

**AUQA Audit Report**

**Commendations, Affirmations  
and Recommendations**

**February 2007**

*Ver 43*

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## **Introduction**

AUQA findings may be commendations, affirmations or recommendations.

A commendation refers to the achievement of a stated goal, or to some plan or activity that has led to, or appears likely to lead to, the achievement of a stated goal, and which in AUQA's view is particularly significant.

A recommendation refers to an unsuitable approach, a faulty deployment, or a lack of success in relation to a stated goal, and which in AUQA's view is particularly significant. They indicate matters in need of attention, possibly with suggestions for action. Where such matters have already been identified by the auditee, with evidence, they are termed 'affirmations'. Affirmations were incorporated into Audit Reports from August 2004.

The full text of all AUQA reports is available from: [www.auqa.edu.au](http://www.auqa.edu.au)

## Key

### Institution

### Report released

University of Southern Queensland (USQ)	October 2002
Curtin University of Technology (Curtin)	October 2002
University of Ballarat (UB)	November 2002
Australian Catholic University (ACU)	December 2002
University of Newcastle (UN)	January 2003
Australian Maritime College (AMC)	February 2003
University of Adelaide (Adelaide)	March 2003
Swinburne University of Technology (SUT)	March 2003
University of Canberra (Canberra)	June 2003
Macquarie University (Macquarie)	July 2003
University of Queensland (UQ)	September 2003
Southern Cross University (SCU)	October 2003
University of Notre Dame Australia (UNDA)	November 2003
RMIT University (RMIT)	December 2003
Griffith University (Griffith)	April 2004
University of Western Australia (UWA)	April 2004
University of New England (UNE)	May 2004
University of South Australia (UniSA)	August 2004
James Cook University (JCU)	September 2004
Edith Cowan University (ECU)	October 2004
Charles Sturt University (CSU)	November 2004
University of Sydney (Sydney)	December 2004
Bond University (Bond)	February 2005
Deakin University (Deakin)	February 2005
La Trobe University (LTU)	March 2005
Queensland University of Technology (QUT)	August 2005
Charles Darwin University (CDU)	October 2005
University of Tasmania (UTas)	November 2005
Melbourne College of Divinity (MCD)	December 2005
University of Melbourne (UoM)	January 2006
University of Wollongong (UOW)	February 2006
University of New South Wales (UNSW)	March 2006
Central Queensland University (CQU)	February 2006
Murdoch University (Mudoch)	August 2006
University of Technology Sydney (UTS)	August 2006
Flinders University (Flinders)	December 2006
Monash University (Monash)	December 2006
Victoria University (VU)	December 2006
University of Western Sydney (UWS)	January 2007

# 1 Institutional

*Including mission, governance, leadership, management, planning, budgeting and quality management systems*

## ***Commendations***

- Australian Catholic University is commended for substantially achieving its distinctive Mission goal of engaging “the social, ethical and religious dimensions of the questions it faces in teaching, research and service”. ACU C1
- The Senate of Australian Catholic University is commended for its strategic vision for the University and its clear definition of its own role in developing that vision. ACU C2
- The Vice-Chancellor is commended for his leadership in engaging the University community and external stakeholders in a thorough process of refining the distinctive character of Australian Catholic University and on this basis developing the various campuses of the University as a single institution. ACU C3
- Australian Catholic University is commended for the very thorough external reviews it has conducted in recent years. ACU C4
- Australian Catholic University is commended for recognising the need for more consistent and systematic collection and use of shared data, and the ‘Culture of Evidence’ project that is intended to address this. ACU C5
- AUQA commends Australian Catholic University for the high level of commitment by staff exhibited to their students, colleagues and the University. ACU C11
- AUQA commends the extent of permeation of knowledge of the ‘world-class’ aspiration through the University community. CUT C1
- AUQA commends the Vice-Chancellor for his high level of visibility and interaction with staff and with the community. CUT C2
- AUQA commends Curtin for systematic monitoring of its performance by means of a Balanced Scorecard. CUT C3
- AUQA commends the University of Ballarat for the frank approach it adopted to its self-assessment. UB C1
- AUQA commends the University of Ballarat for its development of a policy that provides for the input of relevant interest groups to policy development. UB C3
- AUQA commends the University of Southern Queensland for its Strategic Management Information System (SMIS), noting the value reports from SMIS may add to the University’s strategic decision-making. USQ C1
- AUQA commends the University of Ballarat Council for initiating and conducting a self-evaluation of its performance in 2002 and for its use of the results to review the induction process for new Council members. UB C2
- AUQA commends the University of Newcastle council for demonstrating its leadership and commitment to quality assurance by itself participating in a process of self-reflection and improvement. UN C1

- AUQA commends the University of Newcastle for establishing an organisational structure that is conducive to embedding quality practices throughout the university by using systems of representation and common leadership positions in each faculty. UN C2
- AUQA commends the University of Newcastle for taking a proactive approach to environmental sustainability in its campus developments. UN C16
- AUQA commends the Australian Maritime College for the openness with which it undertook its recent external Review of Management and for the manner in which it shared and discussed the draft and final reports. AMC C1
- AUQA commends the Australian Maritime College for undertaking a thorough self-review in preparing its Performance Portfolio for audit by AUQA, and also for the wide recognition of a need for improvement strategies. AMC C2
- AUQA commends the Australian Maritime College for the high level of satisfaction employers express with AMC graduates arising from a practical and applied focus to student learning. AMC C3
- AUQA commends the Australian Maritime College for involving external stakeholders, by way of Industrial Liaison Committees, in the curriculum review process. AMC C4
- AUQA commends the Australian Maritime College for its collaborative approach to projects with industry and other educational partners, as evinced in particular by the AMHRC. AMC C5
- AUQA commends the Australian Maritime College for the establishment of a structure that enables it to exercise effective control over its subsidiary company AMC Search Ltd, as appropriate, and for the company's success to date in generating external revenue. AMC C7
- AUQA commends the Australian Maritime College Search Ltd for its well-developed quality system, including ISO certification, which is relevant to the nature of its business. AMC C8
- AUQA commends the Australian Maritime College for embarking upon the Student Administration Continuous Improvement Project, with a view to improving not only its student administration but also its organisational learning capabilities. AMC C13
- AUQA commends the University of Adelaide for the thorough and open manner of the self-assessment undertaken prior to the audit and for the development of specific strategies intended to address those areas identified as requiring improvement. Adelaide C1
- AUQA commends the approach being planned by the Swinburne University of Technology Foresight, Planning and Review Unit in the process review system that will maximise the benefits that staff obtain from participating in these reviews. SUT C1
- AUQA commends Swinburne University of Technology for its obvious commitment to achieving quality and for the efforts underway at more fully integrating its quality, planning and risk management frameworks. SUT C2
- AUQA commends the Leadership and Entrepreneurial Attributes Development Program as an appropriate and valued contribution to Swinburne University of Technology's implementation of its entrepreneurial theme. SUT C5
- AUQA commends the University of Canberra for developing the Quality Assurance Framework and the generally positive impact that this approach is starting to have in

helping organisational units to focus more clearly on identifying relevant quality assurance and improvement targets. Canberra C2

- AUQA commends the University of Canberra for setting for itself a mission to deliver ‘professional education professionally’ and for achieving distinctive recognition in its chosen markets for effective performance in the pursuit of this mission. Canberra C3
- AUQA commends Macquarie University for using its top-level slogan: “Australia’s Innovative University”, to effectively articulate and direct overall efforts of the University. Macquarie C1
- AUQA commends Macquarie University for establishing a Divisional structure that is proving to be conducive to multidisciplinary collaborations. Macquarie C2
- AUQA commends Macquarie University for its commitment to improving as an organisation through, *inter alia*, regularly reviewing its practices. Macquarie C3
- AUQA commends Macquarie University for establishing a robust business proposal dimension within its program approval system. Macquarie C4
- AUQA commends the Macquarie Graduate School of Management for a comprehensive system of quality assurance that has led to demonstrable quality outcomes and corresponding recognition, both nationally and internationally. Macquarie C7
- AUQA commends the University of Queensland for its successful use of top-slicing the budget not only to support strategic priorities and younger staff, but also to ensure the implementation of policies in key areas such as teaching. UQ C1
- AUQA commends the University of Queensland for having established a leadership providing clear strategic direction that is well-defined, widely-communicated and broadly embraced. UQ C2
- Noting the positive relationship that exists between the Senate, the Executive and the wider the University of Queensland community, AUQA commends the recent reflections on how to better provide more constructive input into the strategic planning process and the formulation of an action plan for self-improvement. UQ C3
- AUQA commends the University of Queensland for implementing and successfully sustaining an effective devolution model. UQ C4
- AUQA commends the University of Queensland for exhibiting an embedded culture of quality, as shown by an awareness of and commitment to cycles of planning, supporting, measuring and, in particular, improving. UQ C5
- AUQA commends the University of Queensland for its long-standing school review process, the central guidelines, the control exercised over the process by the Academic Board Standing Committee, and the continual attention to the ways in which the process may be improved. UQ C6
- AUQA commends Southern Cross University for adopting and successfully implementing an effective divisional and functions-based organisational structure. SCU C1
- AUQA commends the Council of Southern Cross University for its commitment to quality, and for adopting a pro-active approach to the governance of the University and to the maintenance of standards of accountability and responsibility. SCU C2

- AUQA commends Southern Cross University for undertaking an authentic process of self-review that resulted in the identification of a range of opportunities for improvement. SCU C3
- AUQA commends Southern Cross University for putting in place a comprehensive schedule of course reviews that has been aligned with the review of organisational units. SCU C4
- AUQA commends the University of Notre Dame for its commitment to a framework for continual improvement and the positive way it is approaching an increased emphasis on quality management services. UNDA C1
- AUQA commends the efforts of RMIT University's central support services to find new and more effective modes of management in meeting the needs of academic units and other client groups. RMIT C1
- AUQA commends RMIT University for the attention given to the development of quality assurance systems for its teaching programs such as Educational Quality Assurance and, more recently, Program Quality Assurance. RMIT C3
- AUQA commends RMIT University for the establishment of the Ombuds Office, which is proving an effective means of resolving some staff and students complaints and, more generally, of identifying opportunities for system and policy improvements. RMIT C9
- AUQA commends the senior executive of the University for fostering, within the University and its broader communities, a culture of engagement, confidence and optimism. Griffith C1
- AUQA commends Griffith University for the careful, consultative change management processes used in recent planning and restructuring activities including the development of the Strategic Plan 2003-2007 and associated performance indicators and targets. Griffith C2
- AUQA commends Griffith University Council for the establishment of a performance evaluation framework that is assisting it to evaluate the effectiveness of its own performance and make improvements where necessary. Griffith C3
- AUQA commends the University of Western Australia for using incentive schemes in the budget model to effectively encourage targeted behavioural change within the organisation. UWA C1
- AUQA commends the University of Western Australia for underpinning planning and management decision-making with a well-developed online reporting system, both in terms of a general EIS and also in terms of reporting against specific objectives in the OPP. UWA C2
- AUQA commends the University of Western Australia for the range and frequency of cross-structural for a, which are appreciated by staff and seem to be effective communication mechanisms. UWA C3
- AUQA commends the University of Western Australia on its new structure, which is well-aligned with the new Academic Profile, and as such, is well-designed to assist the University in the pursuit of its strategic goals. UWA C4
- AUQA commends the University of Western Australia for its effective use of change management processes within the University, and in particular, the recent restructuring which was based on sound principles of academic integrity and consultation with the results demonstrating their effective application. UWA C5

- AUQA commends the University of Western Australia for operating a robust system of reviews which encompass most of the core activities of the University in a periodic fashion. UWA C6
- AUQA commends the University of New England for prudent budgetary management over the past six years, which is helping the University to recover from serious financial difficulties. UNE C1
- AUQA commends University of New England for the introduction of its Teaching Quantum scheme, which has the potential to be an effective incentive mechanism for aligning the activities of Faculties with strategic priorities of the University. UNE C2
- AUQA commends University of South Australia for its comprehensive annual review and planning cycle that provides a solid framework for quality improvement. UniSA C1
- AUQA commends the regular and productive monitoring and self-review of the University Council. UniSA C2
- AUQA commends the University of South Australia's strong and effective management systems. UniSA C3
- AUQA commends the University of South Australia's effectiveness in the management of change. UniSA C4
- AUQA commends the University of South Australia for Blueprint 2005 which was soundly conceptualised and well-managed, and has engendered a positive spirit. UniSA C16
- AUQA commends James Cook University for demonstrating that it is clearly aware of what is required to effectively manage risk for the preparation and enhancement of the University's reputation, particularly in relation to its core functions of teaching, learning and research. JCU C1
- AUQA commends James Cook University for the processes used to develop and implement a clear strategic direction for the University as set out in the *Millennium Document*, which has been endorsed by the JCU Council and is effectively embedded in the JCU culture as a means to focus on key priorities, monitor risks and resolve internal tensions re distribution of scarce resources. JCU C2
- AUQA commends the James Cook University Council for developing effective Quality Assurance processes as part of its governance responsibility, including the use of 360 degree feedback processes to monitor the performance of the Vice-Chancellor. JCU C3
- AUQA commends James Cook University for achieving recovery from the mid 1990s financial difficulties, through adoption of an effective, transparent and University wide budget process that is performance-based. JCU C15
- AUQA commends James Cook University for the thoroughness of the Campus Development and Management Plan 2003, especially with respect to its linkages to academic planning, and for the University-wide process of consultation in its development. JCU C16
- AUQA commends Edith Cowan University's leaders for establishing a clear strategic focus, which provides strong guidance for the University's internal efforts and helps present a distinctive image to the University's external communities. ECU C1
- AUQA commends Edith Cowan University for developing a framework for performance indicators that will aid the governance and planning processes. ECU C2

- AUQA commends Edith Cowan University for developing a funding model which includes a performance-based element that is proving effective in driving desired behaviours. ECU C3
- AUQA commends Edith Cowan University for undertaking a useful institutional self-review (Guided Self-Assessment) which has proven instrumental in identifying the University's strengths and areas for improvement. ECU C4
- AUQA commends Edith Cowan University for its system of Area of Scholarship Reviews, which is comprehensive, useful and clearly leading to improvements. ECU C5
- AUQA commends Charles Sturt University for the manner in which it has been able to establish the concept of 'One University' strongly amongst its staff while operating across physically distributed locations and campuses. CSU C1
- AUQA commends the Vice-Chancellor, Deputy Vice-Chancellors and Pro Vice-Chancellor at Charles Sturt University for their visibility, accessibility and responsiveness towards staff which many staff highly value. CSU C2
- AUQA commends Charles Sturt University for the establishment of various fora that allow for effective discussion and information sharing across the University and help foster an understanding amongst staff of operating as 'One University'. CSU C3
- AUQA commends the Charles Sturt University Council for its responsible approach to corporate governance, especially as demonstrated by its adoption of The Charter of Corporate Governance. CSU C4
- AUQA commends Charles Sturt University for the development of its Leadership and Management Development Framework, which should strengthen the ability of the University to recruit to leadership positions in the future. CSU C11
- AUQA commends the University of Sydney for attending to the quality improvement of Senate as evinced in numerous examples of good practices it has introduced over the past two years. Sydney C1
- AUQA commends the University of Sydney for operating a strong and effective system for guiding and evaluating the performance of the Vice-Chancellor. Sydney C2
- AUQA commends the University of Sydney for establishing and implementing a robust Project Management Methodology designed to reduce the risks associated with major IT projects and, potentially, other significant projects. Sydney C3
- AUQA commends the University of Sydney for the effectiveness of the Phase One reviews of faculties conducted by the Academic Board in leading to teaching and learning enhancements. Sydney C4
- AUQA commends the University of Sydney for planning a comprehensive review of its administrative services and for committing to act upon the findings. Sydney C5
- AUQA commends the University of Sydney for its use of 'search conferences' as a means of involving the University community in discussions about quality issues. Sydney C6
- AUQA commends the University of Sydney for identifying themes of strategic importance in teaching and learning; for establishing working groups to address them; and for using sound data to track progress. Sydney C7
- AUQA commends Bond University's faculty and operational unit procedures manuals and handbooks. Bond C1

