

L&T:22

Showcase – Session 1C

Wednesday 28 September



Showcase – Session 1C

Danika Wright

Senior Lecturer, Discipline of Finance, The University of Sydney Business School



Showcase 1

**Together We Do More:
How Co-coordination Worked in
FINC6013**

- Dr Juan Yao and Dr Wei Cui



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Together We Do More

How Co-coordination Worked in FINC6013

DR Juan Yao and Dr Wei Cui
Discipline of Finance



Co-ordination: why not?

- **Background**

- FINC6013 International Business Finance (MCom)
- 582 students
- 2 coordinators, 6 tutors

- **Challenges** (the ambiguous role of each coordinator in the joint leadership)

- Content
- Delivery
- Assessment
- Communication
- Administration

Co-ordination: our strategy

- Trust and respect**
- Effective communication**
- Ensure consistency**
- Allow some flexibility**

Co-ordination: how?

Content

- curriculum design and planning (90/10)

Delivery

- lectures (50/50)

Assessment

- setting up exams and assignments (50/50)

Communication

- Canvas announcements, student emails and Discussion (50/50)

Administration

- SCs, academic integrity, timetabling, tutorial allocation, marking, etc. (10/90)

Co-ordination: what have we achieved?

- Synergies in teaching and course administration
- Less stressed working experience for both coordinators

- This Unit of Study has brought students a **comprehensive** understanding of international trade strategies, exchange rates and parity conditions, which is helpful and practical in this internationalised world. C
- **teaching** D
- The group **assignment** allowed us to improve our research skill A
- The **teaching quality** of teachers is high.
- Good
- the **content** was very interesting and i enjoyed learning it
- good tutor to explain the question
- all good
- clear logic, broad utilisation on real life
- all good
- No matter what questions are asked, the tutor and co **responds promptly.**
- The **assessment structure** and the difficulty of the course C
- no
- Exchange rate part is really beneficial
- group assignment is great
- all good
- **interesting topics**

Co-ordination: what can be improved?

- The recognition of co-ordination in University and School administration system e.g. SEAMs, special consideration, USS, timetabling, etc.
- Flexibility in choosing between sole-coordination and co-ordination
- Coherent teaching allocation for long-term benefits

Question?



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Showcase 2

An Exploratory Study on Grade Inflation Practices at a Higher Education Institution

