assist academic staff in designing curricula to promote student experience of research-linked approaches to teaching and learning</p>	<ul style="list-style-type: none"> • Availability of information and publications on learning and teaching research and scholarship to all staff via the EDU web at: http://www2.fce.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritableArea&maxWnd=LT_ScholarshipofTeaching • Ongoing acquisition of current publications and literature on research linked approaches to Learning & Teaching for the EDU Library • Closer links with AGSM library and availability of resources to all staff in the ASB • Support for use of technology-enhanced resources to engage students in research (e.g Risk Analysis software for course in Banking and Finance) 	<ul style="list-style-type: none"> • Continuously review and update web information and publications on the EDU Learning and Teaching website – consult with academic staff in the selection of Learning and Teaching Journals across the disciplines • Continue strategy to acquire leading edge literature for EDU Library to maintain currency of resources for staff and students • Disseminate information to encourage staff to make wider use of this resource • Continue and extend support for technology based initiatives across the disciplines 	<p>A/D Education EDU Manager L&T Fellow</p> <p>EDU Manager</p> <p>EDU Manager</p> <p>EDU</p>
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<p>Strategy 1.4 Develop and support the research initiatives of the UNSW Network of Scholarship in Learning and Teaching</p>	<ul style="list-style-type: none"> • Incentives for staff to participate in the research initiatives of UNSW L&T and other such programs • Engagement in multiple projects that support research initiatives at UNSW (see 1.1): <ul style="list-style-type: none"> ○ Carrick Grant project on Leadership with UNSW Learning and Teaching ○ Cross Faculty FRG Grant project on ‘Student Diversity at UNSW and the implications for Learning and Teaching’ ○ HR funded course and research into Women Heads of School at UNSW 	<ul style="list-style-type: none"> • Continue the approach in 2008 • Encourage and support greater participation at this level and across Faculties and disciplinary areas in 2008 	<p>A/D Education L&T Fellow</p>
<p>Strategy 1.5 Strengthen the scholarship of learning and teaching through contributions to the UNSW Compendium of Good Practice in Teaching and Learning</p> <p>Strategy 1.5.1 Contribute to the annual UNSW Learning and Teaching Forum for the sharing of good practice at UNSW</p>	<ul style="list-style-type: none"> • Case study contributed by EDU staff and published in Compendium: <ul style="list-style-type: none"> ○ Howells K and Mason C. (2006) ‘<i>A multi-layered approach to a tutor training program</i>’, UNSW Compendium of Good Practice in Learning and Teaching. • On-going support for the Learning and Teaching Forum 205-2006: <ul style="list-style-type: none"> ○ Mason, C., Ramburuth, P. and Spies, M. ‘Managing diversity in the Faculty of Business’ ○ Meagher, K ‘ Student participation in controlled markets: learning from experience’ 	<ul style="list-style-type: none"> • Mentor and encourage further staff contributions to this publication 	<p>A/D Education A/D Education L&T Fellow L&T Committee</p>

<p>Strategy 1.6 Review literature on approach to assessment in learning and teaching and identify best practice for implementation</p>	<ul style="list-style-type: none"> • Ongoing evaluation of literature on Assessment strategies through the extensive research agendas of collaborating universities referred to in Strategy 1.1 • Exposure to current literature on Assessment and related areas through involvement in Carrick funded projects • Appointment of an international researcher and expert in the area of Assessment in Higher Education as Academic Learning and Teaching Fellow in the ASB • Conduct of training and staff development in modes of assessment and best practice 	<ul style="list-style-type: none"> • Create platforms and mechanisms for sharing information and stimulating discussion on Assessment and associated literature • Continue and extend into discipline specific areas • Utilise the expertise of the newly appointed Academic L&T Fellow to conduct discussion forums and workshops (2008) for specific teaching groups (communities of practice) including: <ul style="list-style-type: none"> ○ First Year Experience (FYE) ○ Undergraduate ○ Postgraduate ○ On-line ○ Small Group Teaching ○ Large Group Teaching ○ Diverse Groups 	<p>L&T Fellow A/D Education</p> <p>L&T Fellow</p> <p>A/D Education L&T Fellow</p>
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<p>Strategy 1.7 Ensure that applicants for promotion indicate how they provide students with experience of the links between research and teaching</p>	<ul style="list-style-type: none"> • All staff seeking support from the EDU in the preparation of promotion applications and teaching portfolios are advised of the need for evidence of links between research and teaching • All staff seeking promotion are advised to attend the UNSW Promotions Workshops offered at each level of promotion • Consistent with recent UNSW Promotions Policy, two members of the ASB Promotions Committee have expertise in Learning and Teaching and seek applicants' understanding of the learning/teaching and research nexus • Advice and support provided to all academic staff in the preparation for promotion on the combined teaching and research track and the collation of learning and teaching materials for discussion at the interview 	<ul style="list-style-type: none"> • Continue the practice of the A/D and EDU staff providing information, advice and support for staff applying for promotion • Offer Faculty specific workshops and training • Continue this practice • Ensure the provision of feedback sessions to staff after promotions rounds and interviews 	<p>EDU Manager EDU L&T Advisor</p> <p>A/D Education</p> <p>A/D Education</p> <p>A/D Education Chair of Promotions Committee</p>
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Australian School of Business Learning and Teaching Plan (2007-2008)

Goal 2: Graduate Attributes

All students in the ASB will be given opportunities to develop graduate attributes contextualised to their field of study and program

<i>Strategies</i>	<i>Activities and Outcomes</i>	<i>Future Targets and Actions</i>	<i>Responsibilities</i>
<p>Strategy 2.1 Systemically map and embed UNSW and business graduate attributes in the undergraduate, postgraduate and research student learning and teaching experience</p> <p>Strategy 2.1.1 Utilise curriculum mapping to identify gaps, support greater integration and coherence within programs</p> <p>Strategy 2.1.2 Ensure graduate attributes address requirements business all business school and disciplinary accreditation agencies</p>	<p>Graduate attributes</p> <ul style="list-style-type: none"> • Systemic embedding of UNSW graduate attributes commenced in 2005 in response to LTPI 3 requirements, and requirements in the new course outline template Key UNSW Graduate Attributes contextualised for the Faculty, 2006-7 • Key graduate attributes contextualised for specific disciplines for professional accreditation agencies (Accounting and Actuarial Studies – see LPTI 2) • Faculty forum for Heads and Associate Heads of School to revise and update Faculty graduate attributes for 2006-2007 • UNSW graduate attributes modified for business contexts and included by members of the Faculty Project Committee for inclusion in the BCom Review (2007) • Investigation of business graduate attributes preferred by stakeholders including prospective and current students, alumni, employers) as part of BCom Review, 2007. Project conducted by Market Research Company, Numbers, and coordinated by the Associate Dean U/Programs and Education and BCom Director 	<ul style="list-style-type: none"> • Continue explicit embedding of graduate attributes in learning outcomes, course outlines, learning and assessment – progressively in undergraduate and postgraduate courses (including the MBA and MBT) • Ensure graduate attributes for AACSB are EQUIS Accreditation are fully incorporated into the context of the disciplines, programs and all courses • Forum for School based Learning and Teaching Committees to determine generic graduate attributes for the ASB and discipline specific attributes for Schools • Finalise coherent set of business graduate attributes incorporating research findings • Develop a coherent policy on embedding graduate attributes to enhance student learning across all programs and courses within the ASB –link to current B.Com review and planned M.Com review • Statement of ASB graduate attributes to be made publicly available 	<p>A/D Education Edu. Dev. Director (MBA) L&T Consultant (MBT)</p> <p>A/D Education HOS</p> <p>A/D Education HOS</p> <p>Project Committee Members – BCom Rev.</p> <p>A/D Education Edu. Dev. Director (MBA)</p>