- AUQA commends the Vice-Chancellor of Bond University for encouraging an organisational culture that fosters openness to discussion and high levels of interaction within the Bond community. Bond C2
- AUQA commends Bond University's use of the Balanced Scorecard as a systematic way of implementing the strategic plan and ensuring that the desired range of activities are included within the scope of the quality management system. Bond C3
- AUQA commends Deakin University for the implementation of an integrated planning and budget model that serves as a comprehensive quality framework and ensures that strategic priorities and operational targets are addressed at every level of the organisation. Deakin C1
- AUQA commends La Trobe University for developing a new strategic planning process that enjoys the support and involvement of the University's internal community. LTU C1
- AUQA commends La Trobe University for supporting its budget model with appropriate training programs and support for budget centre managers. LTU C2
- AUQA commends La Trobe University for undertaking a thorough and constructive self-review and for demonstrating a commitment to following-up on the findings. LTU C3
- AUQA commends Queensland University of Technology for having organised a thorough review process leading up to the AUQA audit and for assuring a high level of university-wide ownership of the review through consultation and information initiatives. QUT C1
- AUQA commends Queensland University of Technology for the development of a comprehensive strategic and operational planning framework through which the priorities of the *Blueprint* and the objectives of the top-level plans inform the objectives and the planning processes at faculty and school level. QUT C2
- AUQA commends Queensland University of Technology for its comprehensive program of corporate reviews which supports the strategic and operational planning framework. QUT C3
- AUQA commends the Queensland University of Technology Council for reviewing its role and redefining it to accommodate the new governance and planning structure of QUT thus changing the focus from management to governance functions. QUT C4
- AUQA commends Queensland University of Technology for the development of the new budget framework which supports the financial aspirations of QUT. QUT C13
- AUQA commends Charles Darwin University for the innovative concept of school-based 'champions' across its main identified areas of core business. CDU C1
- AUQA commends Charles Darwin University's identification of and commitment to the need for diversification of income sources. CDU C11
- AUQA commends University of Melbourne for its Planning and Accountability Cycle, which ensures the alignment of the University's objectives, strategies and targets throughout the University UoM C1
- AUQA commends University of Melbourne for the Operational Performance Reviews which are comprehensive and effective in monitoring and measuring the performance of the faculties and the administrative divisions, and are used to assist in the preparation of University plans and the budget UoM C2

- AUQA commends the Council of University of Melbourne for its planning and review processes, such as the Chancellor's self-evaluation interviews and the Annual Planning Conference, which are the key elements in the Council's continuous improvement processes. UoM C3
- AUQA commends University of Melbourne for the formulation of a transparent set of student entry criteria and selection principles, and their consistent application by the Selection Procedures Committee. UoM C4
- AUQA commends University of Melbourne for its highly transparent performance-driven funding model, which provides clear incentives to faculties and departments to achieve University targets in core areas such as teaching and learning and research. UoM C19
- AUQA commends the University of Tasmania for the inclusive development and wide ownership of the EDGE [Excellence; Distinctiveness; Growth; and Engagement] agenda with evidence of a good planning cascade and the application of strategic funding to advance the agenda. UTas C1
- AUQA commends the University of Tasmania for the positive and well-regarded leadership by the Vice-Chancellor and his senior management group and the effective role played by Council in the governance of the University of Tasmania. UTas C2
- AUQA commends the University of Tasmania for the early adoption of quality audit and the comprehensive self-review leading up to the AUQA audit. UTas C3
- AUQA commends Melbourne College of Divinity for its success in nurturing the relationship between the MCD and its Associated Teaching Institutions and their various constituencies. MCD C1
- AUQA commends Melbourne College of Divinity for the way in which the College is fulfilling its mission and goals of ecumenicity and theological education in a social context. MCD C2
- AUQA commends Melbourne College of Divinity for setting new directions for the College by exercising the decision to invite amendment of the *Melbourne College of Divinity Act*, in order to achieve improvements in corporate and academic governance, and for efforts to implement a strategic planning approach. MCD C4
- AUQA commends Melbourne College of Divinity for the concerted efforts to improve its quality processes as a result of its self-review. MCD C7
- AUQA commends Melbourne College of Divinity for the high level of collegiality evident among the staff of the Associated Teaching Institutions, and across Associated Teaching Institutions. MCD C11
- AUQA commends the University of Wollongong for attending to the professional development needs of its managers through the Leadership Development Program, which is well-regarded by participants. UOW C1
- AUQA commends the University of Wollongong for establishing a successful and mature campus in Dubai which provides higher education programs and a learning environment equivalent to that at its home campus in Wollongong. UOW C12
- AUQA commends UNSW and UNSW@ADFA for effective coordination in regard to policy and management linkages and for the development of local policies, consistent with wider UNSW policies, that reflect the special character and accountabilities of UNSW@ADFA. UNSW C1

- AUQA commends UNSW for the development of a new resource allocation model which is aligned to the University's new planning process and which contains well-designed incentives to ensure the implementation of actions that support the University's strategic priorities. UNSW C2
- AUQA commends UNSW for the development and ongoing implementation of a comprehensive, benchmarked risk management framework across the University. UNSW C3
- AUQA commends Murdoch University for its strong institutional culture of identity, enthusiasm, and commitment shared by students, by staff, and by external stakeholders. Murdoch C1
- AUQA commends Murdoch University for its initiatives to broaden and strengthen the funding base of the University; and particularly in terms of the commercial partnerships with government bodies, the private sector, and other educational institutions. Murdoch C2
- AUQA commends Murdoch University for its capacity to provide systems and people capable of providing the information requested by AUQA in a timely and responsive manner. Murdoch C3
- AUQA commends Murdoch University for adopting authentic, external whole-of-institution, cyclic quality audits, synchronised with external AUQA audit and in-house quality audit and review cycles. Murdoch C4
- AUQA commends UTS for its development and use of a well-considered set of KPIs. UTS C1
- AUQA commends UTS for its efforts in effectively presenting and using performance management information and, in particular, for the Business Intelligence Portal and its development and implementation of the Course Performance Report. UTS C2
- AUQA commends the Academic Board of UTS for its use of a Quality Management Framework that includes annual Board workplans and for the Board's active consideration of the University's academic performance. UTS C3
- AUQA commends Flinders for an engaged and consultative Council supported by a sound professional development framework that includes effective induction and mentoring processes, and with supportive and strong linkages to the senior management team. Flinders C1
- AUQA commends the Vice-Chancellor and senior management for having developed a vision for the University that builds on Monash University's particular strengths and emphasises its profile as a research-intensive international university, and for having embedded an understanding of and support for the vision within the University. Monash C1
- AUQA commends Monash University for the development and implementation of the University key performance indicators as a means of monitoring its performance systematically against the strategic directions throughout the University. Monash C2
- AUQA commends Monash University for the effective implementation of the quality cycle as described in 'Quality at Monash' that permeates the University's work processes. Monash C3
- AUQA commends Monash University for the systematic implementation of its considerable suite of evaluation instruments, which are supported by the Centre for

Higher Education Quality's training activities, and administered and reported systematically. Monash C4

- AUQA commends Victoria University for its evidence-based approach to understanding the changing nature of the western region of Melbourne, and for the ways the University is using this understanding to determine how best it can contribute to the region's further cultural, social and economic development. VU C1
- AUQA commends the Council of Victoria University for its engagement with longer-term strategic issues for the University, its oversight of risk and finances, and its close working relationship with the Vice-Chancellor. VU C3
- AUQA commends the Vice-Chancellor for her leadership of the University, and in particular for her energy and vision for Victoria University and for her commitment to communicating this vision within the University, and to its communities and nationally. VU C4
- AUQA commends Victoria University for its commitment to identifying and realising the advantages of being a dual-sector provider, through a management team that is integrated across higher education and TAFE and the establishment of a single Education and Research Board. VU C5
- AUQA commends UWS for its strong corporate and academic governance under the leadership of the Board of Trustees and Academic Senate. UWS C1
- AUQA commends UWS for the strong leadership and effective management shown by the Vice-Chancellor and the University executive team, in challenging transitional times, in developing and implementing innovative and coherent structures and procedures that will provide a sound foundation for future development. UWS C2

## *Affirmations*

- AUQA affirms that as the University of South Australia reviews its budget model, it consider the balance of funding between central services and academic divisions, and between areas with greater and lesser opportunity to generate revenue. UniSA A1
- AUQA affirms that the University of South Australia continue to investigate ways to increase the response rate of the on-line Course Evaluation Instrument to ensure its reliability. UniSA A4
- AUQA affirms that in line with the University's stated commitment to introduce systematic course reviews, the James Cook University Academic Board put in place appropriate mechanisms to ensure that the formal review of all JCU courses is completed within the first five-year cycle. JCU A2
- AUQA affirms that James Cook University consolidate plans to externally benchmark the standards of JCU honours theses against standards at other Australian and international universities, as appropriate. JCU A4
- AUQA affirms that James Cook University implement its decision to more systematically evaluate the first-year undergraduate program as a matter of priority, so that baseline data collected from 2005 can be used to develop strategies to continue to improve student retention. JCU A5

- AUQA affirms that James Cook University continue to consolidate and integrate academic planning considerations into its approach to campus planning and development. JCU A7
- AUQA affirms Edith Cowan University's improvements to its system of policy management, including the recent *Policy on Policies* and the Policies Database and encourages the full implementation of these improvements which are likely to enhance the University's quality assurance framework. ECU A1
- AUQA affirms Edith Cowan University's identification of the need to develop fully and implement a comprehensive risk management system. ECU A2
- AUQA affirms Edith Cowan University's finding that greater attention should be paid to providing overall strategic leadership in the area of professional engagement ECU A5
- AUQA affirms Edith Cowan University's finding that its use of COGNOS requires further development in order to provide users with easy access to information germane to their planning, monitoring and reviewing requirements. ECU A6
- AUQA affirms Edith Cowan University's commitment to improving its management of records, in accordance with the findings of a commissioned external review. ECU A7
- AUQA affirms Charles Sturt University's finding that a more formal approach to the identification, assessment and management of corporate and operational risk is required, as demonstrated by its adoption in March 2004 of the Policy on Risk Management. CSU A1
- AUQA affirms the need for the University of Sydney to improve its systems for determining and collecting useful management information and making it available to targeted users. Sydney A1
- AUQA affirms the need for the University of Sydney to improve coordination of its brand. Sydney A9
- AUQA affirms the need for Bond University to introduce and implement systematic and effective cyclic review schedules for faculties and programs. Bond A1
- AUQA affirms Deakin University's recognition of the need to implement a systematic approach to the effective use of external comparisons across its range of activities. Deakin A1
- AUQA affirms Deakin University's ongoing important work to strengthen its capacity to manage risk effectively. Deakin A2
- AUQA affirms Deakin University's intention to review outcomes from the review of Academic Board to ensure that it is effectively fulfilling its functions as the principal academic authority within the University. Deakin A3
- AUQA affirms Deakin University's recognition of the need to reshape organisational structures for the support of teaching and learning so that they can better position the University to respond to the pedagogical implications of its move toward use of online technology. Deakin A4
- AUQA affirms that La Trobe University needs to concentrate on developing an inclusive organisational culture across all its campuses, and especially between the Bundoora and Bendigo campuses, in order to successfully pursue its strategic goals. LTU A1

- AUQA affirms La Trobe University's efforts to develop an integrated system of planning and reviews that permeates all significant budget centres of the institution, and to provide improved support for managers with planning responsibilities. LTU A2
- AUQA affirms that La Trobe University needs to develop a more systematic approach to identifying and assessing strategic and operational risks and incorporating the findings into the planned management of the University. LTU A3
- AUQA affirms that La Trobe University needs to improve the management information available to managers at various levels to assist with the execution of their planning, decision-making and performance monitoring responsibilities. LTU A4
- AUQA affirms Queensland University of Technology's intention to integrate implementation plans and progress reports into the strategic planning and reporting to support the achievement of the *Blueprint* objectives. QUT A1
- AUQA affirms the University of Melbourne's decision to strengthen its risk management strategy through the development of a Strategic Risk Assessment and Management Action Plan and an integrated Risk Management Framework, which covers strategic risks in relation to main function areas. UoM A5
- While noting the intention of the University of Tasmania to undertake a progressive implementation of the Council policy framework, AUQA urges the University to complete this in a timely manner and in a way that will assist the further development of the University's 'PIRI' Quality System. UTas A1
- AUQA affirms the intention of the University of Tasmania to strengthen risk management across the University. UTas A2
- AUQA affirms the Melbourne College of Divinity strategy of aiming for 'regulated growth', but urges the College to be conscious of the potential problems posed by rapid growth in the number of Recognised Teaching Institutions. MCD A1
- AUQA affirms the need for consistent and full use of the Theological Academic Management System by all Melbourne College of Divinity constituents, and for MCD to fully develop an effective record archiving process. MCD A2
- AUQA affirms the need for Melbourne College of Divinity to establish an Academic Audit Committee. MCD A7
- AUQA affirms the decision by Melbourne College of Divinity to adopt a five-year cycle of Quality Assurance and Performance Monitoring. MCD A6
- AUQA affirms the University of Wollongong's project to develop and fully populate a web-based, searchable policy database that includes sufficient document control information to ensure the integrity and the integration of all policies. UOW A1
- AUQA affirms the need for the University of Wollongong to explore institutional relationships with appropriate partners that will enable benchmarking activities for monitoring of standards and quality improvement purposes. UOW A2
- AUQA affirms UNSW's intention of more clearly delineating the governance–management interface. UNSW A1
- AUQA affirms the need in a highly devolved organisational structure for UNSW to find ways of facilitating cross-boundary interaction and in this respect affirms UNSW's efforts to develop new means of communication among senior managers, deans and heads of school. UNSW A2

- AUQA affirms UNSW’s development of a new Planning and Review Process and encourages the University to ensure that operational plans include relevant targets, to assist in monitoring faculty and divisional outcomes against the Strategic Plan. UNSW A3
- AUQA affirms Central Queensland University’s plans to improve linkages between Campus Advisory Committees and University management through a dedicated executive portfolio. CQU A3
- AUQA affirms the decision by Murdoch University to apply risk management and business planning techniques to the financial and operational management of the assets and activities of the University, and notes the importance of ensuring that these techniques are understood and used effectively across the university. Murdoch A1
- AUQA affirms Murdoch University’s decision to focus on the drawing up of a revised Strategic Plan; and urges the University to ensure that staff at all levels have meaningful opportunities to actively participate in the development and implementation of the University’s high-level plans. Murdoch A2
- AUQA affirms the findings of the 2005 Murdoch University Whole-of-Institution Audit and self-review for AUQA, relating to the implementation and management of change, and the need to successfully merge corporate and collegial cultures and to ensure sufficient two-way communications at all levels of the University. Murdoch A3
- AUQA affirms Murdoch University’s intention to better adhere to the timetable for responding to, approving and reporting on the implementation of AUO Review recommendations. Murdoch A4
- AUQA affirms the intention of Murdoch University to align and integrate “corporate” and “collegial” approaches to discussion and decision-making; particular efforts should be placed on a wider array of communication strategies between the Senior Executive Group and other staff of the University. Murdoch A11
- AUQA affirms the efforts being made by UTS to implement a comprehensive University-wide strategic planning process, which will include further work on the integration of the various enabling plans, the active monitoring of achievements and the identification of priorities for improvement. UTS A1
- AUQA affirms the actions being undertaken by UTS to improve the effectiveness of Council and encourages Council to continue to implement recommendations from its 2005 external review and to actively monitor the University’s implementation of recommendations from this Audit Report. UTS R2
- AUQA affirms the actions being taken by UTS to improve financial management and reporting, and urges the University to develop a new longer-term financial plan. UTS A4
- AUQA affirms the recognition by UTS of the need for greater efficiency and client focus in student administration services. AUQA urges the University to complete the restructuring of these services and to systematically review the effectiveness of the new structures. UTS A5
- AUQA affirms the recognition by Flinders of the need to strengthen benchmarking processes, and notes that this should be undertaken as part of an institution-wide system to monitor and improve academic standards and outcomes. Flinders A1
- AUQA affirms the action taken by the University to strengthen its risk management framework including enhancement of processes for controlled entities, reporting and governance. Flinders A2