— Abdul Razeed and Craig Mellare



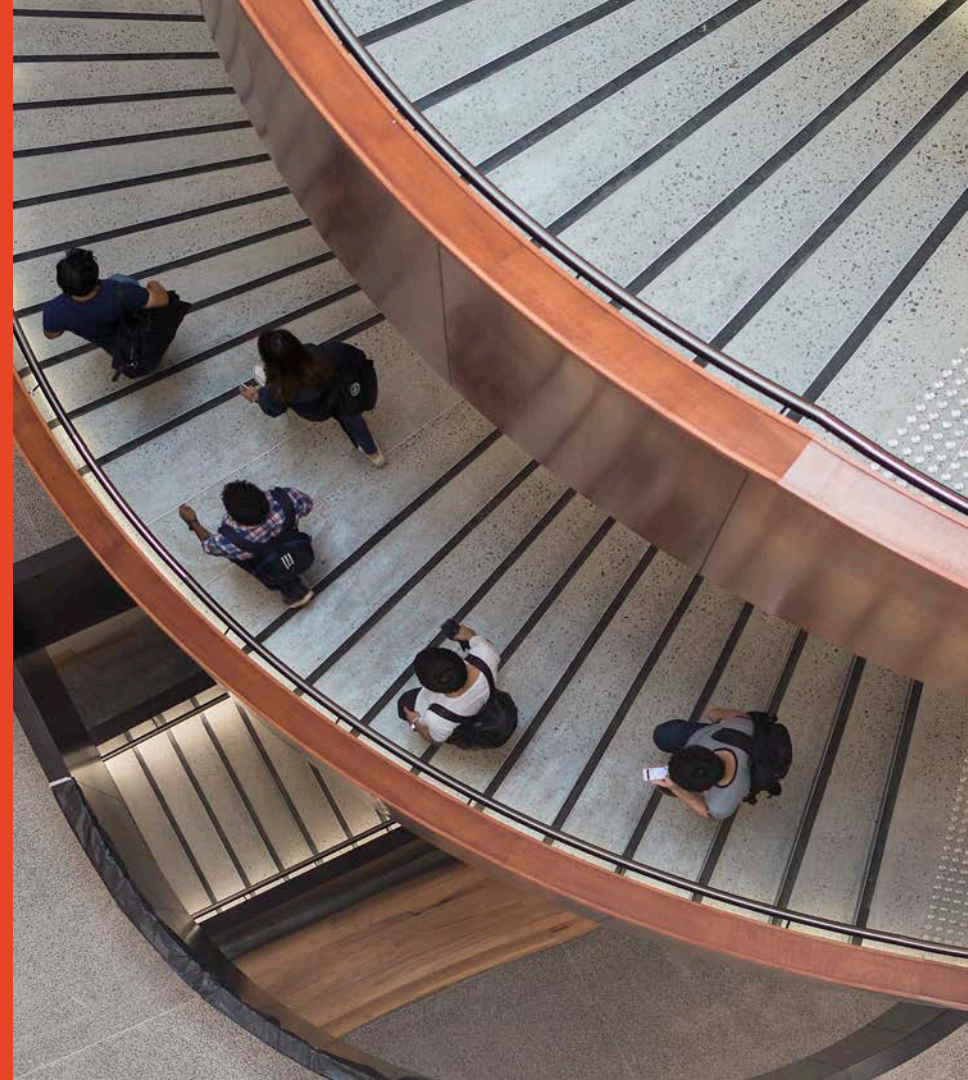


The University of Sydney acknowledges the Aboriginal and Torres Strait Islander peoples as the First Australians, whose lands, winds and waters we now all share, and pays respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.

Learning and Teaching Forum 2022

An Exploratory Study on Grade Inflation
Practices at a Higher Education
Institution

Dr Abdul Razeed, Discipline of Accounting
Dr Craig Mellare, Discipline of Finance





Background

Anecdotal evidence suggests that there is grade inflation at a large university in Australia over the past 5 years.

Through an Ethics Approved Application (2021/757), we aim to establish whether grade inflation exists, this paper tests, whether:

- The average grades of students with similar ATAR scores have significantly changed, over a 10 year period.
- We then investigate factors that may have caused that inflation

We thank the Accounting and Finance Association of Australia and New Zealand (AFAANZ) for funding this study.



Elements of Grade Inflation

The average mark earned by students at a point in time is significantly higher than the average mark earned by students at an earlier point in time for overall results (Finefter-Rosenbluh and Levinson, 2015).

The proportion of merit grades (High Distinction/Distinction) is higher than the proportion of merit grades (High Distinction/Distinction) earned by students at an earlier point in time for overall results (Finefter-Rosenbluh and Levinson, 2015).



Importance

Jephcote et al. (2021) note that over the past 20 years, concerns have been raised over grade inflation in a number of countries including in UK, US, and Australia.

Cote and Allahar (2011) have earlier suggested that such a trend has occurred as a result of underfunding during a period of 'massification' of the higher education system. Herron and Markovich (2017) note that much of the literature focuses on the United States.

While there is often an emotive debate around grade inflation, Jephcote et al. (2021), Kostal et al. (2016), and Heulett (2013) all have noted that grade inflation has brought the quality of teaching into question. This is leading to:

- A decline in public confidence and acts to undermine the many sound teaching and learning practices in higher education
- Pressures on faculty, reduction in the motivation of students, and consequences of a grade compression in higher education.

This present study attempts to understand where grade inflation exists in a large university in Australia, what are some of the factors that contribute to grade inflation in Australia. This showcase presents preliminary results.