	<p>Curriculum mapping:</p> <ul style="list-style-type: none"> • Curriculum mapping templates/tools and processes for course and program mapping developed for the Faculty and piloted in 2005-6 • Mapping of graduate attributes in undergraduate majors commenced (2005-6) and continued in 2007 in targeted majors requiring revision (International Business, HR, IR Information Systems) • Undergraduate majors mapped or in process of being mapped as part of program review by several Schools (Actuarial Studies; Business Law & Taxation; Information Systems Technology & Management; Organisation & Management) • Creation of teaching teams in programs and Learning and Teaching Committees in Schools to systemically review the scaffolding of courses in a program • Review of mapping tools and processes (2006-7) and review of interactive mapping tool (2007) produced as a result of a Carrick funded project (REVIEW created by Darrall Thompson, UTS) • Evaluation of support for curriculum mapping by EDU & other bodies; evaluation of impact of mapping on curriculum review (staff survey, focus groups) • Key graduate attributes & program learning goals mapped for MBA and MBT programs • EDU support for curriculum mapping commenced in June, 2005 	<ul style="list-style-type: none"> • Continue the provision of support in curriculum mapping • Link to BCom Review and use to inform process of curriculum mapping across the disciplines and programs • Link to BCom Review and use to inform • Work with L&T Committees to develop clear strategies for curriculum mapping in revised BCom majors (core and electives). School L & T Committees to co-ordinate curriculum mapping in Schools • Projected funding of the purchase of a graduates skills mapping program, and trial in 2008 • Use curriculum and graduate mapping skills already accomplished to inform the review process with mapping of graduate attributes in undergraduate majors to be completed (2008-2009) • Use curriculum and graduate mapping skills accomplished to inform the U/G and planned P/G program review processes • Provide training to EDU and all staff in curriculum mapping to ensure consistency of approach • EDU to continue to provide support for School curriculum review committees 	<p>EDU L&T Advisor</p> <p>A/D Education</p> <p>A/D Education</p> <p>A/D Education L&T Fellow L&T Committees</p> <p>A/D Education</p> <p>A/D Education</p> <p>L&T Fellow UNSW L&T EDU</p>
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<p>Strategy 2.2 Share good practice about the ways of linking assessment to graduate attributes</p>	<ul style="list-style-type: none"> • Sharing of curriculum maps and information about assessment amongst colleagues across Schools • Sharing of curriculum maps and information about assessment amongst colleagues within Schools in teaching teams and majors • EDU support for staff to embed graduate attributes in assessment tasks in individual courses and to systematically develop (scaffold) graduate attributes in learning activities and assessment through a program of study, initially in majors currently in development/review (2006-7) 	<ul style="list-style-type: none"> • Establish forums for discussion for at U/G and P/G for sharing of practices across all levels of learning • Continue EDU involvement with teaching teams and L&T Committees to embed appropriate assessment strategies. L&T fellow to coordinate assessment component 	<p>A/D Education L&T Fellow L&T Committees</p> <p>L&T Fellow L&T Committees</p>
<p>Strategy 2.3 Revise program and course approval documentation to require explicit linking between graduate attributes and course and program curriculum</p>	<ul style="list-style-type: none"> • Survey of current program & course development processes, including statements of graduate attributes, stakeholder consultation and curriculum mapping • Faculty program development, review and approval processes currently being reviewed 	<ul style="list-style-type: none"> • Faculty program and course approval documentation to require explicit linking between graduate attributes and curriculum • Finalise and document in 2007-8 	<p>A/D Education UNSW L&T</p> <p>A/D Education</p>

<p>Strategy 2.4 Evaluate the use of the postgraduate research student log that addresses research graduate attributes</p>	<ul style="list-style-type: none"> • Appraisal of UNSW Research and Research Training Management Report, 2005 (RRTM) • Survey conducted of all ASB Research degree course requirements by School (August 2006) • School monitoring of research courses and the embedding of the generic grad attributes of research student • Establishment of an ASB Award in 2007 to recognise outstanding supervision of postgraduate research students 	<ul style="list-style-type: none"> • Ensure Faculty alignment with UNSW RRTM A5.3.6 Postgraduate research skills development; A5.7 Generic attributes of research graduates, and the generic attributes for UNSW research graduates approved by Academic Board's Committee on Research (see Appendix 3 of RRTM) • Review the extent to which the generic attributes for UNSW research graduates approved by Academic Board's Committee on Research (see Appendix 3 of RRTM) are embedded in the courses offered to postgraduate research students • Liaise with School L&T Committees to ensure practice of embedding appropriate graduate attributes • Granting of award in May 2008 	<p>A/D Education A/D Research UNSW Research Office</p> <p>A/D Education A/D Research UNSW Research Office</p> <p>L&T Committees</p> <p>Award Selection Panel</p>
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<p>Strategy 2.5 Pilot the use of an electronic student portfolio to encourage our students to take responsibility for their development of graduate attributes</p>	<ul style="list-style-type: none"> • Survey of e-portfolio initiatives at QUT and other Australian universities conducted by Associate Dean U/G Programs and Education • Investigation of e-portfolio component of WEBCT Vista • On-line training of e-portfolio component of WEBCT Vista undertaken by EDU Education Technology Project Co-ordinator • Investigation of commercial e-portfolio programs e.g. Task Stream 	<ul style="list-style-type: none"> • Use information gained to inform development of an e-portfolio strategy in 2008 • Continue involvement in this initiative • Monitor progress in relation to the implementation of Vista 4.0 across campus (e-Portfolio tool will be part of this upgrade when approved) • Investigation of other portfolio tools, and 3rd party options 	<p>A/D Education</p> <p>A/D Education</p> <p>Technology Project Coordinator</p> <p>Technology Project Coordinator</p>
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<p>Strategy 2.6 Increase opportunities for all students to learn in real world and multi-disciplinary contexts</p>	<ul style="list-style-type: none"> • ASB students provided opportunities through Co-op Program (Actuarial Studies, School of Accounting, Banking & Finance, Marketing) to learn in real world contexts • Meet the CEO series – offered in 2007 which aims to give students access to contemporary thinking in business by its leading practitioners • International student exchange – ASB students encouraged to participate in the international student exchange program with one of its many international partner universities • Introduction of BCom International in 2007 and ASB scholarship to study abroad for 12 months • Pilot of Lucy Mentoring Program for female undergraduate Business and Law students introduced in 2007 with the NSW Government Office for Women (Industry experience and mentoring by women in senior roles in business and law) 	<ul style="list-style-type: none"> • Continue and extend Co-op programs, industry-based internships and mentoring schemes and CEO series • Continue this initiative • Expand International Exchange program • Increase travel Scholarship initiatives • Create further business partnerships for student opportunities 	<p>A/D Education Heads of School Co-Op Coordinators</p> <p>SRO</p> <p>BCom Director SRO</p> <p>A/D Education</p> <p>A/D Education</p>
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Australian School of Business Learning and Teaching Plan(2007-2008)