- AUQA affirms Monash University's recognition of the need to focus on embedding planning at school and department level and that the introduction of the Conference for Academic Heads as a recurrent annual event is an important means of achieving this goal. Monash A1
- AUQA affirms the need identified by Monash University to take steps that assure the effective implementation of the five-year cycle of academic and service area reviews. Monash A2
- AUQA affirms Victoria University's quality and planning framework and its use of external reviews to identify initial areas for improvement, noting that it would be helpful for staff to be provided with examples of the application of the Plan-Do-Review-Improve quality improvement cycle in the ordinary processes of academic and administrative activities. VU A1
- AUQA affirms Victoria University's planned improvements to its strategic planning process to ensure better alignment of functional and operational Plans with the Strategic Plan. VU A2
- AUQA affirms Victoria University's intention to improve its data collection and management reporting, noting that better availability and use of data will be crucial to assessing the University's progress against new strategies. VU A3
- AUQA affirms Victoria University's development of leadership training for heads of school and suggests the University consider the need for additional leadership and skills training for managers in view of the changes entailed by the University's 'New School of Thought' commitments. VU A4
- AUQA affirms UWS's efforts to develop an integrated framework for coordinating and streamlining all levels of university planning, and facilitating the monitoring of performance against plans. UWS A1
- AUQA affirms the various measures UWS is exploring to support its self-sufficiency agenda. UWS A2

### ***Recommendations***

- AUQA recommends that Australian Catholic University review the relationship between the Mission, Strategic Plan, and the annual plans of the faculties and units to ensure that each higher level of planning provides a framework for planning at the next level, and that taken together the successful implementation of the faculty and unit plans will also be the successful implementation of ACU's Strategic Plan. ACU R1
- AUQA recommends that Australian Catholic University give more thought to how the budget mechanisms, for example financial incentives and performance-based elements, may be used to encourage the activities needed to achieve the Mission and goals. ACU R4
- AUQA recommends that Australian Catholic University develop formal mechanisms, such as the adoption of project management tools, to assist in the implementation of all major strategies. ACU R6
- AUQA recommends that Australian Catholic University investigate how it can best provide the technical and analytical support for an evidential approach to planning and review. ACU R8

- AUQA recommends that in implementing the new ‘Learning Paradigm’, Australian Catholic University identify milestones, reporting requirements, resources needed, and appropriate teaching and learning indicators; and ensure that it is widely understood and comprehensively implemented. ACU R9
- AUQA recommends that the University of Southern Queensland fully utilises its quality assurance process, as described in the first Chapter of Strategy USQ, to ensure that there is common understanding of quality throughout the University. In addition, that the University effect “uniform excellent application” of quality assurance leadership responsibility for the implementation and monitoring of quality processes. USQ R1
- AUQA recommends that the University of Southern Queensland continue to develop its suite of performance measures to provide indicators of progress against a broad spectrum of activity, and that the University seek external points of reference, including internationally, in order to gain a more comprehensive interpretation of them. USQ R3
- AUQA recommends that the University of Southern Queensland seek to develop and provide support for a range of cross-organisational networking opportunities and fora as a means for promoting the reality of USQ as a learning organisation. USQ R21
- AUQA recommends that Curtin establish a Finance Committee of Council to strengthen the links between planning, budgeting and accountability. CUT R1
- AUQA recommends that Council ensure it is well-informed about Curtin and its characteristics and operations, perhaps by holding a one- or two-day ‘retreat’ or other structured activities in which it studies aspects of the University in some detail. CUT R2
- AUQA recommends that every effort be made to decrease bureaucratic requirements and avoid excessive detail in policies and processes. CUT R3
- AUQA recommends that Curtin assure itself that its budgeting processes are aligned to strategic directions and performance, and that a sufficient proportion of funds flow to the operational areas. CUT R4
- AUQA recommends that Curtin continue its oversight of the ‘cascading down’ of the performance monitoring system to ensure complete and appropriate implementation at the division and school levels. CUT R5
- AUQA recommends that, in using the revised planning and review process, schools and other units include reviewers external to Curtin, to provide an independent perspective; and preferably some from overseas, to lend credibility to the ‘world-class’ aspiration; and that the external input address outcomes as well as processes. CUT R6
- AUQA recommends that Curtin ensure, with appropriate monitoring, that policies are implemented by divisions, schools etc. CUT R7
- AUQA recommends that Curtin clarify the parameters for deciding which activities should be located at university, division or school level. CUT R8
- AUQA recommends that, in the light of Curtin’s desire to be ‘world-class’, and its intent to use comparisons as a prime mechanism for achieving this, Curtin undertake a greater amount of structured benchmarking, both nationally and internationally. CUT R9
- AUQA recommends that the University of Ballarat develop systematic processes for reporting to Council on achievements against the major directions for the University, and that Council annually consider and review as necessary the University’s strategic directions. UB R1

- AUQA recommends that the University's SSI be reconsidered and reshaped into a Statement with a clearer, realistic hierarchy of priorities, with timelines and milestones over the period of the Statement, and with identification of how the University's budget will be distributed across the various priorities. The University of Ballarat can then require schools and other sections of the University to operationalise this Statement through their own planning processes. UB R2
- AUQA recommends that schools and sections establish SSI that are clearly consistent with the overarching the University of Ballarat SSI, and identify clear priorities and timelines. UB R3
- AUQA recommends that, in continuing its refinement of institutional-level key performance indicators, the University of Ballarat place emphasis on ensuring that the indicators are well defined and measurable. UB R4
- AUQA recommends that the University of Ballarat develop a strategy for establishing benchmarking relationships with appropriate Australian and international universities. UB R5
- AUQA recommends that, in light of the Council policy on policy development, the University of Ballarat develop a framework for the different ways in which staff, students and the community may be formally consulted in the policy development process. This would build upon the consultative mechanisms already in place. UB R6
- AUQA recommends that the University of Ballarat develop a targeted plan for increasing the number of Level E appointments over the next three years. The relative lack of staff at this level, and the implications this has for professional leadership in some disciplines, have been noted by the University of Ballarat. UB R7
- AUQA recommends that the University of Ballarat consider ways in which the Academic Board could play a role in improving the intra-University communication and discussion of broad educational issues (both internal and external). UB R8
- AUQA recommends that the University of Ballarat Academic Handbook be revised and updated as soon as possible, and that a mechanism be put in place to ensure its contents are reviewed and revised annually. UB R9
- AUQA recommends that, as part of its quality assurance process, the University of Southern Queensland develop its review system to require all aspects of the university (including offshore programs) to be regularly reviewed, perhaps on a five year cycle, and progress on implementing agreed recommendations reported back to the VCC. USQ R2
- AUQA recommends that Australian Catholic University consider how to enhance students' understanding of the nature and value of the national character of ACU, and formally engage the student body in the life of the University as a whole. ACU R2
- AUQA recommends that Australian Catholic University, as stated in its Performance Portfolio, further develop the channels of communication throughout the University. ACU R3
- AUQA recommends that the requirements of faculty, school and unit strategic implementation plans in relation to quality assurance and improvement be more clearly specified by the Quality Management Committee, to ensure that all parts of Australian Catholic University identify areas for improvement and good practices to achieve improvement, and that a process be established for communicating these practices between faculties, schools and units. ACU R7

- AUQA recommends that Australian Catholic University work with the ACU National Students Association to develop a strong and effective role for the Association in decision-making and communication within ACU. ACU R18
- AUQA recommends that the University of Newcastle Senior Executive Group provide clarity to the University about the respective roles of the Academic Senate and the Portfolio Committees. UN R1
- AUQA recommends that the University of Newcastle further develop and implement a planning, monitoring and reviewing system that ensures effective coverage, alignment of all parts of the new university structure and appropriate support to faculty and school leaders. UN R2
- AUQA recommends that the University of Newcastle address as a matter of urgency the need to strengthen both the capabilities of the Central Coast Campuses in particular, and the University's multi-campus interactions in general. UN R3
- AUQA recommends that the University of Newcastle consider means by which University-wide leadership and co-ordination can be provided in respect of indigenous education. UN R11
- AUQA recommends that the University of Newcastle identify clear leadership responsibilities in the area of Community Relations UN R14
- AUQA recommends that Council regularly seek externally benchmarked information about the status of the Australian Maritime College's operational and HR systems with a view to better understanding the organisation's current capability and capacity for achieving strategic goals. AMC R1
- AUQA recommends that, as it continues to pursue the issues arising from the recent management review, the Australian Maritime College clarify the role of the Task Force in monitoring implementation and follow-up, and continue to note any issues being raised by staff representatives, whether or not these issues were part of the original management review process. AMC R2
- AUQA recommends that in the interests of achieving a settled organisational climate, conducive to the pursuit of its more aspirational goals, the the Australian Maritime College take steps to finalise the senior management structure as expeditiously as possible. AMC R3
- AUQA recommends that the Australian Maritime College develop a comprehensive system for planning that ensures all work units of the College, and the manner in which they deploy resources, are guided by directional statements that align with the Corporate Plan. AMC R4
- AUQA recommends that, in its efforts to attain university status, the Australian Maritime College seek to consolidate its leadership, planning and quality assurance efforts into a streamlined quality management system, and that, in so doing, it benchmarks against the leadership, planning and quality systems of successful dual-sector universities. AMC R5
- AUQA recommends that the Australian Maritime College undertake a benchmarking exercise to compare its own suite of policies with those typically found in Australian universities, and use the gaps identified to help establish a policy development program. AMC R6

- AUQA recommends that the Australian Maritime College (re)consider how the College's strong industry relevance aligns with its strategy to substantially shift the emphasis away from VET toward Higher Education. AMC R10
- AUQA recommends that the Australian Maritime College benchmark its accreditation process against that of several Australian universities with a view to bringing it into line with commonly accepted good practice. AMC R11
- AUQA recommends that the Scholarships program at the Australian Maritime College be reviewed, particularly with a view to determining whether the College is receiving value for its own investment in the program. AMC R13
- AUQA recommends that, with respect to staff working for both the Australian Maritime College and AMC Search Ltd, management establish a more transparent process for addressing potential conflicts of interests for staff and for allocating revenue-raising opportunities to suitable staff in an equitable fashion. AMC R19
- AUQA recommends that the Australian Maritime College review its policies in respect of Intellectual Property and commercialisation. AMC R20
- AUQA recommends that, as part of the planned development of a new strategic plan, agreement at the University of Adelaide be reached on the form of reporting and performance indicators that will be regularly submitted to Council for monitoring purposes. Adelaide R1
- AUQA recommends that the University of Adelaide Academic Board strengthen its ability to maintain an oversight of the academic activities of the University and, in particular, assure the quality of teaching and learning activities. Particular attention to relationships between Academic Board and its sub-committees and the Faculty Boards is required. Adelaide R2
- AUQA recommends that the recently constituted Faculty Boards develop, as a priority, effective mechanisms for monitoring the implementation of University policy within faculties and for assuring, in conjunction with the Academic Board, academic quality standards. Adelaide R3
- AUQA recommends that current planning initiatives at the University of Adelaide be given high priority with a view to an early adoption of a more systematic approach that seeks to integrate strategic and operational planning at University, faculty, school and divisional levels and that provides for a rigorous process of reporting on and monitoring performance against plans. Adelaide R6
- AUQA recommends that, as part of the University of Adelaide's current budget reform process, mechanisms be established to ensure increased levels of communication of budget outcomes and their rationale; and that the development and implementation of a staged devolution strategy that affords greater budgetary responsibility and accountability to Executive Deans and Heads of school be considered. Adelaide R7
- AUQA recommends that further prioritisation of the planned improvements identified in the University of Adelaide's self-assessment take place based on an assessment of the relative priorities of these within the context of the total quality framework and after consultation with faculties and divisions; and that, once priorities are agreed, the achievement of the planned improvements is actively monitored. Adelaide R8
- AUQA recommends that priority be given to the development of a formal benchmarking framework, through which the University of Adelaide will be able to assess more

accurately the achievement of its core objectives. Such a framework was under consideration by the University at the time of the audit. Adelaide R9

- AUQA recommends that the University of Adelaide's proposed post-implementation business planning being undertaken to enhance the effectiveness and efficiency of the new management information systems be given the highest priority by senior management and that, in undertaking that planning, the wider issues of governance, project management and change management associated with implementing the new administrative systems are taken into account. Adelaide R10
- AUQA recommends that work proceed without delay on the development of a University-wide communication strategy that provides staff with substantive opportunities to provide feedback; and that, if it is to have a continuing role, the operations of the Communications Committee, particularly its contribution to supporting achievement of the strategy, be confirmed and progressed without further delay. Adelaide R14
- AUQA recommends that the Council and Swinburne University of Technology review the role and functions of the Joint Planning and Resources Committee in the context of the considerable additional time commitment required of the Council members serving on that Committee. SUT R1
- AUQA recommends that, in developing a more systematic approach to external benchmarking at Swinburne University of Technology, attention be paid to outcome, as well as input, measures. SUT R2
- AUQA recommends that Swinburne University of Technology encourage further discussion across the University of what is meant by entrepreneurship and assist staff to identify the ways in which this high-level strategic theme may be made more explicit in its learning and teaching activities and in research. There is considerable scope for the expertise of the Australian Graduate School of Entrepreneurship to be further harnessed in this regard. SUT R11
- AUQA recommends that the roll-out of all Tactical Plans across all organisational units at the University of Canberra be closely monitored, to ensure that the objectives of the full range of Tactical Plans are being addressed in the Annual Operational Plan of each unit, especially those with university-wide or Divisional functional responsibilities. Canberra R1
- AUQA recommends that the University of Canberra review the role, membership and the terms of reference of the Academic Board, and in the light of the increased devolution of responsibility for academic quality assurance to other bodies described in the Portfolio, consider strategies for involving the Board earlier, and more formally, in the Prospective Evaluation process. Canberra R2
- AUQA recommends that the University of Canberra consider the implications of all the recommendations made in this report, as they apply to the University of Canberra Brisbane campus. Canberra R3
- AUQA recommends that Council systematically examine its decision-making so as to ensure superior outcomes for the University. Macquarie R1
- AUQA recommends that the University review its approach to the exercise of leadership, including such aspects as delegations of authority and business continuity planning. Macquarie R2

- AUQA recommends that the University's quality assurance model be further developed to provide a comprehensive model staff can use to improve the organisation, and that appropriate training in the application of the model be provided. Macquarie R3
- AUQA recommends that the University rationalise its range of strategic statements to provide greater simplicity and clarity, and thereby increasing its usefulness. Macquarie R4
- AUQA recommends that the planning framework be further developed to incorporate outcome-focused Divisional and Departmental plans based upon good practice planning guidelines, aligned with the University's overall plan, and with regular reporting (e.g. annually), and that support be provided to persons responsible for preparing these plans to help ensure dissemination of good practice. Macquarie R5
- AUQA recommends that the University develop a meta-system for operating and coordinating the various forms of reviews to ensure consistent and effective application. Macquarie R6
- AUQA recommends that a policy management framework be developed to embed good practice in the development, approval, dissemination, implementation, monitoring and review of all policies. Macquarie R7
- AUQA recommends that the University develop and implement a system for coordinating and controlling important documents. Macquarie R8
- AUQA recommends that the University ensures that good practice guidelines for the governance and quality assurance of major projects are further developed and consistently applied, as appropriate throughout the University. Macquarie R9
- AUQA recommends that the University of Queensland provide induction material and explicit student-oriented introductions for students who are appointed or elected to committees, boards and panels. UQ R1
- AUQA recommends that the University of Queensland consider the best balance of membership of school review panels; and how to ensure that the recommendations of these panels are acted on. UQ R2
- AUQA recommends that the University of Queensland undertake further structured benchmarking with peer institutions, in particular comparing processes and identifying examples of good practice as a stimulus to continual improvement. UQ R3
- AUQA recommends that the University of Queensland address the need, revealed in its own self-review, to monitor the timely review of faculty and school centres. UQ R9
- AUQA recommends that Southern Cross University continue work on developing its Quality System to ensure that feedback loops are closed post reviews in a timely manner; that there is greater clarity on performance indicators at both the institutional and operational levels; that more work is done in relation to performance benchmarking; and that the Management Information System is developed to manage quality information and data more effectively. SCU R1
- AUQA recommends that Southern Cross University act to simplify and streamline the Planning and Quality System and take action to ensure there is not undue variation in compliance with quality policies and procedures across the University. SCU R2
- AUQA recommends that Southern Cross University implement planned risk management strategies, within the context of the development of a more comprehensive and coherent approach to the assessment and management of risk across the University. SCU R3