Methodology

- Variables captured include:
 - ATAR
 - Demographics (age, gender, school they came from)
 - Grades of students in individual units over their degree
- Over a 10 year period from 2011 to 2020 from across the university
- 56,659 declassified data points
- Data cleaning to remove
 - Students who withdrew
 - Focus on undergraduate units only
 - Limited to students who have at least 6 semesters of enrolment
 - Final data set includes 21,220 data points



Preliminary Findings – For years 2011 to 2020

ATAR Scores

Min	50.25
25%	86.65
Median	92.5
75%	96.7
Max	99.95

Gender

Female	12062 / 56.84%
Male	9147 / 43.11%
Other	11 / 0.05%

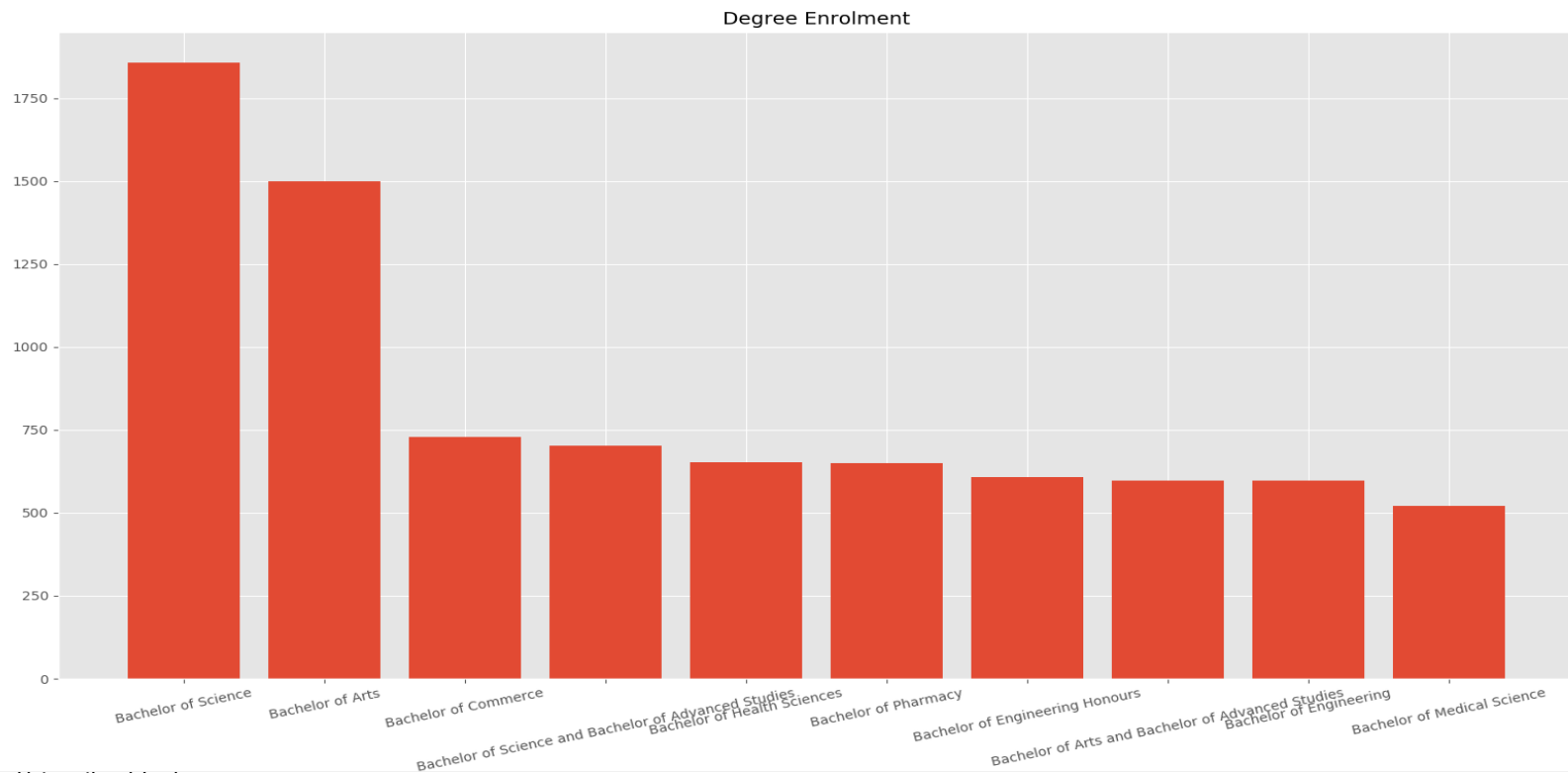
Age

Min	15
25%	18
Median	19
75%	19
Max	56



Preliminary Findings – For years 2011 to 2020

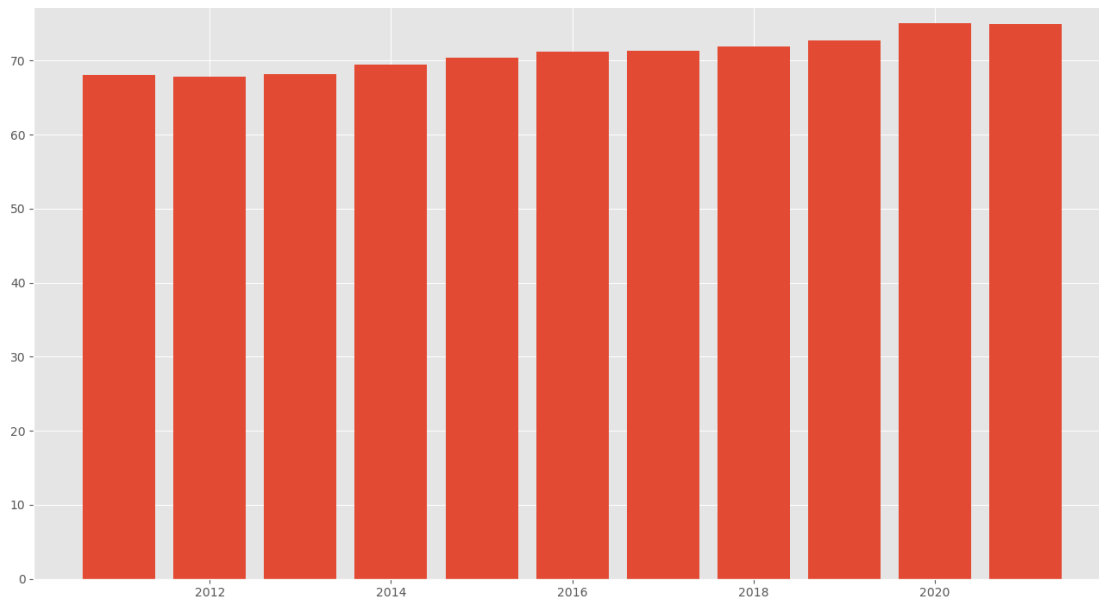
Enrolled Degree





Preliminary Findings – For years 2011 to 2020

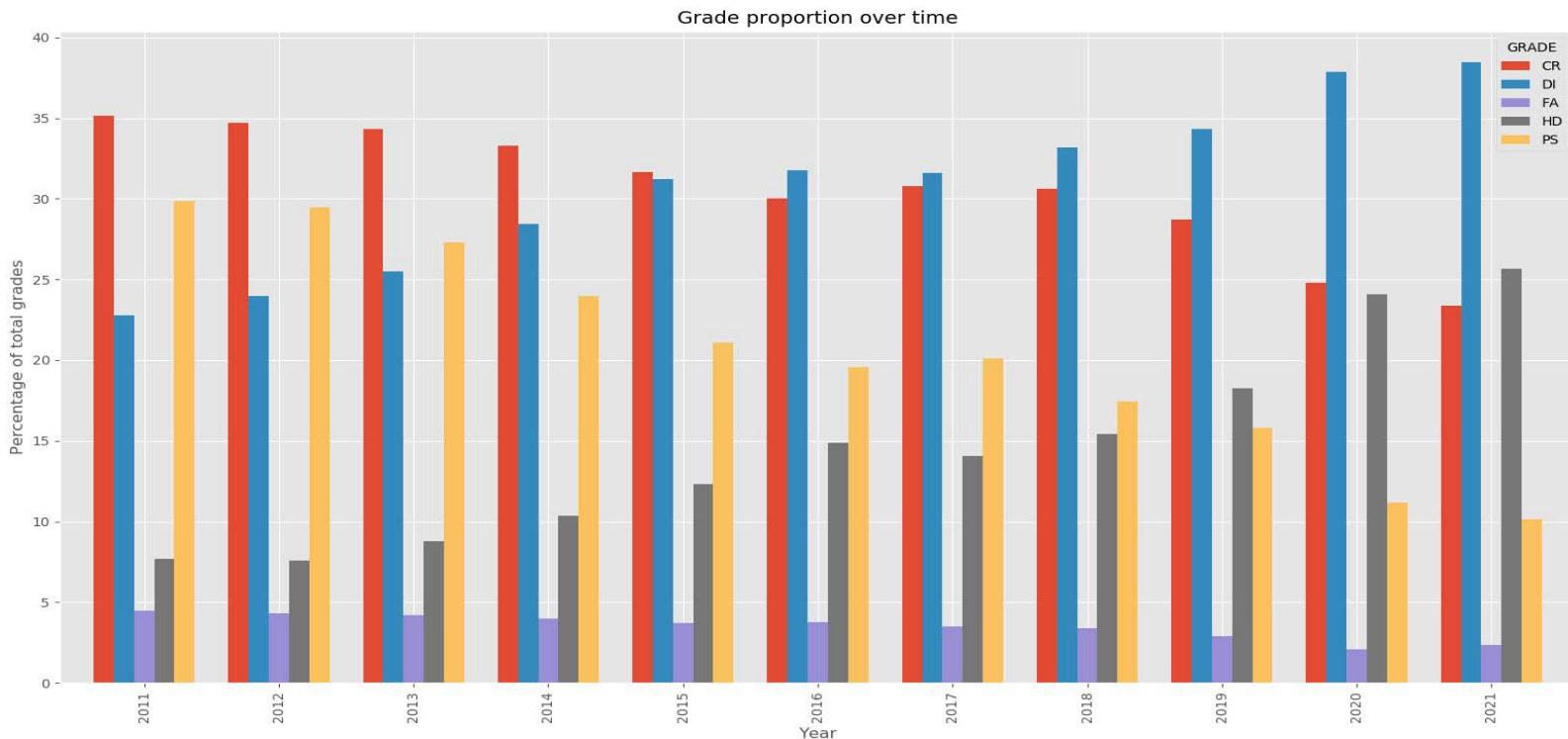
Annual Average Marks for years between 2011 and 2021