Goal 3: Support for Transitions

3a: Students are supported in their transition to study in the ASB and at UNSW

3b: Staff are supported in their transition to employment in the ASB and at UNSW

<i>Strategies</i>	<i>Activities and Outcomes</i>	<i>Future Actions and Targets</i>	<i>Responsibilities</i>
<p>Strategy 3.1</p> <p>Develop and expand the initiatives designed to improve the transition experience of students from high school, non-formal study pathways and postgraduate studies to their first year in the ASB and at UNSW</p>	<ul style="list-style-type: none"> • Undergraduate Orientation Program offered at the commencement of each session - <i>‘Making the most of your study is the ASB: How to settle in, survive, succeed...socialise and enjoy your learning experience!’</i> • The ASB develops pre-enrolment and orientation material for commencing students. The EDU produces an Undergraduate Orientation Handbook and a Learning Guide for Postgraduate Studies. • Postgraduate Orientation and program briefing held at the commencement of each session for incoming students • Peer Assistance Support Scheme (PASS) offered in six first year core courses in Accounting and Economics and provides support for first year students in need of numeracy assistance within the context of their disciplines • PASS program funding expanded to School of Actuarial Studies (July 2007) Actuarial Studies PASS leaders were previously voluntary. • Continued provision of EDU training, resources and ongoing support for leaders and co-ordinators, including the development of PASS Leaders’ Manual and • ASB Undergraduate and Postgraduate Peer Mentoring Programs for commencing students at the beginning of each Session (80 student mentors, mentoring 500 undergraduates and 100 	<ul style="list-style-type: none"> • EDU to continue organising and funding the Orientation Program. Review and refine each session • Continue implementation of these initiatives facilitated by EDU budget. Review and update information for each session • Continue involvement in this initiative • Continue this initiative facilitated by EDU Budget • Continue this initiative facilitated by EDU Budget • Continue this initiative facilitated by EDU Budget and develop PASS Co-ordinators’ Manual • Continue this initiative facilitated by U/G and P/G Budgets 	<p>A/D Education EDU</p> <p>EDU Manager</p> <p>A/D Education</p> <p>EDU School Coordinators</p> <p>L&T Advisor School PASS Coordinators</p> <p>L&T Advisor</p> <p>SRO</p>

	<ul style="list-style-type: none"> • Ongoing contribution of School Student Societies' welcome activities and orientation functions, including undergraduate and postgraduate Orientation Camps & social functions • Program of 'out of class' activities offered through the Student Relations Officer that support the transition process for undergraduate and postgraduate students, including initiatives form diverse backgrounds • Availability of EDU Workshops offered regularly during each session to assist students make the academic transition to tertiary study at both undergraduate and postgraduate levels • Availability of individual consultations to all undergraduate and postgraduate students enrolled in the ASB to address learning issues and issues related to making the transitions to disciplinary contexts 	<ul style="list-style-type: none"> • Form stronger links with the Student Societies to support the student experience • Continue this initiative facilitated by U/G and P/G Budgets • Refine and expand these support services to ensure that it is available to students across all programs in the ASB (including tailored strategies for MBA and MBT students) • Continue this initiative 	<p>Student Relations Officer Student Societies SRO</p> <p>EDU Manager EDU L&T Advisor</p> <p>EDU Manager EDU L&T Advisor</p>
<p>Strategy 3.2 Develop additional pages for ASB L&T & EDU websites to address needs of specific groups of students and approaches for academics</p>	<ul style="list-style-type: none"> • For new staff information includes: Learning & Teaching Resource List, WebCT Support, Teaching Portfolio & Promotion, Course Outline Template, Learning & Teaching Workshops, Staff Induction, Checklist for New Staff, Induction Workshop, FULT for New Staff, CATEI information literature on L & T • For new students, all activives and support services listed in 3.1 are available on the EDU website under the title of 'Student Support' • "Learning and Teaching" has been strategically repositioned along-side Research on the main ASB website permanent menu 	<ul style="list-style-type: none"> • Further redesign of both the Learning and Teaching site, and the EDU site to become more user friendly and information focussed, especially for new staff and students • Continue to raise the profile of learning and teaching on the websites • On going updating of resources on website. 	<p>Technology Project Coordinator</p> <p>Technology Project Coordinator</p> <p>Technology Project Coordinator</p>

<p>Strategy 3.3</p> <p>In relation to the Enabling Skills Policy, evaluate a school-based pilot of the implementation of the academic literacy program and the implementation of the University-wide new on-line information literacy program (intended to be mandatory for all commencing course work students from 2005)</p>	<ul style="list-style-type: none"> • Pilot of a process to diagnose and provide feedback on the academic literacy and written English skills of commencing undergraduate students in the FCE, which formed part of the UNSW Enabling Skills Academic Literacy Project, was conducted in 2005 by Carolyn Cousins (EDU), David Morgan (A/D Undergraduate Studies) and Claudia Gormly (Accounting) • Engagement of EDU staff in several stages of planning and trialling of <i>ELISE for Postgraduate Business Students</i>: <ul style="list-style-type: none"> -Carolyn Cousins co-ordinated a project to develop an online information literacy tutorial specifically to meet the needs of commencing postgraduate coursework students in FCE and the Master of Business Technology (MBT) programs. -The tutorial, 'ELISE for Postgraduate Business Students', was developed jointly by staff from the UNSW Library, the EDU and the MCom and MBT programs in the second half of 2005, and launched at the beginning of Session 1, 2006 • Briefing Report on ELISE tutorial, including student evaluation, was made to the UNSW ELISE Working Group in April, 2007 	<ul style="list-style-type: none"> • Results and feedback will be used to inform student orientation programs, in 2007 and on. • The continuing use of information literacy programs to be monitored and promoted • Membership of UNSW ELISE Working Group 	<p>L&T Advisor</p> <p>L&T Advisor</p> <p>L&T Advisor</p>
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<p>Strategy 3.4</p> <p>Establish a first year coordinators network and develop a program and resources based on the literature to support the needs of this group</p>	<ul style="list-style-type: none"> • First Year coordinators networks established to discuss issues of common concern in learning and teaching and the First Year Experience (FYE) • FYE Accounting, Banking and Finance, Economics examinations committee to explore options for conducting exams for large cohorts • Dissemination of FYE literature • Support participation by staff in national PASS Co-ordinators Network 	<ul style="list-style-type: none"> • Continued encouragement of participation by first year teaching staff and engage School Learning and Teaching Committee Members • Encouragement to attend FYE conference • Continue this practice to strengthen the nexus between research and teaching • Continue and expand this practice 	<p>A/D L&T Fellow Coordinators</p> <p>A/D Education</p> <p>A/D Education</p> <p>A/D Education</p>
<p>Strategy 3.5</p> <p>Continue the provision of peer mentoring programs to further facilitate and embed the academic and social adjustment of first-year students</p>	<ul style="list-style-type: none"> • Postgraduate Peer Mentoring Programs continued in 2007, with an emphasis on forming friendships, exchanging information, networking and creating communities of learning practice, with attention to students from diverse backgrounds • P/G and U/U Peer Support Programs and Peer Mentoring Programs organised by SRO and sponsored by the Faculty (see 3.1) • Welcome function and Orientation Camps organised by PG Student Society COMPEC 	<ul style="list-style-type: none"> • Student Relations Officer to continue engagement with program • Continue support and development of additional activities in 2008 • Continuation and expansion in 2008 	<p>SRO Student Societies Careers Dev. Unit</p> <p>SRO</p> <p>SRO</p>