- AUQA recommends that the Southern Cross University Executive move forward with the stated intention to involve the Chair of Academic Board in meetings of the University Executive dealing with academic matters, and that the Chair of Academic Board be more broadly involved in academic strategic planning with the University Executive. SCU R4
- AUQA recommends that, in conjunction with the tri-sector partners, Southern Cross University should undertake a high-level strategic review of the best means to provide higher education activity at the Coffs Harbour shared campus as a matter of urgency; and factor the review findings into the strategic planning process. SCU R9
- AUQA recommends that the University of Notre Dame actively seek ways that staff may be more involved in the development of the institution through participation in committees and advisory groups. UNDA R1
- AUQA recommends that the University of Notre Dame re-evaluate the nature of its relationship with NDUS in order to identify the benefits that accrue to it currently and are expected to do so in future years. UNDA R2
- AUQA recommends that the University of Notre Dame Board of Governors consider the establishment of an internal function as a means of strengthening its capacity to meet its statutory obligations as the University develops. UNDA R3
- AUQA recommends that University of Notre Dame review the respective roles and functions of the Board of Trustees, Board of Governors and Executive Committee with a view to developing a model of corporate governance and management that will sustain the University's ongoing development in the Australian higher education sector. UNDA R4
- AUQA recommends that, as part of the recommended review of the committees structure, University of Notre Dame give strong consideration to introducing systematic mechanisms by which the general body of staff and students can actively participate in decision-making within the institution. UNDA R5
- AUQA recommends that University of Notre Dame consider working to a Strategic Plan that is based upon a three to five year planning cycle and that the revised Plan more clearly prioritise the University's objectives across its range of activities and identify accompanying performance indicators. Each college should develop a plan consistent with the aims and objectives of the University's Strategic Plan. UNDA R7
- AUQA recommends that University of Notre Dame consider some further refining of the functions of the Office of Quality management so that the Office is able to support an effective performance management system based on the University's existing PIER quality management framework. UNDA R8
- AUQA recommends that University of Notre Dame formalises its performance monitoring system, a framework for external benchmarking across all areas of activity be instituted. UNDA R9
- AUQA recommends that the draft University of Notre Dame Teaching and Learning Plan be finalised as quickly as possible and that attention then be focused on ensuring that it is effectively implemented and that progress against appropriate targets is monitored. UNDA R10
- AUQA recommends that University of Notre Dame reconsider the roles and functions of the various committees related to teaching and learning with a view to clarifying their roles and functions, especially in relation to quality management of the University as a whole. UNDA R11

- AUQA recommends that the University of Notre Dame's Office of Quality Management give high priority to further activities that will assist staff to consider the pedagogical aspects of their teaching. This is a particular priority for those staff without prior teaching experience or training. UNDA R12
- AUQA recommends that the terms of reference of the University of Notre Dame college Advisory Board be reviewed to enable Boards to play a role beyond the provision of course advice in policy and planning issues of the colleges and to have a sustained role in the academic activities of the colleges and to maintain links with professional associations. UNDA R13
- AUQA recommends that University of Notre Dame, and particularly the Academic Council, give greater attention to establishing mechanisms that allow it to ensure that appropriate academic standards are maintained. UNDA R14
- AUQA recommends that University of Notre Dame consider the means by which it plans to measure the effectiveness of the Institute of Natural Resources in meeting its objectives and the University's high-level research development goals as part of the policy paper under preparation. UNDA R20
- AUQA recommends that RMIT University communicate more effectively the reporting relationships and lines of accountability, responsibility, authority and delegation within each of the Pro Vice-Chancellor portfolios and ensure that line management is used effectively to implement policy and monitor progress towards institutional objectives. RMIT R1
- AUQA recommends that in reaching a decision on the future role of faculties and their functions, RMIT University ensure that a comprehensive change and risk management framework is developed, including adequate and appropriate consultation with staff, so that the change can be undertaken in a considered way, without undue confusion, delay or disruption. RMIT R2
- AUQA recommends that RMIT University reconsider the manner in which its TAFE sector is represented in the senior executive to ensure that its position is in accord with the aim of close integration between the two sectors. RMIT R3
- AUQA recommends that, as identified through internal review reports, senior management take action to simplify and consolidate the quality management system and related performance monitoring processes to ensure that only those demonstrated to add value to RMIT University's activities are retained. RMIT R4
- AUQA recommends that RMIT University adopt a standard process and approach for assessing and managing major risks associated with key change initiatives such as further expansion, restructuring and technological change. RMIT R5
- AUQA recommends that, as also identified by RMIT University's self-review, attention be directed at improving communication with staff. Important areas for improvement include providing increased opportunities for all staff to input into strategic developments and policy making and to be kept informed as change is implemented. RMIT R6
- AUQA recommends that as RMIT University considers proposals for restructuring, the academic linking and co-ordinating functions currently played by the faculty Associate Deans (Academic) be maintained in an appropriate form. RMIT R8
- AUQA recommends that RMIT University continue its work to simplify the Program Quality Assurance system to facilitate its acceptance by staff as a useful tool and ensure that it assists them in ongoing improvement of their teaching and learning. RMIT R9

- AUQA recommends that RMIT University increase the opportunities for students to interact meaningfully with policy development and decision-making at all levels. RMIT R18
- AUQA recommends that, in keeping with the objective to measure its performance against the ‘Top 10’ universities in Australia, Griffith University ensure that it undertakes sufficient and appropriate external comparisons. The University has itself identified the need for more, and more formalised, external comparisons. Griffith R1
- AUQA recommends that Griffith University give further attention to embedding its quality management system in a systematic way throughout the University. Griffith R2
- AUQA recommends that Griffith University clarify the roles and responsibilities of senior staff in the faculty and support service division review processes and ensure that there is a common understanding of how the review systems will contribute to the University’s commitments to continuous quality improvement and accountability. Griffith R3
- AUQA recommends that, having regard for ensuring high quality academic governance, the University of Western Australia consider clarifying the relationship between the Academic Board and the Academic Council in terms of their respective responsibilities and purpose. UWA R1
- AUQA recommends that the University of Western Australia strengthen implementation of the Cycle of Accountability in terms of its planning processes at the Faculty and School levels, and the alignment of these plans with the University-level plans, as it has foreshadowed in its plans for completing the organisational restructure. UWA R2
- AUQA recommends that the University of Western Australia’s policy framework identify more clearly the scope for flexibility in the interpretation of, and compliance with, each policy, and ensure the efficacy of this enhanced framework through more effective accountability systems. UWA R3
- AUQA recommends that the University of Western Australia clarify assignment of the responsibilities and accountabilities of its Risk Management Plan, as it completes the development of the Plan. UWA R4
- AUQA recommends that the University of Western Australia improve its document control systems to ensure the status, origin and currency of all key documents is clear, thereby enhancing the reliance that may be placed on their contents. UWA R5
- AUQA recommends that the University of New England finalise its policy framework ensuring that it, *inter alia*, clearly defines the loci for setting various policies, the degree of flexibility in policy interpretation and implementation, and corresponding accountabilities. UNE R1
- AUQA recommends that the University of New England improve its planning and monitoring system through greater alignment of clear and concise local and central plans and increased use of targets and accountabilities to help provide greater focus and to enable robust monitoring against stated goals and objectives. UNE R2
- AUQA recommends that the University of New England further develop its system of management information reporting for Deans, Heads of Schools and other managers of organisational units, to assist them in more effectively managing progress toward strategic objectives. UNE R3

- AUQA recommends that the University of New England implement effective quality control procedures for the branding and marketing of all activities with which the University is associated, directly and via partners. UNE R4
- AUQA recommends that the University of South Australia provide a clear definition of benchmarking, and provide assistance to divisions and units in identifying, collecting and interpreting benchmarking data. UniSA R1
- AUQA recommends that the University of South Australia investigate, develop and use a greater range of relevant outcomes indicators to track progress towards its desired outcomes. UniSA R2
- AUQA recommends that in order to achieve its aims in internationalisation in teaching, research and service, the University of South Australia identify more specific performance indicators and targets, and strategies for achieving them. UniSA R5
- AUQA recommends that the University of South Australia clarify the relationship between schools and research institutes, centres and groups, and resolve a number of related organisational issues. UniSAR6
- AUQA recommends that all actions identified in the Consolidated Action Plans resulting from the University's self-review and trial audit be integrated into the James Cook University Operational Plan 2004-2006, with specific performance targets identified in future operational plans. JCU R1
- AUQA recommends that James Cook University introduce a systematic cyclical program to review the performance of schools, faculties and divisions; and introduce a system for the regular review of important University-wide functions and processes. JCU R3
- AUQA recommends that James Cook University and JCU Singapore liaise closely to ensure that the quality management systems being developed at each location are harmonised in order to work effectively, both separately and together. JCU R4
- AUQA recommends that James Cook University assign responsibility at a senior level for the review of all existing and proposed mechanisms for student feedback and that these be streamlined, made comprehensive across campuses and locations, and be timed so as to regularly seek information from students on their levels of satisfaction with all aspects of their experience at JCU, including academic matters. JCU R11
- AUQA recommends that James Cook University, in line with its 'Integration' Priority Objective, regularly undertake and review results from staff surveys, including a focus on the quality of services provided within the University, and on organisational climate, as part of the University's Quality Assurance System. JCU R16
- AUQA recommends that Edith Cowan University augment its line management accountabilities and periodic reviews with cross-institutional methods of ongoing monitoring. ECU R1
- AUQA recommends that Edith Cowan University establish procedures to ensure that its academic quality assurance processes apply consistently across all its campuses. ECU R2
- AUQA recommends that Edith Cowan University ensure its Course and Unit Review system is implemented consistently throughout the University. ECU R3
- AUQA recommends that in responding to cross-portfolio issues the University has identified as fundamentally important to the institution, Charles Sturt University management assign responsibility for formulating and implementing a co-ordinated

strategy to address each issue including guiding the various elements of the University in the roles they are expected to play in the solution. CSU R1

- AUQA recommends that Charles Sturt University further develop its planning and review cycle to include an explicit link to the organisationally recognised driver of quality; namely, improvement. CSU R2
- AUQA recommends that Charles Sturt University formalise its expectations around use of the term ‘review’ including how it is distinguished from ‘monitoring’ and develop guidelines on initiation, frequency, process, use of external input and follow-up of reviews for both academic and service areas of the University. Clarification is also required of the definition and intent of ‘benchmarking’. CSU R3
- AUQA recommends that Charles Sturt University clarify for all staff the intended role to be played by Academic Senate in fostering collegial discussion and debate and in leading academic policy development and monitoring. Senate’s formal relationship to Council with respect to governing and assuring the quality of the University’s academic activities also needs to be clarified. CSU R4
- AUQA recommends that Academic Senate reconsider the various mechanisms it has in place for assuring the quality of teaching and learning within Charles Sturt University to ensure that they are able to effectively and efficiently support continuous improvement of the University’s academic activities. CSU R5
- AUQA recommends that the Learning and Teaching Committee give priority to implementing the University’s Learning and Teaching Plan and ensuring that faculty operational plans align more closely to this Plan. CSU R6
- AUQA recommends that Charles Sturt University maintain a central schedule of five-yearly course and other reviews that takes account of external requirements such as professional accreditation and that can be used to ensure that all required reviews are completed. CSU R8
- AUQA recommends that Charles Sturt University establish a more rigorous process for ensuring that subject outlines comply with University policy both in the nature of their content and their currency. CSU R9
- AUQA recommends that Charles Sturt University Academic Senate develop, as a priority, more effective mechanisms for ensuring the consistent implementation within faculties of University policy for assuring academic quality and standards across all delivery modes and locations. CSU R10
- AUQA recommends that Charles Sturt University recognise and support more appropriately the work being undertaken by the various groups within the Faculty of Commerce and the Faculty of Science and Agriculture to develop and strengthen the entirety of the University’s activities with third party providers. CSU R16
- AUQA recommends that Charles Sturt University adopt a risk-oriented approach in the scheduling of its evaluation of current third party providers and that it develop more effective tools for the evaluation of prospective third-party teaching partners and agents and devise appropriate formal approval protocols. CSU R17
- AUQA recommends that the University of Sydney establish a comprehensive planning framework that sets out clear expectations for plans at different levels, including how they interrelate, and that appropriate assistance be provided to the managers responsible for developing, implementing and reporting against the plans. Sydney R1

- AUQA recommends that the University of Sydney improve coordination of student representation on University boards and committees, in order to improve the effectiveness of student input into University deliberations. Sydney R2
- AUQA recommends that the University of Sydney develop a systematic approach to risk management that includes, *inter alia*, periodic executive-level reporting of all major strategic and operational risks and risk mitigation strategies. Sydney R3
- AUQA recommends that the University of Sydney develop and embed systems for ensuring effective business continuity across all major areas of activity. Sydney R4
- AUQA recommends that the specification of membership of the Bond University Council be amended to require that there be at least one councillor, in addition to the Vice-Chancellor, who has substantial experience as a senior academic in Australia or a comparable higher education system. Bond R1
- AUQA recommends that Bond University ensure that its governance and management processes enable academic representatives to play a substantive role in the academic affairs of the University, and in recommending to Council on significant academic initiatives. Bond R2
- AUQA recommends that Bond University's faculty processes be made more consistent across the University, following identification of where the best practices lie, and that the remaining differences be explicitly justified by reference to academic or organisational advantage. Bond R3
- AUQA recommends that Bond University ensure the continuation and effectiveness of the quality system structures, including the Quality Task Force, the position of Pro Vice-Chancellor (Quality) and the quality representatives. Bond R4
- AUQA recommends that Bond University reflect on what it wishes to achieve from the Balanced Scorecard in the longer term, with a view to setting realistic aspirations and cascading it down only to areas that are large or complex enough for it to be cost-effective. Bond R5
- AUQA recommends that Bond University specify with more precision and a consistent level of detail the actions that result from the outworking of the Balanced Scorecard, so that performance over time can be monitored more readily. Bond R6
- AUQA recommends that Bond University revisit the large number of proposed actions that arose from the Self-Review, in order to ensure that they are prioritised and that the high priority ones have the best possible chance of achievement. Bond R7
- AUQA recommends that the Council and the Vice-Chancellor of Bond University give priority to establishing a peer group of institutions for the purposes of strategic and performance benchmarking at institutional and program levels. Bond R8
- AUQA recommends that if Bond University makes public statements about its student/staff ratio (SSR), it do so by reference to standard definitions of SSR or explicitly say on each occasion that it calculates SSRs in a different way from public universities. Bond R9
- AUQA recommends that the Deakin University Academic Board ensure that the Chairs and members of its committees are assisted in developing an improved understanding of their important quality assurance roles. Deakin R2

- AUQA recommends that Deakin University consider unification of rules or guidelines for implementation of University policies that acknowledges and allows for contextual differences. Deakin R3
- AUQA recommends that La Trobe University establish formal mechanisms for regularly reviewing the performance of the Vice-Chancellor and the Council. LTU R1
- AUQA recommends that La Trobe University develop a comprehensive framework for the development, approval, dissemination, monitoring and review of policies that takes into account appropriate delegations to faculties and campuses. LTU R2
- AUQA recommends that in the further development of the Policy on Corporate Reviews Queensland University of Technology set appropriate timelines for the implementation of review recommendations and increase transparency of the planned actions. QUT R1
- AUQA recommends that Queensland University of Technology reinforce University Academic Board's strategic role in relation to the *Blueprint* objectives and the strategic and operational planning framework with the purpose of ensuring that University Academic Board provides strategic leadership on academic issues. QUT R2
- AUQA recommends that Queensland University of Technology strengthen the induction and training program for members of Council and University Academic Board and that QUT works with the Student Guild to ensure that the induction process has a major focus on the students' needs. QUT R3
- AUQA recommends that Charles Darwin University develop its approach to communications, to ensure that decisions and information about changes are communicated to staff and that their views are heard by the leadership group. CDU R2
- AUQA recommends that Charles Darwin University consider the introduction of a Council Finance Committee distinct from a separate Audit Committee. CDU R3
- AUQA notes Charles Darwin University's recognition of tensions between the faculties and the IAS and recommends that these tensions be addressed by senior management, before they become embedded. CDU R8
- AUQA recommends that Charles Darwin University clarify the concepts of business development for staff, and provide suitable training, incentives and reward for their attempts to carry it out. CDU R12
- AUQA recommends that Charles Darwin University review the finance area, providing training as necessary, with a view to providing more effective support to the schools and faculties. CDU R15
- AUQA recommends that the responsibilities and membership of the University of Melbourne's Academic Board be reviewed against the Board's Terms of Reference to ensure that the Board can effectively comply with these. UoM R1
- AUQA recommends that the University of Melbourne develop a strategy for increasing the demand for courses at its regional campuses, and for enhancing the recruitment of students to these campuses. UoM R2
- AUQA recommends that the University of Melbourne ensure that the meaning of the presence of the UoM crest on Universitas 21 Global degree parchment (and within Universitas 21 Global promotional materials) is unambiguously and clearly communicated to current and prospective Universitas 21 Global students. UoM R8