Preliminary Findings – For years 2011 to 2020

Grades over time





Grade Inflation Perception Survey

- In addition to empirical analysis we are collecting survey data on the perceptions of university staff on grade inflation and its possible causes/consequences
- The questionnaire can be found here:

https://sydney.au1.qualtrics.com/jfe/form/SV_1TCRtnIyrWSUW0K



Conclusion

- Preliminary evidence of grade inflation for the period 2011 to 2020
- Next steps – to work out the following:
 - Grouping by degrees/faculties
 - Grouping by 1000 units, 2000 units, 3000 units and 4000 units



FOR LISTENING!

ANY QUESTIONS?



References

Finefter-Rosenbluh, I. and Levinson, M. (2015). What Is Wrong With Grade Inflation (if Anything)?, *Philosophical Inquiry in Education*, Volume 23(1), pp. 3-21

Heulett, S.T. (2013). Factors related to the likelihood of grade inflation at community colleges. ProQuest Dissertations Publishing.

Jephcote, C., Medland, E. and Lygo-Baker, S. (2021). Grade inflation versus grade improvement: Are our students getting more intelligent? *Assessment and Evaluation in Higher Education*, 46(4), 547-571. <https://doi.org/10.1080/02602938.2020.1795617>

Kostal, J. W., Kuncel, N. R. and Sackett, P. R. (2016). Grade Inflation Marches On: Grade Increases from the 1990s to 2000s: Grade inflation marches On. *Educational Measurement, Issues and Practice*, 35(1), 11-20. <https://doi.org/10.1111/emip.12077>

Showcase 3

Educating the Responsible Management Accountant Through Keith Tulloch Wines

—Tanya Fiedler, Vijaya Murthy and Ravi Seethamraju



ACCT2019 Management accounting

Educating the responsible management account through the integration of Keith Tulloch Wines

(Theme: transition to workplace)

Tanya Fiedler
Vijaya Murthy
Ravi Seethamraju



What we did

ACCT2019 Management Accounting

With the help of an Education Innovation Grant in 2019, we:

- Developed an integrated case based on Keith Tulloch Wines
- Integrated teaching on climate impacts for business, in a non-climate discipline.