<p>Strategy 3.6</p> <p>Provide for new academic staff needs in learning and teaching, particularly staff on probation, through the Career Development Scheme, the Foundations in Learning and Teaching (FULT) Program and through support for peer mentoring schemes</p>	<ul style="list-style-type: none"> • Extensive publication of FULT Program to new staff in the ASB with proven impact and high attendance rates (see LTPI 1) • Encouragement of and support for staff to complete the Graduate Certificate in Higher Education • Ongoing implementation of the Tutor Training Program for all sessional staff – all tutors are required to undertake this program to ensure quality in learning and teaching (see LTPI 5) • All staff completed the Career Development Program 2005-2006 • Implementation of Peer Mentoring Schemes in some Schools 	<ul style="list-style-type: none"> • Continue initiatives to encourage completion of FULT Program • Continue to support • Continue and refine • Continue to support • Formalise a Peer Mentoring Scheme for staff in the ASB (draw from Carrick funded research and initiatives at Flinders and other universities) 	<p>A/D Education</p> <p>A/D Education</p> <p>A/D Education</p>
<p>Strategy 3.7</p> <p>Ensure that all students and staff are aware of the University's revised policy on academic integrity, that all students are directed to the new 'How not to plagiarise' website and that the website contains discipline specific instances of plagiarism and how it can be avoided</p>	<ul style="list-style-type: none"> • EDU provides workshops for students, one of which is on 'Avoiding Plagiarism'; advertised at undergraduate and postgraduate orientations and on EDU website under 'Student Resources' • EDU provides extensive resources on academic skills and writing, which reinforces UNSW plagiarism guidelines 	<ul style="list-style-type: none"> • Continue in 2008 and ongoing • Continue in 2008, refine and update on an ongoing basis 	<p>EDU</p>

Australian School of Business Learning and Teaching Plan (2007-2008)

Goal 4: A diverse and flexible learning experience

Curricula, teaching modes and level of support will reflect our changing student profile

<i>Strategies</i>	<i>Activities and Outcomes</i>	<i>Future Targets and Actions</i>	<i>Responsibilities</i>
<p>Strategy 4.1 Contribute to the development of an annual UNSW student survey that is informed by the previous UNSW student survey, the UNSW National Survey of Student Experience Survey (NSSE) and the national and international literature</p>	<ul style="list-style-type: none"> • Continued practice of surveying student learning needs and student diversity in the ASB; consideration of Australian version of NSSE (Carrick funded project) • FCE Diversity project conducted 2005-6 and included: <ul style="list-style-type: none"> -a student survey to identify the impact of diversity on the student experience -a staff survey and interviews to gauge the impact on learning and teaching, and strategies used for managing the diversity, maximising the benefits of diversity, and enhancing the student experience - presentation at the First Year Experience Conference in 2006 on <i>Experiencing Student Diversity in the FCE: Staff and Student views</i> 	<ul style="list-style-type: none"> • Continue this practice to inform learning and teaching and enhance the student experience; support UNSW initiatives and provide input to UNSW version of the NSSE and implement in the ASB. Consider Australian version of NSSE for implementation in 2008 • Apply information obtained from the survey to enhance the student experience in FCE by developing resources such as: <ul style="list-style-type: none"> -A 'Diversity Kit' - aimed at providing staff with practical resources and ideas for making the best use of student diversity; -A 'Valuing Diversity' website – for students and staff, which provides both ready access to information about the diversity in the Faculty, resources and information about the ways in which staff and students make use of this diversity (case studies, best practice) and which promotes diversity at the personal level by incorporating the 'stories' of individuals. 	<p>A/D Education</p> <p>A/D Education Project Researchers</p>

<p>Strategy 4.2</p> <p>Evaluate the international and intercultural experience of students to identify strengths and gaps, and to identify where further strategies are needed to ensure an inclusive learning experience for ASB students</p>	<ul style="list-style-type: none"> Continuing evaluation of the student survey data obtained through the FCE Diversity project in 4.1 Extensive research of student learning expectations, career expectations and motivations at UNSW and in the ASB conducted by the Associate Dean U/G Programs and Education, in collaboration with colleagues from seven other Faculties at UNSW (see 1.1): <i>Cross cultural learning experiences, expectations & outcomes of Asian students at UNSW</i> 	<ul style="list-style-type: none"> Develop strategies to ensure an inclusive experience in all classes Data analysis in progress and will be used to inform teaching and learning in classrooms where diversity is an essential feature. Encourage staff to ensure inclusive practices in their teaching and classroom management 	<p>A/Dean Education EDU</p> <p>A/D Education Project Researchers</p>
<p>Strategy 4.3</p> <p>Promote practices that integrate cross-cultural dimensions into learning and teaching</p>	<ul style="list-style-type: none"> Internationalisation of the curriculum commenced earlier in 2004-2006 with teaching Forums and input from external 'Diversity' consultants Strategies abstracted from the Faculty diversity projects outline in 4.2 emphasis on researched informed teaching and learning Strong emphasis on catering for cross-cultural learning differences in the EDU Principles of Tutoring training program for new sessional staff EDU's learning consultants directly address the specific learning needs of students, including those from non-English speaking backgrounds and the impact of their cultural background on their approach to learning The EDU offers a program of workshops that provide discipline-specific learning materials The Faculty reviews and revises programs in response to student comments and feedback at both the undergraduate and postgraduate levels Undergraduate and postgraduate programs focus on the development of professional skills including cross-cultural communication and ability to work effectively in an increasingly 	<ul style="list-style-type: none"> Continue updating and revitalisation of the process of internationalisation of the curriculum in the B.Com review and planned M.Com review Implement Strategies elaborated in the Report on the FCE Diversity project Update and continue to deliver this program Continue to provide support for students with specific cultural and disciplinary needs in ways that address their differences and courses requirements in consultation with ASB staff Continue this practice Continue to monitor improvement in response to CATEI 	<p>A/Dean Education EDU</p> <p>EDU</p> <p>EDU</p> <p>EDU</p> <p>EDU</p> <p>EDU</p> <p>A/D Education EDU</p>