- AUQA recommends that the University of Melbourne clarify the responsibilities and the division of labour between the Quality Assurance Accountability Committee and the Teaching and Learning Quality Assurance Committee in order to ensure consistency between the understanding of the roles of the committees and their Terms of Reference. UoM R10
- AUQA recommends that the University of Melbourne review the design (ie questions and rating scales), delivery schedules, response rates and follow-up of its survey instruments, in order to ensure that the results of the surveys more actively contribute to the establishment of a culture of continuous improvement. UoM R11
- AUQA recommends that UoM add to the present rolling cycle of departmental audits routinely scheduled assessments carried out by panels which comprise external discipline academic expertise, to provide an independent appraisal of the quality of each department's teaching and research activities. UoM R13
- AUQA recommends that the University of Melbourne take steps to promote a university-wide understanding of the ways in which benchmarking can be used effectively as a quality assurance tool, and encourage the broader use of process benchmarking to identify best practice, rather than a focus on the statistical comparison of numerical outcome measures. UoM R14
- AUQA recommends that, to ensure the momentum gathered from the self-review activities leading up to the AUQA Audit is not lost, the University of Tasmania consider whether to now adopt a more fully-articulated 'Quality System', one that extends beyond the current description of the 'PIRI' quality improvement loop. UTas R1
- In affirming Melbourne College of Divinity's decision to establish a single Academic Board, AUQA recommends that the new Academic Board be responsible for determining the structure and terms of reference for its subcommittees; and that MCD clarify the relationship of these subcommittees to the new Recognised Teaching Institutions and other MCD decision-making bodies, including the relationship between the MCD Academic Board and academic boards (or equivalent) located in the new Recognised Teaching Institutions. MCD R1
- AUQA recommends that Melbourne College of Divinity explore opportunities to leverage existing relationships with universities (viz. Australian Catholic University, University of Melbourne, and Monash University) to access regular and high-level training for research supervisors; professional development for staff; and opportunities for joint research. MCD R2
- AUQA recommends that Melbourne College of Divinity seek to establish external benchmarking processes in order that objective judgements can be made about the quality of the College's research, teaching and learning. MCD R3
- AUQA recommends that Melbourne College of Divinity adopt a strategic-planning framework which *inter alia* harmonises the development of the MCD Strategic Plan with the development of the MCD Teaching and Learning Management Plan, and a new research and research training plan. MCD R4
- AUQA recommends that, in order to ensure the maintenance of effective senior management, the University of Wollongong develop a clear strategy of business continuity and deputisation at senior levels. UOW R1
- AUQA recommends that the University of Wollongong consider establishing more specific qualitative and quantitative targets in its planning process in order to help

determine and measure the pace and extent of progress against its strategic goals. UOW R2

- AUQA recommends that the University of Wollongong consider establishing a system of regular reviews of its academic units or otherwise ensuring that sufficient independent input is regularly obtained on a comprehensive range of academic and academic management issues. UOW R3
- AUQA recommends that the University of Wollongong extend its risk management framework, guided by its Risk Management Policy and including methods of risk identification, assessment, treatment and monitoring, throughout the University. UOW R4
- AUQA recommends that the University of Wollongong develop an approach to its various campus operations, whereby the purpose and inter-relationships of each campus are part of a comprehensive University plan. UOW R4
- AUQA recommends that, in the further evolution of its quality system, UNSW emphasise integration with strategic planning processes, as well as the responsibility of senior managers to demonstrate leadership and ownership of the system. UNSW R1
- AUQA recommends that the UNSW Council implement regular reviews of its performance and the performance of individual members of Council. UNSW R2
- AUQA recommends that UNSW continue to develop Key Performance Indicators that are clearly linked to faculty and divisional outcomes and to the priorities in the Strategic Plan and that the format in which they are presented enables Council to easily assess performance against targets. UNSW R3
- AUQA recommends that Central Queensland University attend to the organisational change management process, as it completes its restructuring, to ensure that staff are sufficiently informed and remain empowered in the interim to continue with the business of the University. CQU R1
- AUQA recommends that Central Queensland University Council develop strategies to ensure it is able to inform and balance its fiduciary governance responsibilities with its academic governance responsibilities. CQU R2
- AUQA recommends that Central Queensland University Council develop a more comprehensive risk management framework incorporating the current legislative compliance framework and also strategic and operational risks across the spectrum of University activities. CQU R3
- AUQA recommends that Central Queensland University restructure the governance arrangements for its partnership with C\_MS in a manner that is sufficiently transparent and robust to enable Council to effectively exercise its governance responsibilities for the University's entire affairs. CQU R4
- AUQA recommends that Central Queensland University develop an integrated planning and reporting framework, in conjunction with the strategic plans for C\_MS, aligned to the risk management and quality assurance frameworks and incorporating appropriate external benchmarking; and that the various structural entities with quality and risk management responsibilities be integrated so as to more effectively support this framework. CQU R5
- AUQA recommends that Murdoch University identify the role that it wishes the Research and Development Board to play in the academic governance and management of the University; and ensure that this role is communicated and acted upon in a clear and open manner. Murdoch R1

- AUQA recommends that the University of Wollongong immediately resolve and communicate to students which degree current students at UOWD will receive upon graduation. UOW R12
- AUQA recommends that the University of Wollongong clarify the registration status of the Wollongong University College; the accreditation status of diploma programs offered by WUC; and the enrolment status of WUC students, in accordance with MCEETYA's *National Protocols for Higher Education Approval Processes*. UOW R13
- AUQA recommends that UTS consolidate and map its various review activities, to ensure there is complete coverage of all areas of operations, that UTS clarify the terminology and specifications for reviews, and that UTS locate these reviews within an overall continuous quality improvement cycle. UTS R1
- AUQA recommends that UTS review the role of Insearch, to clarify which activities should be undertaken by Insearch rather than by UTS itself, and that this review include consideration of how the University's governance relationship with Insearch could be strengthened. UTS R2
- AUQA recommends that the Academic Board of UTS play a stronger role in advising on quality improvement across all aspects of teaching and learning, including offshore programs. UTS R3
- AUQA recommends that UTS take action to further implement and refine its University-wide risk management approach so that it is clearly aligned to the University's planning and quality management framework. UTS R4
- AUQA recommends that Flinders strengthen its strategic planning framework through the use of performance targets, consistent alignment of Key Accountability Measures and Strategic Overview Action Plans with strategic priorities and clear specification of responsibilities and expected completion dates for actions identified. Flinders R1
- AUQA recommends that Flinders strengthen its quality assurance and improvement system through introduction of regular reviews of its academic operational units that involve sufficient independent participation, and institutional mechanisms to ensure effective implementation of review outcomes. Flinders R2
- AUQA recommends that Flinders take steps to improve central systems of monitoring, review and accountability to ensure greater consistency of application of policies and quality assurance arrangements across the University. Flinders R3
- AUQA recommends that Flinders continue to strengthen its risk management approach through development of systematic processes at the faculty and AOU levels, aligned to planning and quality frameworks. Flinders R4
- AUQA recommends that Monash University take measures to simplify the organisation's operation and rationalise the decision-making processes in order to reduce the sense of bureaucratic overload. Monash R1
- AUQA recommends that Monash University explore the possibilities for adding to the University Council international members in order to strengthen the University's international profile. Monash R2
- AUQA recommends that the Monash University Council Audit Committee membership be revised so the Audit Committee includes no members of the Council Executive Committee and be expanded to include appropriately qualified external members. Monash R3

- AUQA recommends that Victoria University develop a comprehensive ICT strategy derived from the University's Strategic Plan and provide stronger and more senior leadership of IT strategy. VU R2
- AUQA recommends that UWS extend its benchmarking to a national and international peer group chosen in the light of its proposed learning and teaching profile. UWS R1

## 2 Learning & Teaching

*Including programmes, courses, teaching, learning assessment, teaching staff*

### ***Commendations***

- AUQA commends the University of Southern Queensland for operating a system of reaccreditation to ensure that its programs remain valid and viable. USQ C2
- AUQA commends the University of Southern Queensland for its achievements and successes in the area of flexible learning, and particularly in its robust processing systems for DE materials. USQ C3
- Australian Catholic University is commended for including input from a wide range of internal and external sources in unit design and in course development and review. ACU C6
- AUQA commends Australian Catholic University for the introduction by one faculty of sample cross-marking by other universities, as a means of ensuring comparability of standards, and the recent extension of this scheme. ACU C7
- AUQA commends Curtin for the explicit attention it has given to generic attributes of graduates, in line with objectives in its Mission and Goals. CUT C5
- AUQA commends the Learning Effectiveness Alliance Program (LEAP) as an excellent initiative, not only in the actual learning processes and improvements from its 13 projects, but also in the collaborative team approach to the projects, and the dissemination of the learning from the projects across the University. CUT C6
- AUQA commends the development of the Teaching Quality Index by the Division of Engineering and Science as a means of rewarding teaching performance in an analogous way to that in which research performance is rewarded, thereby achieving a balance in performance-based funding of the two core activities of teaching and research. CUT C7
- AUQA commends the University of Ballarat for its initiative in establishing the Ballarat Technology Park, and thereby creating opportunities for students to gain industry experience. UB C6
- AUQA commends the University of Newcastle for adopting a transparent and responsive approach to its composite student questionnaire. UN C6
- AUQA commends the University of Newcastle for being at the forefront of problem-based learning (PBL). UN C7
- AUQA commends the University of Newcastle for developing an innovative University Industry Scholarship Scheme that provides benefits to the University, local industries and students. UN C 13
- AUQA commends the University of Newcastle for providing strong backing for its exchange agreements, thereby supporting its teaching and learning goals. UN C15
- AUQA commends the Australian Maritime College for the establishment of Academic Liaison Committees in the programs at Beauty Point. AMC C12
- AUQA commends University of Adelaide for initiating and responding rapidly to the external review of its central learning and teaching support services. Adelaide C6

- AUQA commends Swinburne University of Technology for its Industry-Based Learning program, which is assisting it in achieving the objective of providing programs with an applied orientation. SUT C3
- AUQA commends the University of Canberra for the overall level of care that it displays in providing a supportive, inclusive, and nurturing learning and teaching environment for its students, both local and residential, and domestic & international. Canberra C4
- AUQA commends the University of Canberra's centre for the Enhancement of Learning Teaching and Scholarship and its support of academic development, research supervision, innovative teaching & learning, using flexible learning, the use of WebCT for online development, and, for its induction programs for newly appointed academic staff. Canberra C8
- AUQA commends the University of Canberra's Academic Skills Program, for the consistently high regard in which its services are held by students. Canberra C9
- AUQA commends Macquarie University for the strong support it receives from staff and students about the flexibility of the structure of its programs, for its ongoing commitment to developing approaches to flexible learning, and for the progress it has made in using innovative technologies to enhance student learning. Macquarie C5
- AUQA commends Macquarie University for the range of initiatives, both formal and informal, that it has in place for promoting good teaching practice. Macquarie C6
- AUQA commends the systematic process undertaken by the University of Queensland to map and embed graduate attributes in all curricula, and the associated support provided by the Teaching and Educational Development Institute. UQ C7
- AUQA commends the University of Queensland for the effective Teaching Quality Appraisal funding scheme that has been in place for a number of years, and the intent to revise the parameters to achieve further improvement. UQ C8
- AUQA commends the University of Queensland for the extensive attention to continuous quality improvement in many aspects of teaching and learning. UQ C9
- AUQA commends the contributions of the Teaching and Educational Development Institute (TEDI) and the University Staff Development Committee (USDC) for their roles in the support for teaching and learning and in staff development. UQ C15
- AUQA commends Southern Cross University for the development and purposeful deployment of the MySCU system for online and flexible learning. SCU C5
- AUQA commends Southern Cross University for the use made of single unit assessors in the unit coordination process, including the moderation of assessment, to ensure consistency in the quality of programs, both on-shore and off-shore. SCU C6
- AUQA commends Southern Cross University, and in particular the Teaching & Learning Centre in providing leadership and effective support, for the development of a coherent and team-based, integrated approach to the design, production and distribution of courseware, and associated support and training for academic staff. SCU C7
- AUQA commends University of Notre Dame for the system of college Advisory Boards that are particularly effective in the early stages of curriculum design in ensuring that professional, industry and employer groups have input into course and unit development. UNDA C4

- AUQA commends those colleges of the University of Notre Dame operating on both Fremantle and Broome campuses for specifically attending to the means by which the equivalence of the courses might be assured. UNDA C5
- AUQA commends the commitment and dedication of RMIT University's teaching staff and the evident care that most staff show in supporting, as effectively as they are able, the learning of their students. RMIT C2
- AUQA commends Griffith University for the improvements in a number of teaching-related outcome indicators. Griffith C6
- AUQA commends the University of Western Australia for the effectiveness of its strategies and processes for both recruiting and retaining outstanding students. UWA C7
- AUQA commends the University of Western Australia for the Teaching Internship Program for postgraduate students. UWA C8
- AUQA commends the University of Western Australia for its CATLyst network, which continues to grow in importance and impact in relation to the University's flexible teaching and learning and developments. UWA C9
- AUQA commends the University of New England for its approach to the incorporation of graduate attributes in its teaching and programs in a manner specifically designed to benefit all NUE students. UNE C5
- AUQA commends the University of New England for ensuring that knowledge of plagiarism policies is well embedded within the academic community. UNE C6
- AUQA commends the University of New England's Teaching and Learning Centre for its series of publications that provide academic staff with valuable guidance for teaching in accordance with the strategic direction of the University. UNE C7
- AUQA commends the University of New England for its Technology Passport and eSKILLS UNE systems, which provide valuable learning support for students. UNE C8
- AUQA commends the University of New England for the positive teaching and learning relationship between staff and students, demonstrated informally through interactions and formally through such mechanisms as the CEQ. UNE C10
- AUQA commends the University of South Australia for the successful achievement of its goal of providing flexible delivery models. UniSA C5
- AUQA commends the University of South Australia for its thorough system of course and program evaluation and review. UniSA C6
- AUQA commends the highly-valued services provided to both students and staff by the Flexible Learning Centre. UniSA C13
- AUQA commends the Academic Board of James Cook University for sustaining an appropriate balance between consistency and flexibility in the processes used to accredit and review course proposals which enables staff to customise courses and course materials to meet regional, international and Indigenous needs. JCU C4
- AUQA commends James Cook University for nurturing a student-centred teaching and learning culture and environment. JCU C5

- AUQA commends the James Cook University Mentoring Program for first-year students and the Induction to Teaching and Learning program offered to new academic staff by the Teaching and Learning Development group. JCU C6
- AUQA commends James Cook University for having put an appropriate Quality Assurance framework in place in the form of the management of Off-Campus Academic Programs Policy. JCU C7
- AUQA commends Edith Cowan University for the effectiveness of its newly delegated course approval processes. ECU C6
- AUQA commends Edith Cowan University for its effective use of Unit Plans, which supplement Unit Outlines with information valued by students. ECU C7
- AUQA commends Edith Cowan University for the extent to which it has thoroughly embedded information from the Unit and Teaching Evaluation Instrument into its quality assurance processes such as Unit Reviews, Management for Performance, Promotion and Performance Funding. ECU C8
- AUQA commends Edith Cowan University for developing and providing tangible support for its Work-Based Learning programs, which are aligned with the University's strategic themes and Key Graduate Attributes. ECU C10
- AUQA commends Edith Cowan University for demonstrating improvements to its quality assurance processes in relation to bilingual activities in light of its experiences in this area. ECU C13
- AUQA commends the University of Sydney for seeking to raise the standard of teaching by requiring all new academic staff to participate in appropriate professional development. Sydney C8
- AUQA commends the University of Sydney's Faculty of Science for its Talented Students Program, which is an innovative means of ensuring that the most academically able students are able to study at a pace commensurate with their potential. Sydney C9
- AUQA commends the University of Sydney for its Assessment and Examination of Coursework resolution, which provides clear, detailed and sound advice to academic staff and appears to be an effective step in guiding assessment and examination practices. Sydney C10
- AUQA commends Bond University for achieving its goal of maintaining a low student/staff ratio and small tutorial class sizes. Bond C4
- AUQA commends Bond University for the high level of satisfaction expressed by students in the staff and the teaching. Bond C5
- AUQA commends Bond University for addressing its goal of being client-focused by offering students the standard option of a three-semester year. Bond C6
- AUQA commends Bond University for the effective implementation of a Core Curriculum of courses for all undergraduate students, which assists in the development of graduate attributes. Bond C7
- AUQA commends Deakin University for its support of the Online Teaching and Learning Fellowship Program which is an innovative and successful strategy for supporting those staff with an interest in further extending the use of online technologies in their teaching. Deakin C2