KEITH TULLOCH
— HUNTER VALLEY —



Why we did it



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Traditionally:

- Management accounting taught via series of disconnected cases.
- Sustainability-related content taught as a week 13 topic.

By contrast:

- Climate change is beginning to be integrated into governance and risk-management.
- Our students need to be prepared for a working life governed by the climate

e.g. CBA Climate Change Report 2022

Risk

Climate change exposes our customers, communities and the Bank to a range of acute and chronic physical risks, such as increased extreme weather events. Not addressing climate change poses transition risks to society.

How we went about it

1. Tanya and Vijaya drove to the Hunter Valley three times in 2019 to interview Alastair, Amanda and Keith Tulloch



How we went about it

2. We produced scripts from the interview material



KEITH TULLOCH

HUNTER VALLEY

3. Cost-volume profit analysis

Impact of heatwaves on yield/volume

As mentioned previously, we produce between 150 to 200 tonnes of grapes, of which we grow 75-100 tonnes ourselves. And this translates to production volumes of between 12 and 15 thousand cases of wine, a case being a dozen bottles, so between 144,000 and 180,000 bottles or 108 and 135,000 litres of wine. Most of that variation is due to particular growing season and the amount of rainfall and sunshine. We have had persistent droughts and more extreme droughts, or we have more rainfall events then we can see our expected yield on the vineyard several years.

Looking in the far future, even to the short to medium term, we want to be more and more consistent. We had some grapevine yields that were as low as 75 to 80% in vineyards that previously didn't have irrigation.

There have even been vineyards that have completely failed at heatwaves. So, if there's a vineyard that is hit with extreme heat and defoliate. This means the vine loses its leaves. This is a problem because the leaves, the fruit loses its ability to ripen and then just sits there and

Increasing costs of production

1. Irrigation

So, because of the significant loss of yield we've experienced at drought, we have had to invest in irrigation across almost all our vineyards that previously didn't need irrigation, but that now do have stable yields. Obviously, the irrigation infrastructure requires a supply of water is also an ongoing cost we didn't previously have

2. Sunscreen

5. Variance analysis

Budget variance and the climate

The biggest influence on how our business operates is that we have the ability to reach budgeted yields from our vineyard.

So I'll give you an example. One vineyard which we bring in from a Vineyard, and isn't an irrigated vineyard. What I mean is we have additional water supplied to it through an irrigation system naturally from rainfall. Because of this, the yields are not affected by the current drought. Significantly so more than

So, we used to get around 8 or 9,000 litres and used the branded product and put the excess 6-7,500 litres into our allocation, or the amount that we have budgeted product in 2019, was 1,500 litres. But the yield has dropped now that from the most recent vintage there was only a 90% reduction in yield.

Now because we can't increase and make the quantity that we also have a shortfall in our other blends, which we get fruit from other vineyards. In other words, when we have a vintage which are named for a specific place, it becomes impossible to reach your budgets and we need to reassess those budgets. So the droughts are having a massive effect on how we plan for and budget our vintages.²³

6. Activity-based analysis and management

Activity 1: Grape growing

We grow ourselves about 75 tons to 100 tons of grapes and we purchase 75 to 100 tons of grapes depending on the vintage and that can really fluctuate due to vineyard yields and the sort of seasons that we have.²⁴ So the direct costs we have for the growing of the grapes are the water used to irrigate²⁵ the grapes as well as the nutrients added,²⁶ sprays²⁷ and sunscreen²⁸ applied. These are direct costs because they aren't used at any other stage during the production process and can be traced directly to the growing activity.

In terms of overheads or indirect costs, the main one would be the staff wages. That is, because we are a small business, our staff work throughout the winery, sometimes they are in the field, sometimes helping during the harvest. Of course, we all specialise in one area or another. So, as an example, my dad, Keith Tulloch, is the Managing Director and Chief Winemaker, and my mum, Amanda, is the General manager²⁹, but during harvest they help also with picking.