	<p>diverse cultural business environment</p> <ul style="list-style-type: none"> • Student activities and societies- COMPEC and COMSOC catering for international students and promoting the cross-cultural experience outside of the classroom/funding and support • Continued offering of Indigenous student programs: Business Preparation Program (formerly CEPP) and introduction of the Indigenous Winter program • Student exchange for global preparation 	<ul style="list-style-type: none"> • Continue attention to the development of professional skills, including cultural sensitivity • Ongoing funding and support • Strengthen Indigenous strategies – work in collaboration with Nura Gili 	<p>EDU staff A/D Education</p> <p>A/D Education</p> <p>A/D Education BCom Director</p>
<p>Strategy 4.4 Review teaching and learning spaces and their implications for the student experience</p> <p>Strategy 4.4.1 Review the use of technology, including the e-learning platform to provide a flexible learning experience</p>	<ul style="list-style-type: none"> • Move to new building equipped with flexible, new teaching spaces, delegated spaces for student interaction, break out rooms for small group learning, cutting edge lecture theatres equipped with new technology and provisions for e-learning. Creation of an attractive learning environment through leading edge design and advanced technology and educational facilities • Support of research teams in the ASB to develop strategies for e-learning (see1.1) through Learning and Teaching Performance Funds and ASB research grants 	<ul style="list-style-type: none"> • Monitoring the use of the new teaching spaces , encouraging staff and students to maximise benefits of the new space (draw from research into Learning and Teaching Spaces and issues on how to use space effectively questions posed in t Carrick grant projects on learning and teaching spaces) • Key area of focus for 2008 and beyond. Continue to support resaech and projects in this area 	

<p>Strategy 4.5</p> <p>Collate concrete examples of what is currently being done in ASB programs and courses to engage students from diverse backgrounds, and to acknowledge and draw upon that diversity to enrich the student experience</p>	<ul style="list-style-type: none"> • MCom Program: new core courses launched in 2005: engage students from diverse backgrounds: COMM 5001, 5004 • School based practices to integrate cross-cultural dimensions: MGMT 1101, 2101, 2102, 3702, 5290, 5601, 5602, 5606; ACCT3583, 3563/3573, 5931 (see L & T Plans from Schools of OM and Accounting in HOS Reports) • Associate Deans U/G Programs and Education research into “Embedding Intercultural Competence in Business Education” will lead directly into inform the courses and programs in the ASB (see 1.1). Frameworks for embedding intercultural competence, literature and concrete examples have been identified and will be shared with teaching staff • Workshop offered to staff on ‘Diversity in Groups and Teams’ • A Diversity reference group has been established in the ASB, with representatives from each School, and plays an advisory role on relevant matters (e.g. advising on appropriate research, forums and workshops) • Staff have published resources for teaching in courses in the ASB: ‘Casebook in International Business’ (2005) with a series of cases entitled ‘Cross Cultural Encounters in International Business’. It includes cases based on the experiences of students and continues to be used as a text for teaching in the School of Organisation and Management. Staff in the AGSM have also published resources for teaching diversity management to postgraduate students • The Commerce and Economics Preparation Program (CEPP) for Indigenous Australians creates opportunities for Indigenous students to participate in a full time residential program run over four weeks in Jan- Feb (offered since 2003. In 2006 a Winter Program Program was introduced 	<ul style="list-style-type: none"> • Collate further concrete examples from ASB programs and courses; • Encourage extension of efforts to engage students from diverse backgrounds in other Faculty courses and programs in 2007 • Share resources and make available both information, website materials and access and training • Offer training in Diversity and Inclusivity • Members: Peter Roebuck (Accounting); Vic Edwards and Dr Ram Bhar (Banking and Finance); Bill Butcher (Business Law and Taxation); Judith Watson (Economics); Mohammed Razzaque (Marketing); Shahid Majeed (SRO) • Continue to support staff to contribute to the literature that informs learning and teaching • Extend the CEPP Program and Scholarship Funding to support Indigenous students 	<p>A/D Education</p> <p>A/D Education</p> <p>A/D Education</p> <p>A/D Education</p>
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<p>Strategy 4.6</p> <p>Make recommendations regarding the forms of institutional practices, resources and support that would enable staff and students to ensure the diversity of the student and staff experiences enriches learning and teaching</p>	<ul style="list-style-type: none"> • Staff Forum on Group Work and Group Assessment in November 2006 provided staff with enhanced understanding of cultural diversity issues and impact on group work • Invitation to international expert on Diversity Management (Offered invitation to Prof. Belle Rose Ragins (Uni of Wisconsin-Milwaukee) • Applied for 2007 Contestable Funding from the International Office for International Exchange Program (staff and students to go on exchange to Business Schools in India for global training) • Conference attendance for staff on all dimensions Diversity 	<ul style="list-style-type: none"> • Evaluate outcomes of Staff Forum to provide recommendations for future institutional practices, resources and support • Offer further workshops, forums and consultations with Prof. Belle Rose Ragins (Nov.2008) Fund series of lectures and presentations form LTPF • Expand this initiative. Provide funding from LTPF and seek ASB funding • Provide resources and funding for conference attendance 	<p>A/D Education</p> <p>A/D Education</p> <p>A/D Education</p>
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Australian School of Business Learning and Teaching Plan (2007-2008)

Goal 5: Integrated online learning

We will be a leader in the provision of integrated online learning opportunities for students on and off campus

<i>Strategies</i>	<i>Current & past activities</i>	<i>Future activities & initiatives</i>	<i>Responsibilities</i>
<p>Strategy 5.1 Implement a Learning Management System (through the eLearning program) that is integrated with other key University technologies, such as the library, staff and student portals, and administrative systems</p>	<ul style="list-style-type: none"> • The ASB has progressively achieved the status of full migration to WebCT Vista, running approximately 200 courses each Session, representing nearly all coursework programs • The ASB has achieved greater integration with new UNSW online services, including Lectopia lecture recording and audio streaming, video streaming, and conferencing via Macromedia Breeze • Trail of Turnitit online plagiarism software which led to implementation by several lecturers in the ASB • Staff are provided with extensive support by the EDU's Education Technology Project Coordinator (Peter McGuinn) • MBT Program (distance learning program) trialled the use of Vista, moving from Webteach to Vista, to better support distance students and provide access to a wider range of online tools • MBA programs are yet to make a transfer to the Vista platform due to technical problems and different technologies (on-shore and off-shore) 	<ul style="list-style-type: none"> • The ASB will continue to train and certify new staff to use WebCT Vista • Continue to provide support for learning technology initiatives and create opportunities in this area • Continue support for this initiative • Ensure full support for initiatives in these areas • Continue to monitor MBT and MBA needs to ensure availability of quality learning technologies and support for its students across the world 	<p>Education Technology Project Coordinator</p> <p>Education Technology Project Coordinator</p> <p>Education Technology Project Coordinator</p> <p>A/D Education</p>