- AUQA commends La Trobe University for the manner in which those involved with nursing education are collaborating across campuses to achieve full integration and consistency in their academic offerings, providing an exemplar for other disciplines to follow. LTU C4
- AUQA commends La Trobe University for its 'subject packs', which provide a comprehensive set of subject and teaching resources to promote good practice and help ensure consistency across subject instances. LTU C5
- AUQA commends La Trobe University for examples of course advisory committees being used very effectively in enhancing the appropriateness of courses to the needs of relevant external communities while maintaining academic standards. LTU C6
- AUQA commends Queensland University of Technology for having been successful in increasing its cross-disciplinary and cross-faculty teaching activities. QUT C5
- AUQA commends Queensland University of Technology for the successful implementation of the rigorous process of reports on courses and review of courses. QUT C6
- AUQA commends Charles Darwin University for the emerging co-ordinated attention to academic and resource considerations within the course accreditation process. CDU C3
- AUQA commends Charles Darwin University for the introduction of Alternative Exit Awards. CDU C4
- AUQA commends Charles Darwin University's commitment to learning and teaching as signalled by, inter alia, the senior appointment of a leader in this area. CDU C5
- AUQA commends the development of Charles Darwin University's Learning Precinct, which is gaining positive feedback from students. CDU C13
- AUQA commends the University of Melbourne for having developed a variety of complementary approaches to recognise and reward high quality teaching. UoM C14
- AUQA commends the University of Tasmania for the processes of planning and review related to T&L provision, through mechanisms such as comprehensive and well integrated school and course review processes, and through an increase in the performance based funding of the teaching component of the University's budget. UTas C4
- AUQA commends the University of Tasmania for the mechanisms in place for supporting, enhancing, and rewarding teaching practice as evidenced from the implementation of the Teaching Development Fund and introduction of the teaching excellence and merit awards. UTas C6
- AUQA commends the University of Tasmania for the evident commitment to assuring quality teaching and learning and active consideration of student feedback through the use of the Student Evaluation of Teaching and Learning 'agreed norm' in delineating, implementing and reporting improvement strategies in unit teaching and learning. UTas C5
- AUQA commends the initiative at Trinity College to offer courses in Divinity and Theology online, and acknowledges it as an exemplar for the further spread of online learning through Melbourne College of Divinity. MCD C5

- AUQA commends Melbourne College of Divinity for the embedded nature of and widespread commitment to the objective of encouraging ecumenical values in the MCD curriculum. MCD C6
- AUQA commends Melbourne College of Divinity for achieving a high level of student satisfaction which reflects the very strong commitment of the Associated Teaching Institutions and their Faculty to the teaching and learning process and a commitment to the improvement of the student experience. MCD C8
- AUQA commends the University of Wollongong for successfully facilitating the transition from the student experience to graduate life and career. UOW C2
- AUQA commends the University of Wollongong for undertaking a comprehensive review against its Teaching and Learning Plan and using the review to accurately identify strengths and improvement opportunities. UOW C3
- AUQA commends the University of Wollongong for implementing an Introduction to Tertiary Teaching course that is credible, comprehensive and appreciated by staff and likely to enhance the current high standard of teaching university-wide. UOW C4
- AUQA commends the University of Wollongong and its student 'peer leaders' for effectively implementing the Peer Assisted Study Sessions (PASS) program in a manner that results in superior student assessment results. UOW C5
- AUQA commends the University of Wollongong for implementing an approach to plagiarism avoidance and referencing that encourages widespread awareness and understanding of the issues. UOW C6
- AUQA commends UNSW for its scholarly approach to the improvement of learning and teaching and for its initiatives to improve the quality of teaching, which include the development of communities of practice. UNSW C7
- AUQA commends UNSW for its resolution on student information literacy and its implementation of the student enabling program ELISE (Enabling Library and Information Skills for Everyone). UNSW C8
- AUQA commends UNSW for good practice in systematisation of online delivery in the College of Fine Arts and innovation in online collaborative education through the Omnium Project. UNSW C9
- AUQA commends Central Queensland University's Division of Library Services for the development of its Teaching and Learning Plan and for effectively engaging with the academic community in the provision of information literacy training for staff and students. CQU C1
- AUQA commends Central Queensland University for helping students manage the transition into university study through its successful STEPS program. CQU C2
- AUQA commends Central Queensland University for its course management system, which helps to ensure the consistency of the content and delivery of the University's offerings across all locations and modes. CQU C3
- AUQA commends Central Queensland University for an effective system of moderation which is implemented consistently across all teaching sites. CQU C4
- AUQA commends Central Queensland University for effectively managing the provision of its programs and courses across all its campuses and locations through its Multi-

Campus/Teaching Site Academic Roles and Responsibilities document, which sets out clear procedures that are being implemented consistently. CQU C5

- AUQA commends Central Queensland University for attending to the academic progression of its students through the Student Journey project, which identifies and provides support across all campuses for students academically at risk. CQU C6
- AUQA commends Central Queensland University for supporting its first year students and providing leadership development opportunities to senior students through the CQU Student Mentor and Leadership Program. CQU C7
- AUQA commends Murdoch University for its ongoing and effective focus on the quality of the student experience at both undergraduate and postgraduate levels, and notes the enthusiasm of academic and general staff and of students to ensure the continuation and enhancement of this experience. Murdoch C5
- AUQA commends Murdoch University for the embedding of graduate attributes into the curriculum, and the attention shown to the development of these attributes in the course development, teaching and learning, and quality assurance processes. Murdoch C6
- AUQA commends Murdoch University for the range and quality of the enabling and foundation units, particularly in terms of the way in which they assist students in various equity categories and from disadvantaged and lower socio-economic backgrounds to enter the university through multiple mechanisms. Murdoch C7
- AUQA commends Murdoch University for the quality and determination of the staff of the Teaching and Learning Centre and the libraries and their activities and resources in support of staff and students across campuses. Murdoch C8
- AUQA commends Murdoch University for its use of Foundation Units as a distinctive feature of the educational experience of undergraduate students. Murdoch C9
- AUQA commends Murdoch University for achieving consistently high outcomes in the course experience questionnaire survey, and for flexibility in meeting the learning needs of a broad array of students; such as through the creation of Careers “Combo” courses at the Peel Campus. Murdoch C10
- AUQA commends UTS for its policy and management of processes for course accreditation and reaccreditation of programs. UTS C6
- AUQA commends UTS for its commitment to education oriented to professional practice and for the support it receives from industry stakeholders for its practice oriented approaches. UTS C7
- AUQA commends UTS for distinctive features of the teaching and learning support offered by the Institute for Interactive Media and Learning, including its development of targeted resources on subjects such as groupwork and assessment, its deployment of staff in faculties and its active role in enhancing UTSONline. UTS C8
- AUQA commends UTS for (a) its commitment to monitoring student satisfaction with services relevant to their overall experience of UTS and (b) for acting on student feedback. UTS C9
- AUQA commends Flinders for the development of innovative degrees that draw on the strengths of the University and meet the needs of industry, including Nanotechnology, Cultural Tourism and the Graduate Entry Medical Program. Flinders C5

- AUQA commends Flinders for the development of an Academic Integrity Management Strategy that has contributed to a high level of awareness of the University's plagiarism policy among staff and students. Flinders C6
- AUQA commends Monash University for its rigorous evaluations of student satisfaction with the study experience, through the Monash Experience Questionnaire and unit evaluations, that have contributed to the improvement of satisfaction with the experience. Monash C7
- AUQA commends Monash University for the introduction of completion of the Graduate Certificate in Higher Education as a requirement for probation for academic staff. Monash C8
- AUQA commends Victoria University for its commitment to improved quality assurance for learning and teaching through the implementation of recommendations from external reviews of academic policies and processes. VU C6
- AUQA commends Victoria University for its consolidation of policies and for its promulgation and communication of new policies, as exemplified by the Blue Guide. VU C7
- AUQA commends UWS for the development of computer-supported quality systems for consolidating data and tracking processes including the Online Course Approval System, and the Tracking and Improvement in Learning and Teaching system. UWS C3
- AUQA commends UWS for the Heads of Program Network which has increased the visibility of the important contributions of heads of program, and facilitates peer support and leadership development. UWS C4

### *Affirmations*

- AUQA affirms that the University of South Australia continue to develop its conceptualisation of graduate qualities by investigating strategies to measure their level of achievement, both during the program and after graduation. UniSA A2
- AUQA affirms that the University of South Australia make more systematic use of stakeholder input in program evaluation. Enhancing the effectiveness of divisional advisory boards may assist with both this and other aspects of external advice and input. UniSA A3
- AUQA affirms that the University of South Australia address issues relating to the equivalence of assessment between transnational and domestic versions of the same program. UniSA A5
- AUQA affirms that James Cook University implement the Consolidated Action Plan in relation to SFS/SFT and CEQ/GDS; to increase student participation, use data systematically and to be able to properly monitor and improve outcomes in relation to Teaching and Learning. JCU A1
- AUQA affirms Charles Sturt University's intention to require systematic external input for both course approval and course review and that this input be documented. CSU A2
- AUQA affirms Charles Sturt University's recognition of the need to formalise and systematise the manner in which student evaluation information of subjects, courses and teaching is collected and, more importantly, acted upon, so as to achieve the University's objective of continuous improvement. CSU A3

- AUQA affirms that the University of Sydney's development and use of graduate attributes, for both undergraduate and postgraduate courses, is still in early stages and requires further attention. Sydney A2
- AUQA affirms the need for the University of Sydney to ensure that changes in a unit's mode of delivery are subject to an approval process that addresses all resourcing and pedagogic implications. Sydney A3
- AUQA affirms the University's decision to establish a curriculum committee for the Centre for Continuing Education to ensure that the standard of courses offered through the Centre is commensurate with the University's good standing. Sydney A4
- AUQA affirms the need for Bond University to enhance its processes for the approval and monitoring of academic programs. Bond A2
- AUQA affirms the need for Bond University to review its processes for assessment, including moderation and benchmarking, so that it is better able to make unequivocal statements about graduate standards. Bond A4
- AUQA affirms that La Trobe University needs to ensure that uptake of its Graduate Attributes scheme is systematic throughout the University. LTU A5
- AUQA affirms that La Trobe University needs to ensure that the Quality Assurance of Subjects system is implemented consistently throughout the University, including for its online and offshore courses. LTU A6
- AUQA affirms La Trobe University's plans to promote greater use of its Student Evaluation of Teaching survey, but particularly so that more staff will seek and act upon student feedback on their teaching through a system that may provide for benchmarking and professional support. LTU A8
- AUQA affirms Queensland University of Technology's efforts to further integrate the virtual and physical teaching environments and focus on developing OLT into a system aimed at enhancing the teaching and learning environment. QUT A2
- AUQA affirms Charles Darwin University's recognition that there is a need for a wider understanding of the Teaching and Learning Operational Priorities Plan, the way it addresses institutional objectives for teaching and learning, and how strategies and actions are aligned to the objectives. CDU A1
- AUQA affirms Charles Darwin University's recognition of the need for the Teaching and Learning Development Group to have a greater focus on professional development for academic staff. CDU A2
- AUQA affirms Charles Darwin University's intent to restate graduate attributes and review the curriculum in terms of their achievement. CDU A3
- AUQA affirms Charles Darwin University's work on VET/HE articulation and the need to ensure that staff and students are made aware of the mechanisms for, possibilities of and benefits of articulation between HE and VET courses. CDU A4
- AUQA affirms Charles Darwin University's intent to make greater use of student evaluations in achieving improvement. CDU A5
- AUQA affirms the the University of Tasmania initiatives designed to improve the use of videoconferencing in teaching and learning. UTas A5

- While noting the work being done to embed and evaluate graduate attributes in certain sections of the University, AUQA observes that progress is variable across the the University of Tasmania curriculum and affirms the need for further attention to implementation. UTas A4
- AUQA affirms the University of Tasmania plans to develop a more strategic relationship between the Flexible Education Unit, heads of school and deans. UTas A3
- AUQA affirms the use of a standard student evaluation form for coursework study across all Recognised Teaching Institutions and all fields of study. MCD A3
- AUQA affirms the decision by Melbourne College of Divinity to commit to undertake a systematic, cyclic review of units to consolidate the present review processes. MCD A4
- AUQA affirms the Melbourne College of Divinity decision to review the BTheol with an emphasis on: greater consistency of content; assessment and learning outcomes; and the potential for rationalisation in delivery, especially in the third year of the program. MCD A5
- AUQA affirms the need for Melbourne College of Divinity to undertake yearly course completion reports, and to monitor student retention/drop out rates. MCD A10
- AUQA affirms the University of Wollongong's recognition of the need to further develop systems to ensure that its graduate attributes are embedded in its curriculum, teaching and assessment practices, and of the need to ensure that this recognition is shared by all staff. UOW A3
- AUQA affirms the need identified by the University of Wollongong to develop a systematic approach to effecting the link between research and teaching in order to promote learning as, *inter alia*, a process of inquiry. UOW A4
- AUQA affirms UNSW's efforts to ensure that its graduate attributes are contextualised for each discipline and professional area and encourages the University to complete the process of mapping graduate attributes to all programs. UNSW A5
- AUQA affirms UNSW's introduction of the new Course and Teaching Evaluation and Improvement process and in particular the thorough way in which the rationale and nature of the process have been documented. UNSW A6
- AUQA affirms Murdoch University's recognition of the need to deal with courses and units with small numbers of students, the development of a more efficient and structured approach to determining the continuation or cessation of these courses and units, and the need to focus on the improvement of student retention and completions. Murdoch A5
- AUQA affirms Murdoch University's intention to develop a more structured approach to the timetabling of units and examinations and notes that a speedy resolution of this issue is needed. Murdoch A6
- AUQA affirms the discussions now commencing at UTS on the most effective ways to blend online and face-to-face learning, and suggests that the University consider incentives for staff and develop policy to make more learning opportunities available online. UTS A6
- AUQA affirms Flinders' planned development of a cohesive approach to identifying and implementing generic graduate outcomes (attributes) that will assist in preparing graduates for employment and define the characteristics of a Flinders graduate in the labour market. Flinders A6
- AUQA recommends that Flinders strengthen systems to monitor and evaluate student practicums and placements and ensure consistent implementation of processes to manage these activities across the University. Flinders R7

- AUQA recommends that Flinders develop a plan that clearly outlines targets and strategies for the use of educational technologies to support teaching and learning and that governance and quality assurance arrangements are strengthened for the future development of online learning. Flinders R8
- AUQA affirms Monash University's intention to use a variety of means to encourage improvements in performance including the provision of incentives and rewards for high performance in teaching in order to strengthen the objective to achieve excellence in education. Monash A4
- AUQA affirms Victoria University's revisions to its course approval processes but suggests the University introduce a more robust process to assess the viability and sustainability of courses at the outset and clarify authority to discontinue or not offer a course. VU A5
- AUQA affirms the role of the Student Career Development office at Victoria University in advising first year students how they can use core graduate attributes to build employment-related skills across their course. VU A6
- AUQA affirms Victoria University's revision of its policy on academic honesty and suggests the University include a statement on the educative use of plagiarism detection software and student access to such software. VU A7
- AUQA affirms the role of the Student Career Development office at Victoria University in advising first year students how they can use core graduate attributes to build employment-related skills across their course. VU A6
- AUQA affirms Victoria University's revision of its policy on academic honesty and suggests the University include a statement on the educative use of plagiarism detection software and student access to such software. VU A7
- AUQA affirms Victoria University's development of an e-learning strategy and encourages the University to consider increasing the rate at which e-learning opportunities are being made available to higher education students. VU A8
- AUQA affirms the Academic Senate's decision to review the assessment practices as a priority for 2007. UWS A3
- AUQA affirms that UWS continue to develop the use of WebCT in all programs and work to ensure its use by all academic staff. UWS A4