What drives the direct costs is mainly the weather conditions that we have. In terms of more or less sprays, or more or less cultivation, more or less nutrients and inputs etc.³⁰ So in a sense this also drives our indirect labour costs – more or less cultivation, more or less nutrients, more or less sprays etc. drives labour. But because the weather includes a lot of variables, we cost it based on dollars per tonne of fruit for its farming over a 12-month period, so the tonne becomes the unit.

Activity 2: Harvesting

We then take those grapes and harvest them. So to harvest it, you're either hand picking, which is a premium; or you're machine harvesting.³¹ And of course harvesting is very labour intensive so you have both direct and indirect costs: direct costs in terms of the contract labour you bring

How we went about it

3. Wing recorded Alastair Tulloch reading the scripts.
4. We produced lecture introductions from these recordings, mixing with videos of the winery.



KEITH TULLOCH
— HUNTER VALLEY —



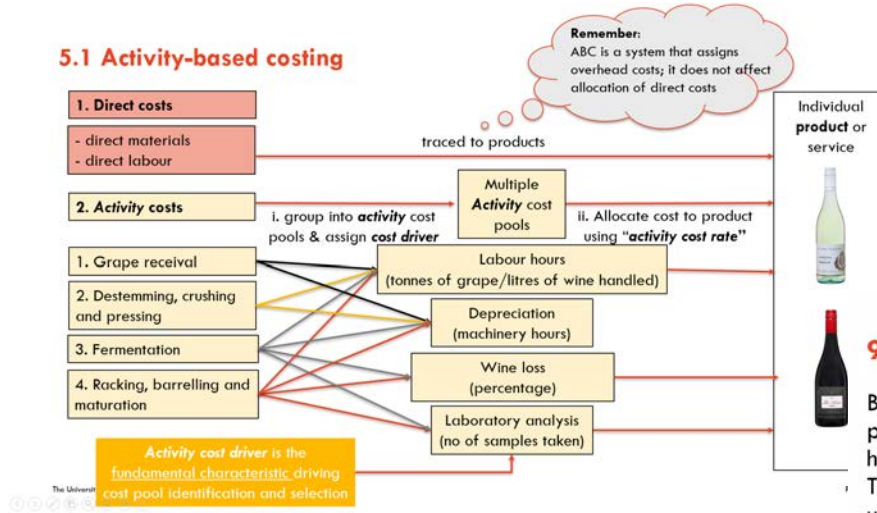
How we went about it

5. We produced lecture material based on KTW interviews



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5.1 Activity-based costing



9.1 NPV analysis at Keith Tulloch Wines

Because of decreasing rainfall patterns associated with climate change, KTW want to purchase an irrigation system so that they know year on year, that they are going to have good yields and have the ability control growth during droughts and heatwaves. This is a significant financial investment, but one that will likely have significant utility for up to 30-40 years. For the purpose of this exercise, however, we will assume a life of 5 years.

- Expected annual revenues, \$1,500,000
- Initial investment – irrigation equipment will cost \$500,000
- After five years, the equipment can be sold for \$25,000
- Working capital is expected to increase by \$100,000 because of increases in inventories and receivables
- Recovery of investment in working capital is expected at the end of the project's life
- Annual cash operating expenses are estimated at \$800,000
- Required rate of return is 12%

What we learnt



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Pros

- Integration of research into teaching
- Students see impact of climate change in an organizational context
- Students see how climate change affects the thought process (and working) of a management accountant.
- Anecdotal evidence that it is also valued by students:
 - *“Lecture contents especially the carrying over example of Keith Tulloch Wines week by week that really made a great contribution and easy to understand”*

Cons

- Finding a case organisation is not easy
 - Aligning case calendar with academic calendar not straightforward
 - Developing an integrated case takes time
- } Affected our grant opportunity

Question?



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Showcase 4

Strategic Framework for Feedback at Scale

- Jane Kerr



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Next sessions

See the L &T Forum website for next sessions:

- 12:00 – 1.00pm
Lunch break
- 1:00pm – 2:30pm
Research and Student Experience



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Thank you!



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