<p>Strategy 5.2 Provide staff development opportunities for school communities in the use of the pedagogical and technological dimensions of flexible learning and support staff in the application of scholarship and innovative teaching practice</p>	<ul style="list-style-type: none"> • The EDU has run numerous WebCT training sessions (both School and Individual) as part of the migration to WebCT Vista. • Continuing development sessions are run by the EDU to expand online activities. These consultations are run on a variety of topics, and aim to assist and encourage staff to develop their innovative teaching practices • Research has been undertaken by the EDU in conjunction with academic staff on the effectiveness of certain aspects of online learning and teaching. This research has been fed back into our online practice • Further research projects are in progress 	<ul style="list-style-type: none"> • The EDU plans to continue this group and individual support in future • The EDU also plans to run knowledge sharing workshops, to allow staff from different Schools and disciplines to share innovative teaching experiences with colleagues across the Faculty. 	<p>Technology Project Coordinator</p>
<p>Strategy 5.3 Evaluate student and staff experiences and practices with educational technologies to inform quality improvements in learning and teaching</p>	<ul style="list-style-type: none"> • The EDU has completed one major research project on student behaviour online in a large first year course. This was presented in December 2006, and published shortly after • Discussions with staff on the need for developing best practice in e-learning and areas for improvement 	<ul style="list-style-type: none"> • Further research projects are in various stages of development. • Organise a Faculty forum on 'Practices with Educational Technology and fund 	<p>Technology Project Coordinator A/D Education</p>
<p>Strategy 5.4 Promote efficient use of educational technologies to support activities that enhance student learning and allow staff to make effective use of their time by enabling participation from diverse locations</p>	<ul style="list-style-type: none"> • By ensuring timely and efficient access to WebCT Vista, and broad access to training and support, the EDU promotes 24 hour access to learning and teaching materials. Beyond WebCT, the EDU works with the Learning and Teaching Unit to promote and support other technologies (recording and streaming of lectures, hosting of streaming video, etc) • Working more closely with MBT Facilitators, promoting successful distance learning. 	<ul style="list-style-type: none"> • The EDU plans, where appropriate, to ensure ALL courses have an online presence by 2008 • Projections for e-learning: <ul style="list-style-type: none"> -Develop a systemic plan for strengthening the use of educational technologies to enhance the quality of student learning - Support the purchase of software from EDU budgets - Promote research, by supporting projects investigating online practice. 	<p>Technology Project Coordinator</p>

<p>Strategy 5.5</p> <p>Expand the capabilities for recording of lectures and other classroom or off-campus activities, thereby enabling a diverse population of students to access the events by convenient web-accessible streaming technologies</p>	<ul style="list-style-type: none"> • MBA and MBT Programs make extensive use of off-campus activities (including international locations) and therefore make use of a variety of web-accessible technologies which could be used to inform the choices available to the rest of the ASB 	<ul style="list-style-type: none"> • Leverage the knowledge and experience of proven uses of educational technologies in the ASB and devise a common strategy with multiple approaches to suit the needs of the diverse programs in the ASB 	<p>Technology Project Coordinator</p>
<p>Strategy 5.6</p> <p>Research and apply Assistive Technologies to enable students and staff with disabilities to partake in the ASB learning experience</p>	<ul style="list-style-type: none"> • Discussions have been held with the EDU and UNSW Counselling Services to canvass how to best address the needs of students and staff with disabilities. A meeting is planned for Oct 2007 with the Director of UNSW Counselling Services 	<ul style="list-style-type: none"> • Devise a Faculty policy for implementation in 2008 	<p>A/D Education</p>

Australian School of Business Learning and Teaching Plan (2007-2008)

Goal 6: Learning and Teaching Feedback Loop

Continual improvement of students' learning and teaching experience will follow evaluation of programs, courses and teaching

<i>Strategies</i>	<i>Activities and Outcomes</i>	<i>Future Targets and Actions</i>	<i>Responsibilities</i>
<p>Strategy 6.1 Drawing on user feedback, complete the implementation of the Course and Teaching Evaluation and Improvement (CATEI) Process</p>	<ul style="list-style-type: none"> • Use of new Course Outline template to ensure reporting on continuous improvement • Creation of Learning and Teaching section on all School websites to provide information from Heads of School on improvements made in response to CATEI 	<ul style="list-style-type: none"> • Support staff in collecting, analysing and documenting informal and formal feedback from students • Maintain and extend on reporting of changes adopted as a result of CATEI in Course outlines and on Learning and Teaching section on School websites 	A/Dean Education
<p>Strategy 6.2 Support staff in interpreting and responding to feedback from the CATEI Process using the Guidelines on Learning that Inform Teaching as a resource</p>	<ul style="list-style-type: none"> • EDU to provide information on CATEI results by school and course • Encourage staff to align improvements adopted with the Guidelines on Learning that Inform Teaching as a resource • A/D Undergraduate Programs and Education and CATEI Coordinator devised a comprehensive new CATEI Manual to guide staff in the new on-line approach to CATEI 	<ul style="list-style-type: none"> • HOS and Associate Heads to support staff in documenting reflection on feedback in LIC reports on CATEI to HOS and use of Career Development Scheme to ensure the adoption of changes to course design and delivery • Ongoing monitoring of the CATEI online process and ongoing revision of the ASB CATEI Manual 	A/D Education EDU
<p>Strategy 6.3 Use the systematic analysis of evaluation feedback from student and other stakeholder sources to inform the improvement of learning and teaching policy and practice</p>	<ul style="list-style-type: none"> • Continual provision of EDU aggregated CATEI results over time by School • Use of LIC Report to HOS to identify problem areas and strategies for improvement • Surveys of Industry stakeholders • Research of stakeholders (prospective & current students; alumni; employers) to inform BCom Review (see Strategy 2.1) 	<ul style="list-style-type: none"> • Improvement of policy based on activities in 2006 	Heads of School Dean A/D Education EDU

<p>Strategy 6.4</p> <p>Evaluate student and staff experiences and practices with educational technologies to inform quality improvements in learning and teaching</p>	<ul style="list-style-type: none"> • Cross-disciplinary team established by former Associate Dean (Education) to undertake a research project entitled: ‘Matching FCE Student Learning Needs and WebCTVista Capabilities’, to investigate alignment between UNSW Guidelines, Graduate Attributes and applications of this technology.’ 	<ul style="list-style-type: none"> • Second stage of this project in 2007 to investigate staff responses to the use of WEBCT Vista and its value for improving L & T outcomes 	<p>L. Taksa (O&M), Farhad Daneshgar and Christine Van Toorn (ISTM), Peter McGuinn (EDU)</p>
<p>Strategy 6.5</p> <p>Ensure the relevant data on the student experience are readily accessible to staff and that support is provided in interpreting and using these data</p>	<ul style="list-style-type: none"> • Data regularly provided to Faculty’s Executive, including Heads of School to follow the trends in the student experience • Research project investigating current student and Alumni perceptions of Graduate Attributes and Employability skills begun in August 2006 by (Associate Dean (Education), Associate Dean (Undergraduate Studies), Dr Ian Hampson (School of Organisation & Management), Carolyn Cousins (EDU) 	<ul style="list-style-type: none"> • Ensure the provision of on-going data analysis and interpretation • Extend the research in this area and engage in collaboration with the UNSW learning and Teaching Unit on the UNSW NSSE • Compare outcomes of surveys with CEQ results 	<p>A/Dean Education BCom Director A/D Education</p>
<p>Strategy 6.6</p> <p>Require that the program and course review processes include statements as to how they are informed by the Guidelines on Learning and Teaching that inform Teaching at UNSW</p>	<ul style="list-style-type: none"> • Undergraduate Review process (BCom) has several components of the Guidelines on Learning and Teaching incorporated in the study, where a whole section is dedicated to canvassing students’ employers’ and alumni view on appropriate graduate attributes for Business Education • Liaise regularly with UNSW Learning and Teaching to access external support and expertise in this area 	<ul style="list-style-type: none"> • Disseminate information from Program Review to Faculty Executive, Associate HOS, Course Coordinators, L&T Committees, and other stakeholders • Guidelines through briefings by Associate Dean Education to all Schools by attendance of all School meetings 	<p>A/Dean Education, Program Directors Heads of School A/D Education</p>