### ***Recommendations***

- AUQA recommends that Australian Catholic University review its current approach to evaluation, and systematically implement procedures for obtaining student feedback on teaching and learning, with data relating separately to unit design and teaching quality, and in such a way that data is comparable between different units and different occasions and campuses on which a unit is offered, and is available to heads of school for consistency and other quality assurance purposes. ACU R10
- AUQA recommends that Australian Catholic University regularly review ACUcom to ensure that the courses it conducts are of appropriate academic standard, and are consistent with ACU's Mission. ACU R13
- AUQA recommends that the teaching/research nexus be addressed explicitly at Australian Catholic University, and possibly as part of a formal approach taken to the implementation of the learning paradigm. ACU R15

- AUQA recommends that the University of Southern Queensland undertake evaluative studies of student performance and responds to this information in its strategic decision-making. USQ R4
- AUQA recommends that the University of Southern Queensland consider using the Faculty of Engineering and Surveying project as a blueprint for inculcating “Attributes of a USQ Graduate” into its other programs. USQ R5
- AUQA recommends that the University of Southern Queensland consider the possibility of assigning multidisciplinary course teams to all courses, and that these teams have an ongoing responsibility for the courses, whether they are currently being reaccredited or not. USQ R6
- AUQA recommends that, with respect to its reaccreditation process, the University of Southern Queensland consider: (a) whether seven years is an appropriate time frame given the fast pace of change in some disciplines and markets; and (b) incorporating a formal requirement for external review to inform the reaccreditation process. USQ R7
- AUQA recommends that the University of Southern Queensland establish a systematic plan to ensure consistency and ongoing communication among all Distance Education tutors (both onshore and offshore) prior to and throughout the delivery of a course. USQ R9
- AUQA recommends that the University of Southern Queensland review whether the role and methods of moderators, as developed in respect of courses where the examiners are usq staff members, are appropriate when applied in respect of courses where the examiners are not USQ staff members. USQ R11
- AUQA recommends that the University of Southern Queensland take steps to ensure students are receiving accurate, consistent and sufficient information concerning the accreditation status of the programs in which they are intending to enrol, having regards to their local context and reasonable suppositions. USQ R14
- AUQA recommends that in view of the Teaching & Learning Plan target of ‘Curtin-endorsed graduate attributes incorporated into all courses/units’, full implementation of the relevant aspects of the course proposal process be ensured. CUT R12
- AUQA recommends that ways be considered of accelerating the approval process for new courses. CUT R13
- AUQA recommends that Curtin satisfy itself in a systematic way that it has adequate and comprehensive mechanisms for ensuring standards, and that these mechanisms are effectively applied. CUT R14
- AUQA recommends that Curtin develop efficient mechanisms for tapping student opinion, translating the feedback into action, and informing students of outcomes and changes made. CUT R15
- AUQA recommends that since the teaching / research nexus is an important part of Curtin’s goals, its implications and implementation be more clearly articulated. CUT R19
- AUQA recommends that the University of Ballarat Academic Board and the Deputy Vice-Chancellor (Academic and Research) ensure that schools comply with the policy requiring the annual preparation and presentation of course reports. UB R10
- AUQA recommends that once the proposed changes to the five-yearly course review process have been further considered by the University of Ballarat Academic Board, and agreement has been reached, the Board ensures that they are implemented. UB R11

- AUQA recommends that the University of Ballarat proceed without delay with its planned review of the methods of assessment of teaching quality. UB R12
- AUQA recommends that the University of Ballarat ensure that it has full control of the entry of students to its on-shore offcampus programs. UB R14
- AUQA recommends that the University of Ballarat implement an effective mechanism for systematically assessing the teaching being carried out in its courses by staff of local partner organizations. UB R15
- AUQA recommends that the University of Ballarat, through its Academic Board, develop moderation protocols for use in arrangements where UB courses are being delivered off-campus by external partners and ensure these protocols are appropriately applied. UB R17
- AUQA recommends that the promotional material for the University of Ballarat degrees clearly state the different course structures in the different locations. UB R19
- AUQA recommends that the comparative progress of students in different cohorts (whether on-campus, off-campus or off-shore) be routinely monitored so as to ensure the equivalence of the University of Ballarat's teaching with that of its partners. UB R18
- AUQA recommends that the University of Newcastle, having identified disparities in degree rules across its campuses at the time of the audit visit, attend to these as a matter of urgency should they still be outstanding. UN R4
- AUQA recommends that the University of Newcastle develop a clear policy to guide teaching in different pedagogic frameworks, specifically tafe and higher education. UN R5
- AUQA recommends that, owing to the potentially significant resource and pedagogic implications the University of Newcastle consider enforcing formal approval for changing a course's mode and location of delivery. UN R7
- AUQA recommends that the academic senate review the University of Newcastle's articulation arrangements, especially regarding community colleges, with a view to establishing a comprehensive approval and monitoring system and schedule. UN R8
- AUQA recommends that the the University of Newcastle establish a source of leadership for providing overall co-ordination of the development of the university's courses and programs online. UN R9
- AUQA recommends that the the University of Newcastle review its strategic intentions regarding maintaining a leadership role in the theory and praxis of problem-based learning, and consider whether the new arrangements for problarc are conducive to achieving these intentions. UN R10
- AUQA recommends that the Australian Maritime College proceed with establishing its Teaching and Learning Committee, and that its mission be accorded the highest priority and resourced appropriately, particularly in terms of pedagogic expertise. AMC R7
- AUQA recommends that, in line with good practice for Australian universities, the deployment of the Student Evaluation of Teaching and Learning program at the Australian Maritime College should be carefully monitored, with a view to ensuring that the described procedures are consistently implemented across all academic areas. AMC R8

- AUQA recommends that the Australian Maritime College seek to align the academic and service providers associated with distance education and online delivery, such as the relevant academic staff, Library, ICTS, Distance Education staff and the (proposed) Centre for Flexible Learning, and systemically evaluate outcomes from distance education and online provision. AMC R12
- AUQA recommends that University of Adelaide proceed without delay on the planned review of the criteria and accountabilities for the review of academic programs and that a revised schedule be developed to include those programs approved prior to 2000. Adelaide R20
- AUQA recommends that the University of Adelaide Academic Board, as a matter of urgency, establish at the institutional level a comprehensive process by which it may assure itself that the University's undergraduate pass and honours degrees are of comparable standard in terms of content, scope and evaluation criteria with those of other Australian and overseas universities. Adelaide R21
- AUQA recommends that University of Adelaide further develop its range of other mechanisms to complement the 'LEAP' initiative in order to promote the sharing of good practice in approaches to learning, teaching and curriculum development. Adelaide R22
- AUQA recommends that, as signalled in the Performance Portfolio, the University of Adelaide develop a system for systematic monitoring and reporting of the results of student evaluations of teaching and for providing feedback to students on the actions taken in response to those evaluations. Adelaide R23
- AUQA recommends that, as signalled in the Performance Portfolio, the University of Adelaide develop processes for the University-wide annual review of the international student academic performance. Most benefit from this would be obtained if it were part of a broader, systematic review of teaching and learning outcomes undertaken by the Academic Board. Adelaide R26
- AUQA recommends that, as part of the foreshadowed review of course accreditation and reaccreditation procedures at Swinburne University of Technology, an explicit review of the current operation and terms of reference of Course Advisory Committees be undertaken. As part of this review, consideration needs to be given to whether the current operation of the Course Advisory Committees in accreditation mode allows sufficiently for academic and pedagogic issues to be taken into account in (re) accreditation decisions. SUT R3
- AUQA recommends that a review of the Subject Evaluation System be conducted, including a review of the effectiveness of the various mechanisms that exist within academic units for monitoring and acting on the results of subject evaluations, of the University's ability to maintain sufficient oversight of the system and of the mechanisms that are in place to provide feedback to students. A review of the Subject Evaluation System was under consideration by Swinburne University of Technology at the time of the audit. SUT R4
- AUQA recommends that, in the development of the Flexible Learning and Teaching Master Plan, further consideration be given to more specifically linking graduate attributes to the Swinburne University of Technology's overarching objectives for learning and teaching and research training, and that the revised attributes statement then be considered by all higher education schools in the development and review of courses. SUT R5

- AUQA recommends that the Intersectoral Advisory Committee at Swinburne University of Technology sponsor research to investigate in more detail the pedagogical and student support implications of the fully nested degree courses. SUT R12
- AUQA recommends that Swinburne University of Technology's Academic Board resolve, with urgency, the accreditation status of the courses being offered through SSIT and that the current academic and professional accreditation status of these courses be made clear to students. More generally, the Academic Board should assure itself that its decision-making processes with regard to all SUT's courses offered offshore are sufficiently robust. SUT R14
- AUQA recommends that the University of Canberra ensure there is adequate external input into the monitoring of all courses, perhaps by establishing course advisory committees covering all areas of the curriculum. Canberra R4
- AUQA recommends that a formal approval be required before any program or unit is offered in a mode other than that for which it was originally approved. Macquarie R10
- AUQA recommends that the University of Queensland conduct systematic assessments of recently introduced academic programs to ensure that they are successful and achieving their objectives. UQ R4
- AUQA recommends that the University of Queensland clarify precisely what is meant by "the distinctiveness of a research-based culture for teaching and learning" and design strategies to express this aspiration and to achieve the specific implied educational goals. UQ R5
- AUQA recommends that in the Student Experience Survey at the University of Queensland consider the use of open ended questions relating specifically to how teaching can be improved; and report responses as the percentage of students recording the two top categories of approval as a more effective stimulus to continual improvement. UQ R6
- AUQA recommends that the University of Queensland review the TEVAL/CEVAL system of teaching and course evaluations to enhance its effectiveness, having regard in particular to how deficiencies revealed by the surveys can be addressed and improvements can be communicated to the students in order to give them more confidence in the process. UQ R7
- AUQA recommends that Southern Cross University implement all the recommendations of the Cross-University Curriculum Review approved by the University Executive and Academic Board, and in particular, give timely consideration to the recommended actions on small units and courses, and above average attrition rates. SCU R5
- AUQA recommends that Southern Cross University Academic Board accelerates the approval of plans for the embedding of graduate attributes across the curriculum. SCU R6
- AUQA recommends that the three Divisions at Southern Cross University monitor the implementation of QA policies on student assessment at the School level, to ensure that there is consistency in the application of procedures to guard against plagiarism and cheating, both within and among the Divisions. SCU R7
- AUQA recommends that Southern Cross University urgently review the current policy, procedures, and organisational arrangements for the evaluation by students of the quality of teaching, units of study, and whole courses, with a view to moving away from the current reliance on voluntary take-up by staff and students and relatively low use and return rates. SCU R8

- AUQA recommends that University of Notre Dame undertake a review of its assessment policy to ensure that assessment practices in the institution are able to fulfill their multiple roles of enhancing effective student learning, contributing to the continuous improvement of teaching and certifying students' academic attainments. UNDA R15
- AUQA recommends that, in finalizing the new Teaching and Learning Strategy, RMIT University give priority to those elements that are regarded as core to the support of effective student learning and that, in the Strategy's implementation, the University ensure that resourcing decisions are aligned closely with agreed priorities. RMIT R7
- AUQA recommends that, after some appropriate time, Griffith University's Academic Committee commission a review of the recently established Programs committee to ensure that it is operating effectively and that its delegated responsibilities for overseeing the quality assurance of teaching activities are being appropriately fulfilled. Griffith R4
- AUQA recommends that the Principles for the Griffith Framework for Evaluating Programs, Courses and Teaching be amended to give effect to the University's intent for a consistent, simple and systematic approach to program, course and teaching evaluation that allows comparability of data over time and that is applicable to both undergraduate and postgraduate programs. Griffith R5
- AUQA recommends that Griffith University continue its efforts to ensure cross-campus equivalence of academic programs by providing opportunities for staff discussion and clarification of what this entails in practice. Consideration could be given to developing a set of principles to guide the University's cross-campus offerings. Griffith R6
- AUQA recommends that, as Griffith University has itself identified, improved procedures for approving proposals for transnational teaching programs and for their review be implemented. Contextual features of intended manner of program delivery, such as its language of instruction, must be taken into account in both approval and review. Griffith R7
- AUQA recommends that Griffith University give continued attention to embedding its agreed graduate attributes effectively within its teaching programs. Griffith R8
- AUQA recommends that Griffith University, through the Griffith Institute of Higher Education or otherwise, ensure that academic staff are supported in its objective of internationalising not only course content but also their approach to teaching. Griffith R15
- AUQA recommends that, when it undertakes its planned review of the Ensuring Teaching Quality program, the University of Western Australia pay particular attention to the mechanisms to ensure involvement/commitment by academic staff, and the scope for using the information generated to make demonstrable improvements. UWA R6
- AUQA recommends that the University of Western Australia require unit outlines for all units be developed in accordance with good practice template and made available to students in a timely fashion. UWA R7
- AUQA recommends that, in accordance with the teaching and learning priorities set out in the Operational Priorities Plan, the University of Western Australia improve the co-ordination of its various efforts to develop and support an effective and robust flexible learning pedagogy. UWA R8
- AUQA recommends that the University of Western Australia continue to review the extent to which its assessment policies are being implemented consistently and comprehensively throughout the University, and review its postgraduate grievance and

appeals policies and processes, with a view to consolidating them in the interest of students. UWA R9

- AUQA recommends that, in parallel with its existing focus on excellence in teaching and research, and in order to fulfill its stated intention of maintaining its international competitiveness through research-informed teaching, the University of Western Australia develop explicit policies, practices and performance measures focusing on the nexus between teaching and research. UWA R10
- AUQA recommends that, in making the transition from voluntary to mandatory student evaluations of teaching, the University of Western Australia ensure that the academic community be supported in making the most effective use of the evaluative instruments in both monitoring and improving their teaching and that the importance of the system be conveyed to students. UWA R11
- AUQA recommends that, in achieving its objective of being responsive to ‘community and professional needs and demands’, the University of Western Australia consider a systematic means for obtaining employer feedback across all its programs and using it for ongoing course enhancements. UWA R12
- AUQA recommends that the University of New England undertake a review of the assessment practices throughout the University and use the findings to consider the effectiveness of the current Assessment Policy and the manner in which it is consistently implemented and monitored. UNE R5
- AUQA recommends that the University of South Australia ensure that incoming students are rapidly appraised of the meaning and obligations of student-centred learning, and assisted to benefit from it. UniSA R3
- AUQA recommends that the University of South Australia ensure that sufficient market research is carried out and systematic stakeholder input obtained when new programs are proposed. UniSA R4
- AUQA recommends that James Cook University ensure in areas not covered by external course accreditation or approval processes that ‘School Liaison’ advisory or review committees are established so there is external input across all areas of the curriculum. JCU R5
- AUQA recommends that James Cook University use the set of key Teaching and Learning quality indicators, which together constitute the minimum standards for Teaching and Learning at JCU, to internally benchmark the nature of the student learning experience across the University, and in particular between the Cairns and Townsville campuses and in respect of all off-shore locations. James Cook University R2
- AUQA recommends that Edith Cowan University urgently develop and implement a system for evaluating the quality of its distance education activities. ECU R5
- AUQA recommends that Edith Cowan University regularly conduct comparative analyses of onshore and offshore student performance in equivalent programs, with a view to ensuring equivalent student learning outcomes. ECU R8
- AUQA recommends that Edith Cowan University ensure that its validation of courses of other institutions is unambiguously represented in all marketing materials as meaning only that those courses qualify for credit transfer for equivalent ECU units upon enrolling with ECU. ECU R9