Australian School of Business Learning and Teaching Plan (2007-2008)

Goal 7: Recognition of Effective Teaching

Effective teaching will be acknowledged and rewarded

<i>Strategies</i>	<i>Activities and Outcomes</i>	<i>Future Targets and Actions</i>	<i>Responsibilities</i>
<p>Strategy 7.1</p> <p>Implement an improved promotion process that recognises and rewards quality in teaching including:</p> <ul style="list-style-type: none"> - the introduction of ASB based peer-review panels to evaluate evidence in relation to teaching; - the introduction of School based peer-review strategies to evaluate evidence in relation to teaching; - the recognition and reward of those who demonstrate evidence of the scholarship of learning and teaching in promotion applications 	<ul style="list-style-type: none"> • Associate Dean Education and EDU provides support for staff preparation of promotion, teaching portfolio documentation and applications for teaching awards through individual consultation and review of portfolios • Informal teams and peer review panels operate in some Schools (Marketing, Accounting, Information Systems) • Learning and Teaching Committees established in each School (with support funding from the LPTF) and will serve to act as a peer review team in relation to teaching performance 	<ul style="list-style-type: none"> • Develop peer observation program to provide feedback for staff that can enhance teaching in 2007 • Develop peer partnership program for academic staff to enable mentoring and feedback in 2008 • Refine this strategy in 2008 on the basis of the reports provided by HOS on the success of the strategy 	<p>AD Education EDU</p> <p>A/D Education L&T Fellow</p> <p>A/D Education L&T Committees</p>
<p>Strategy 7.2</p> <p>Develop strategies to enhance leadership in learning and teaching for Heads of School and other academic leaders</p>	<ul style="list-style-type: none"> • Former Associate Dean Education joined UNSW team application applied to participate in the Carnegie Academy for the Scholarship of Teaching and Learning (<i>CASTL Leadership Program</i>) (in collaboration with UNSW Learning and Teaching) • All HOS have access training from the HR supported Leadership Program • Women in senior management positions can apply for the 'UNSW Women in Leadership program supported by the HR Department – to date 5 staff have attended the program 	<ul style="list-style-type: none"> • Associate Dean Education to promote leadership in L & T in 2007 through publication in leading journals on L & T • Continuing • Extend and provide funding support for such strategies (EDU Budget) 	<p>A/D Education</p>

<p>Strategy 7.3</p> <p>Increase the scope of ASB teaching awards, enhance staff awareness of the UNSW schemes and align them with the criteria for the Vice-Chancellor's Award for Teaching Excellence and Carrick Institute Teaching Awards</p>	<ul style="list-style-type: none"> • Approval of the Australian School of Business Awards for Teaching Excellence introduced by the A/D U/Programs and Education and approved by the ASB Standing Committee: The Awards include: <ul style="list-style-type: none"> -The Bill Birkett Award for Teaching Excellence (\$2000) -Outstanding Teaching Innovations (\$2000) -Outstanding Research Supervision (\$2000) -Excellence in Team Teaching (\$4000) -Excellence in Tutoring x2 Awards (\$1000 each) • Awards scheme developed to align with UNSW teaching Awards and Carrick Institute Teaching Awards, EDU to assist ASB staff in the preparation of their application • Launch of the Inaugural MBT Facilitator of the Year Awards Scheme in 2006 • Continual provision of AGSM Teaching Awards 	<ul style="list-style-type: none"> • Awards scheme launched in 2007 and to be awarded at the ASB Presentation evening in May 2008 • Provide support, advice and exemplars to applicants • Maintain awards for different programs in the ASB – however, streamline and work towards a single framework 	<p>AD Education</p>

Australian School of Business Learning and Teaching Plan (2007-2008)

Goal 8: Support for staff

Support will be available to all staff in their learning and teaching practice

<i>Strategies</i>	<i>Activities and Outcomes</i>	<i>Future Targets and Actions</i>	<i>Responsibilities</i>
<p>Strategy 8.1 Ensure that all professional development programs in learning and teaching support commitment to the Guidelines on Learning and Teaching</p>	<ul style="list-style-type: none"> • EDU promotes Guidelines through its website and also through all support provided to staff • Guidelines promoted through Course outline template • Guidelines included in new staff Induction resources • Hard copies available in the EDU for dissemination 	<ul style="list-style-type: none"> • Continue this approach • Continue these approaches 	<p>A/D Education EDU EDU Manager</p>
<p>Strategy 8.2 Embed a 'communities of practice' approach in all staff development in learning and teaching initiatives (as appropriate)</p>	<ul style="list-style-type: none"> • Forum on group work and group assessment undertaken in November 2006 • Tutor Training program delivered by EDU now available to all Faculties through UNSW Learning and Teaching • First Year Experience Group to work on issues impacting on large classes in First Year (Accounting, Economics, Banking and Finance) • Sub-committee of Education Committee focusing on Examinations and Special Consideration 	<ul style="list-style-type: none"> • Continue past and current activities • Continue with current activity • Expand this strategy to include Assessment, e-learning, diversity, innovation in learning etc. and expand to all undergraduate and postgraduate staff. Link to UNSW Learning and Teaching 'communities of practice' 	<p>A/D Education L&T Fellow UNSW Learning and Teaching</p>

<p>Strategy 8.3</p> <p>Ensure that professional staff development programs are designed and implemented taking into account student and peer feedback on learning and teaching issues</p>	<ul style="list-style-type: none"> • Aggregated CATEI outcomes used to inform EDU support for academic staff • Newly revised CATEI Manual clearly sets out requirements to report on how student feedback is managed 	<ul style="list-style-type: none"> • CATEI outcomes to inform Career Development Scheme consultations with Heads of School 	<p>AD Education Heads of School</p>
<p>Strategy 8.4</p> <p>Support, value, acknowledge and reward the work of ASB sessional teachers by:</p> <ul style="list-style-type: none"> - providing opportunities for their professional development; - ensuring full integration into the ASB and School communities in learning and teaching; - responding to varying and unique needs within Schools - rewarding and recognising teaching performance and contribution 	<ul style="list-style-type: none"> • Three module Tutor Training Program offered by EDU at beginning of each session (approximately 100 in 2006 and 120 in 2007) which includes an assessment task and certificate of attendance • Provision of a comprehensive Resource folder for new sessional staff • Launch of inaugural ASB sessional staff teaching awards (2 awards per year - see 7.3) • MBT Facilitator's Award set up in 2006 and will be offered again in 2007 	<ul style="list-style-type: none"> • Continue Tutor Training program, through liaising with Colina Mason from UNSW Learning and Teaching. Continue to fund Tutor Training program • Continually review resources to update and make them relevant • Awarded in 2008 and on-going • Find alternate ways to reward more sessional staff and recognise quality teaching and learning 	<p>A/D Education L&T Fellow</p> <p>L&T Fellow</p>

<p>Strategy 8.5</p> <p>Provide systemic support in learning and teaching for staff through the University Network in Learning and Teaching (UNILT) workshops, the Graduate Certificate in Higher Education, Educational Development & Technology Centre workshops, and services provided by the Learning and Teaching Unit, EDTeC, and the Learning Centre</p>	<ul style="list-style-type: none"> • Promotion of UNILT, EdTeC workshops and other such programs to all FCE staff by Associate Dean U/G Programs and Education (via emails to all staff, HOS and School administrators) • Involvement of EDU staff in presentation of UNILT workshops • Attendance of EDTeC training by EDU staff • MBT Facilitators participated in EdTec training to facilitate the move from WebTeach to WebCT Vista • Ongoing support for all staff who participate in learning and teaching development from the Associate Dean U/G Programs and Education • Provision of systemic support for all staff in the ASB through workshops and seminars in the EDU 	<ul style="list-style-type: none"> • Continue past and current activities and create a culture of learning development, learning communities and learning partnerships to broaden and enhance the quality of student learning 	<p>A/D Education L&T Fellow</p>
<p>Strategy 8.6</p> <p>Support strategies to increase participation of Indigenous students in programs and courses offered by the ASB</p> <p>Strategy 8.6.1</p> <p>Develop strategies to increase retention and graduation of indigenous students in the ASB</p>	<ul style="list-style-type: none"> • The Commerce and Economics Preparation Program (CEPP) for Indigenous Australians creates opportunities for Indigenous students to participate in a full time residential program run over four weeks each year (commenced 2003) • Introduced an Indigenous Winter Program in 2007 for high school students who may be interested in studying Business • Award of two Scholarships for Indigenous: Qantas Scholarship for Indigenous Students and Ryan Family Scholarship • Ongoing liaison with Nura Gili, the Indigenous Students' Centre 	<ul style="list-style-type: none"> • Extend the CEPP program and refine to address student feedback and difficulties in learning adjustment • Continue support and refine program to introduce more 'real life' business experience (gained from student feedback) • Increase scholarships for Indigenous students by seeking further sponsorships 	<p>A/D Education BCom Director</p> <p>A/D Education</p>

<p>Strategy 8.7 Provide staff development opportunities for school communities in the use of pedagogical and technological dimensions of flexible learning and support staff in demonstrating application of scholarship and innovative practices</p>	<ul style="list-style-type: none"> • Training provided by EDU staff in WEBCT VISTA with a discipline specific orientation • Cross-disciplinary team established by former Associate Dean (Education) to undertake a research project entitled: • ‘Matching FCE Student Learning Needs and WebCTVista Capabilities’, to investigate alignment between UNSW Guidelines, Graduate Attributes and applications of this technology’ 	<ul style="list-style-type: none"> • Continue past and current activities • New research teams to be formed by Associate Dean Education to undertake projects that will encourage school communities to use flexible learning technologies 	<p>Technology Project Coordinator</p> <p>A/D Education</p>
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Australian School of Business Learning and Teaching Plan (2007-2008)

Goal 9: Policy development and implementation

Policy development and implementation informed by the insights, experience and knowledge of our University community as well as research in the area

<i>Strategies</i>	<i>Activities and Outcomes</i>	<i>Future Targets and Actions</i>	<i>Responsibilities</i>
<p>Strategy 9.1 Provide mechanisms for effective consultation and communication between policy making bodies and relevant stakeholders in learning and teaching</p>	<ul style="list-style-type: none"> • Communication of UNSW Learning and Teaching policies from Committee on Education U/G and P/G Education Committees and pre-University Committee policies to ASB U/G and P/G Education Committees, Faculty Executive including Heads of School and senior management group • Regular update to HOS to keep them informed of developments and requirements in Learning and Teaching • Dissemination of information • Attendance at Australian Business Dean's Council meetings (Associate Deans Education network) and information used to inform policy and practice in ASB • Networking with Australian Universities for comparative understanding and benchmarking • Ongoing consultation with the director and staff at UNSW Learning and Teaching • UNSW Associate Deans network • Learning and Teaching resource folders to ensure the location of and access to UNSW and ASB learning and teaching documents within the Schools • Student representatives of U/G and P/G Faculty Committees for communication with student and perspectives 	<ul style="list-style-type: none"> • Continue to audit and review current and previous processes and practices for incorporating stakeholder consultation into curriculum development. Where necessary, update and/or extend stakeholder consultation • Maintain this practice • ASB website announcements; address etc • Maintain these practices, extend and enhance for maximum communication • Plan innovations : ASB newsletter to students 	<p>A/D Education BCom Director</p> <p>A/D Education</p>

	<ul style="list-style-type: none"> • Regular forums once per semester with ASB student societies • Regular contact with student service bodies, Learning centre, Careers and Employment, Counselling Services , Nura Gili and Institute of Languages • Alumni and community partnerships: Regular Events • Current and previous processes and practices for incorporating stakeholder consultation into curriculum development audited and reviewed for curriculum mapping. 		A/Dean Education EDU
<p>Strategy 9.2</p> <p>Support Schools in contextualising the implementation of learning and teaching policies in ways that are relevant to their students and staff</p>	<ul style="list-style-type: none"> • Head of School updates on learning and teaching • Information sessions for HOS and Assoc HOS on learning and teaching issues e.g. CATEI • Individual consultations with the Heads of School on issues of learning and teaching • Learning and Teaching Committees (funding from LPTI grants). • Development of School L and Teaching Plans • Funding for research related to the disciplines (from the LTP Fund) • Support for the AGSM staff in transition to the new ASB. • Training for former FCE staff to teach on MBA programs 	<ul style="list-style-type: none"> • Updating and refinement over time to reflect changes in the School, developments in the discipline and changing business contexts. • Appointment of staff development and trainer in 2008, with industry perspectives and experience to train academics. 	A/Dean Education

<p>Strategy 9.3</p> <p>Ensure mechanisms for ASB ownership of UNSW learning and teaching policies across all programs and units</p>	<ul style="list-style-type: none"> • EDU and Education portfolio – determined organisational structure and allocation of roles and responsibilities • Allocated resources via the EDU Budget and Learning and Teaching Performance Funds • AGSM Education Development staff and roles – liaise and ensure open communication channels • MBT staff and roles – liaison and sharing of learning and teaching resources • Effectiveness of ASB approach to learning and teaching is evident in the achievements of the L&T Performance Funds and LTPI Funds; the AGSM and (former) FCE positioning as the leading business educators in Asia Pac. • Learning and Teaching Policies and practices strive for quality in learning and teaching. 	<ul style="list-style-type: none"> • Review and refine in light of staffing changes and new appointments (EDU Manager) and Learning and Teaching Fellow • Need to collate all policies and strategies collate into a key ASB policy on Learning and Teaching 	<p>A/D Education</p>
<p>Strategy 9.4</p> <p>All new ASB learning and teaching policies will include a policy impact statement that will state how the policy is informed by and impacts on existing learning and teaching policies</p>	<ul style="list-style-type: none"> • ASB policies and processes for curriculum development and review evaluated in 2007 • ASB policies draw from a list of well established documents from the former FCE and AGSM (see introduction to the ASB Learning and Teaching Plan and the AGSM Report in the HOS Reports Section 	<ul style="list-style-type: none"> • Schools to revise curriculum review processes to include explicit embedding of graduate attributes • Graduate attributes to be explicitly contextualised and embedded in programs of study • Australian School of Business to establish program and course approval policies that require documentation of '<i>explicit linking between graduate attributes and course and program curriculum</i>' 	<p>Dean AD Education Heads of School</p>