- AUQA recommends that Edith Cowan University develop a clearer focus on integrating research and teaching, including specific strategies to assist academic staff with the achievement of research-informed teaching. ECU R10
- AUQA recommends that in progressing towards its goal of developing a 'leading edge learning environment', Charles Sturt University clarify how effective leadership of its online learning and teaching initiatives will be secured. This will need to take place in conjunction with the recommended reconsideration of the future role and function of the Centre for Enhancing Learning and Teaching. CSU R11
- AUQA recommends that Charles Sturt University ensure Heads of School attend more closely to the end of session Online Forum Manager summary reports to ensure that staff assigned responsibility for this role are undertaking it satisfactorily, thereby ensuring greater consistency in the student experience across subjects. CSU R12
- AUQA recommends that Charles Sturt University, utilising external expertise as necessary, reconsider the future role and function of the Centre for Enhancing Learning and Teaching with regard to leadership of pedagogical development, especially in the online environment, in order to meet the University's goal of developing a leading edge learning environment. CSU R13
- AUQA recommends that Charles Sturt University find more effective mechanisms to ensure that staff employed by third party providers to teach the University's courses have a clear understanding of the philosophy of CSU's approach to learning and teaching, and particularly, its standards of student assessment. CSU R18
- AUQA recommends that the University of Sydney review whether its course rules and associated administrative processes are sufficiently flexible to accommodate the needs of students. Sydney R6
- AUQA recommends that Bond University review its student profile, including the balance between full-time and study abroad students, in the light of its academic and corporate goals; and the nature of the programs offered to study abroad students, in relation to content and academic standards. Bond R10
- AUQA recommends that Bond University specify the requirements for masters by coursework programs in such a way that the distinction between those and any overlapping undergraduate programs is clear and academically justified. Bond R11
- AUQA recommends that Deakin University communicate to students more effectively the nature and aims of the Deakin Advantage and assist them to document the discipline-specific and generic skills they are developing throughout their course. Deakin R4
- AUQA recommends that Deakin University harmonise its approach to the comparability of assessment such that one set of agreed principles can be applied consistently across the University. Deakin R5
- AUQA recommends that Deakin University extend the scope of its foreshadowed review of the system of student evaluation of teaching and units to include all aspects of its implementation and follow-up. Deakin R6
- AUQA recommends that in reviewing the Student Portal and Learning Toolkit, Deakin University ensure that it consults extensively with students to ensure that their patterns of need and usage, as well as the limitations on personal computing equipment are fully recognised and accommodated. Deakin R7

- AUQA recommends that La Trobe University review the level of delegation to the coordinators of different ‘subject instances’, with a view to establishing systems that will ensure greater consistency across subject instances. LTU R3
- AUQA recommends that La Trobe University review its credit point policy with a view to establishing a standard annual full-time credit point load applicable to all programs, including combined degree programs. LTU R4
- AUQA recommends that La Trobe University adopt an alternative acronym to DBA for the Diploma in Business Administration in order to avoid confusion with the Doctor of Business Administration. LTU R5
- AUQA recommends that La Trobe University enhance its assessment policy in light of best practice within the Australian higher education sector. LTU R6
- AUQA recommends that La Trobe University develop a comprehensive framework for explicitly linking research with teaching and curricula, and establish means for monitoring the effectiveness of this framework. LTU R8
- AUQA recommends that La Trobe University establishes a mechanism for ensuring that moderation is appropriately and consistently implemented for all applicable offshore courses, and that results for comparable onshore and offshore courses are considered as one means for determining equivalence. LTU R12
- AUQA recommends that La Trobe University reconsider the application of its English language entrance standards in light of the overall demands of the teaching, reading materials and assessment methods. LTU R14
- AUQA recommends that Queensland University of Technology strengthen the mechanisms to ensure that feedback is given to students on the results of and follow-up to the evaluations of teaching and units. QUT R6
- AUQA recommends that Charles Darwin University ensure that recommendations relating to course accreditation and reaccreditation be made formally to Council; or alternatively that Council formally delegate specific responsibility. CDU R4
- AUQA recommends that the University of Melbourne refine the Quality of Teaching questionnaire so that this instrument can provide separate evaluations of different teachers who teach on the same subject. UoM R7
- Noting the intention to update ‘*Handbook Part II: Bachelor of Theology, Advanced Diploma and Diploma in Ministry*’, AUQA recommends that Melbourne College of Divinity adopt a single handbook, accessible via the Web and which is regularly updated in consultation with the Associated Teaching Institutions / Recognised Teaching Institutions. MCD R5
- AUQA recommends that Melbourne College of Divinity seek external guidance on the development of learning outcome statements and their assessment in the context of specific awards, fields of study and units. MCD R6
- AUQA recommends that Academic Board design a mechanism for the five-yearly review of all awards offered by Melbourne College of Divinity that preserves the balance between central oversight and local operation. MCD R9
- In affirming the importance of Melbourne College of Divinity developing a Teaching and Learning Management Plan, AUQA recommends that the Plan identify a set of negotiated teaching and learning outcomes for the College as a whole, which have been developed through a process of consultation with the new Recognised Teaching Institutions; and a

related policy on assessment, which makes an explicit statement about assessment requirements across Recognised Teaching Institutions. MCD R8

- AUQA recommends that the University of Wollongong routinely conduct comparative analyses of student learning outcomes across its various modes and locations of teaching as one way of monitoring equivalence. UOW R6
- AUQA recommends that UNSW review and revise its Guide for Submission of Academic Proposals to ensure that programs are aligned with the University's strategic priorities and Learning and Teaching Plan. UNSW R8
- AUQA recommends that UNSW develop a policy on the systematic external review of programs and that each faculty be required to consider the need for external program advisory committees or other mechanisms to ensure that new programs and courses are developed and implemented in consultation with relevant stakeholders. UNSW R9
- AUQA recommends that UNSW develop a plan and governance arrangements for the future development of online learning and online courses throughout the University. UNSW R10
- AUQA recommends that Central Queensland University develop strategies to systematically embed its generic skills and attributes into the curriculum, teaching and assessment practices of the University such that the CQU experience is of a consistent quality and is comparable with universities nationally. CQU R6
- AUQA recommends that Central Queensland University take greater cognisance of national higher education standards (such as the AQF and AVCC Guidelines, and benchmarks with comparable degree programs at other universities) when determining advanced standing for its degree programs. CQU R7
- AUQA recommends that Central Queensland University encourage a more collegial approach to curriculum development, which will both stimulate and incorporate scholarship and research and philosophical discussions about quality education. CQU R8
- AUQA recommends that Central Queensland University develop a systematic approach to encouraging and resourcing research-informed teaching. CQU R9
- AUQA recommends that Central Queensland University review the role of course coordinator, especially with regard to its academic leadership responsibilities and the criteria by which staff are appointed as course coordinators. CQU R10
- AUQA recommends that Central Queensland University review its student evaluations of teaching and course systems with a view to maximising their strategic benefits. CQU R11
- AUQA recommends that Central Queensland University increase its emphasis on academic professional development, via a variety of forms, especially focusing on such pedagogic issues as curriculum development and review, assessment practices and the teaching-research nexus. CQU R12
- AUQA recommends that Central Queensland University, perhaps using the Division of Library Services' teaching & learning planning approach as an exemplar, review how ICT can better support the learning and teaching activities of the University. CQU R13
- AUQA recommends that Murdoch University ensure that educational development and support programs provided by the Teaching and Learning Centre and the Graduate Centre are available to staff and students at intervals through the academic year, and where appropriate, by blended or flexible learning. Murdoch R3

- AUQA recommends that UTS develop policy, procedures and standard criteria for the review of courses when they become due for reaccreditation, including advice on the nature and extent of stakeholder and independent expert input that is required. Further, UTS is encouraged to consider benchmarking the academic standard of those courses where there is no established link to professional registration or accreditation requirements. UTS R8
- AUQA recommends that UTS develop policy guidelines and codify its quality assurance mechanisms for industry and practicum placements across all faculties. UTS R9
- AUQA recommends that UTS ensure that the progress and relative grades of different cohorts of students, including offshore students and students entering through other pathways, are monitored at University, faculty and discipline level. UTS R10
- AUQA recommends that UTS develop guidelines on the use of plagiarism detection software and encourage discipline areas to review the appropriateness of their assessment practices. UTS R11
- AUQA recommends that Flinders enhance its course approval processes to ensure that there is a robust and transparent system that monitors quality, standards and educational approaches, and ensures the equivalence of course structures and learning outcomes for courses offered in multiple locations. Flinders R5
- AUQA recommends that Flinders formalise a systematic approach to communication of student feedback outcomes, noting that processes should cover students across all locations. Flinders R6
- AUQA recommends that Monash University reformulate the role of the Associate Deans (Teaching) to ensure greater opportunity and accountability for leadership in learning and teaching in their faculties and the University as a whole. Monash R6
- AUQA recommends that Monash University develop a strategy to better support sessional teaching staff and monitor the effectiveness of this strategy in order to improve the overall student learning experience. Monash R7
- AUQA recommends that Monash University introduce a formal reaccreditation requirement in its course review policy to ensure systematic consideration of the currency of the University's education program. Monash R8
- AUQA recommends that Victoria University, and the Education and Research Board in particular, keep under active review the implementation and effectiveness of new policies relating to academic standards. VU R3
- AUQA recommends that Victoria University develop as part of its four-year course review process a policy on course reapprovals that focuses on risks to the quality and viability of courses, including student satisfaction, and specifies a review process that ensures such risks are identified and managed. VU R4
- AUQA recommends that Victoria University rapidly develop systems to routinely track the number and proportion of students articulating from VET (TAFE) programs to higher education programs and vice versa and the number of students undertaking awards or subjects across both sectors. VU R5
- AUQA recommends that Victoria University implement a mandatory process for student evaluation of teaching, in order to monitor the quality of higher education teaching and thereby identify outstanding teachers as well as areas for improvement. VU R6

- AUQA recommends that UWS define the desired distinguishing characteristics of the UWS student experience and develop a whole-of-institution strategy to implement and track the progress of this strategy. UWS R2

### 3 Research and Research Training

*Including approval, support, supervision, research centres, research staff*

#### ***Commendations***

- AUQA commends the University of Southern Queensland for successfully fostering research excellence through its research centres. USQ C 5
- AUQA commends the University of Southern Queensland for its suite of comprehensive, robust and timely policies and procedures for ethics, biosafety and research conduct. USQ C6
- While acknowledging that Australian Catholic University started from a low base, AUQA commends the embedding of a culture of research in the University over a short period of time, including ACU's success in supporting staff to complete higher degrees. ACU C9
- AUQA commends Curtin for its research planning and policies which have led to enhanced research outcomes. CUT C3
- AUQA commends the University of Ballarat's 'Early Career Researcher' Development Program as a means of increasing the University's research capacity. UB C4
- AUQA commends the University of Newcastle for attaining a position of strong leadership in a number of research areas (particularly Engineering). UN C9
- AUQA commends the University of Newcastle for its development of a research database that will support strategic and policy decision-making. UN C10
- AUQA commends the University of Newcastle for a robust system of ethics approvals. UN C11
- AUQA commends the University of Newcastle for its investment in the Centre for the Study of Research Training and its Impact (SORTI), which has the potential to provide invaluable advice on research training, the quality of the research experience and the quality of research supervision. UN C12
- AUQA commends the University of Adelaide for the establishment of a number of research centres which are greatly assisting in the achievement of its objectives of building critical mass and alliances with national and international institutions, industry groups and companies. Adelaide C2
- AUQA commends the University of Adelaide for good outcomes in research across a number of research indicators and for a demonstrated trend of improved performance in most measures. Adelaide C3
- AUQA commends the manner in which the University of Adelaide Board of Education and Development has responded actively to the outcomes of the review of the higher degree by research program. Adelaide C4
- AUQA commends the University of Adelaide for its Structured Program for higher degrees by research students. Adelaide C5
- AUQA commends Swinburne University of Technology for undertaking a review of its research training program and for the manner in which it has begun to respond to the review's findings. SUT C4

- AUQA commends the University of Canberra for the importance it gives to activities designed to support and to encourage early researchers. Canberra C5
- AUQA commends the University of Canberra for being sensitive to the needs of its higher degree students and for responding to concerns expressed by students about the need to improve research training, and in particular for developing Research Learning Plans. Canberra C6
- AUQA commends Macquarie University for developing a suite of research support grants that are aligned to the strategic intentions of the University. Macquarie C8
- AUQA commends Macquarie University for the high level of awareness of, and commitment to, strong ethical practices in the University's research activities. Macquarie C9
- AUQA commends Macquarie University for making good progress against its innovative vision of establishing a Research Park. Macquarie C10
- AUQA commends Macquarie University for developing an organisational culture that strongly commits to the integration of research skills, practices and outputs into its teaching programs. Macquarie C11
- AUQA commends the University of Queensland's extensive and effective support of early-career researchers. UQ C10
- AUQA commends the University of Queensland for its successful introduction of a Graduate School to oversee policy and administrative processes for higher degree students. UQ C11
- AUQA commends Southern Cross University for its success with Collaborative Research Centres across the designated Areas of Research Strength through a strategy of concentrating on comparative advantage in Linkage grants and a focus on opportunities that are regionally valued. SCU C8
- AUQA commends the leadership provided by the Southern Cross University Graduate Research College, for the pivotal role it plays in developing the University's research profile, and maintaining appropriate levels of research training and support opportunities. SCU C9
- AUQA commends University of Notre Dame for the active steps it has taken to support and develop its emerging research culture. UNDA C9
- AUQA commends University of Notre Dame for the establishment of the Centre for Research and Graduate Studies which is an effective support mechanism for higher degree by research students on the Fremantle campus. UNDA C10
- AUQA commends RMIT University for the implementation of the Quality assurance for research Training (QART) process that provides a comprehensive framework for continuous improvement of its higher degree by research programs. Also commended are the University's efforts, through the QART process and otherwise, to increase its capacity for effective supervision of students. RMIT C5
- AUQA commends RMIT University for the positive steps it has taken to improve graduate student supervision and completion rates. RMIT C6
- AUQA commends RMIT University for the improvements in several research output measures listed in its Strategic Plan. RMIT C7

- AUQA commends RMIT University's strategic investment in research infrastructure and capacity through schemes such as the Research Investment Fund and the Innovation professors Program. RMIT C8
- AUQA commends Griffith University for its strategies in identifying and resourcing areas of research concentration and for its management of the ongoing implementation strategies of the Research Centres policy. Griffith C8
- AUQA commends Griffith University for the improved trend in many of its indicators of research and research training performance. Griffith C9
- AUQA commends the University of Western Australia for the OII and the Pathfinder scheme, which provide helpful support in the commercialisation of UWA research. UWA C11
- AUQA commends the University of Western Australia for the new strategy of developing themes and fledgling centres as a means towards more effectively positioning the University to compete more effectively for larger collaborative research grants. UWA C12
- AUQA commends the University of Western Australia for the successful outcomes of its postgraduate research students and the extent to which these are facilitated by committed supervisory staff. UWA C13
- AUQA commends the University of Western Australia for developing a culture highly conducive to individual excellence. UWA C14
- AUQA commends the University of Western Australia for the Research assessment exercise which, although yet to be rolled out, is an initiative well suited to the ongoing research management of the University. UWA C15
- AUQA commends the University of Western Australia for examples of good practice in relation to offshore teaching at the postgraduate level, including those involving supervision of research components. UWA C 16
- AUQA commends the University of New England for examples of leveraging strong research leadership to create loci of research activity and opportunity for staff. UNE C11
- AUQA commends the University of New England for creating a climate conducive to postgraduate research and for the positive feedback received from postgraduate research students. UNE C12
- AUQA commends the University of South Australia's introduction of a number of systems and processes to manage and support research education, while noting that some are too recent for their effectiveness to be assessed. UniSA C9
- AUQA commends James Cook University for establishing a research profile that meets the needs of the northern Queensland region and for making substantial progress towards achieving its vision as a world-class tropical research university. JCU C8
- AUQA commends James Cook University for the process it has developed to establish Areas of Research Strength and specialization, and which are managed well. JCU C9
- AUQA commends James Cook University for the establishment of the innovative and inter-disciplinary Area of research Strength – 'People, Identity and Place', which is in line with the strategic goals of the University. JCU C10

- AUQA commends James Cook University for its engagement with CRCs and for having a focus on collaborative research which also positively contributes to community engagement in northern Queensland. JCU C11
- AUQA commends James Cook University for success in providing effective research training opportunities for Indigenous HDR students. JCU C12
- AUQA commends Edith Cowan University for establishing pervasive and effective research linkages with communities, government, professions and industry, and for examples of research excellence fostered through a strategy of supporting concentrations that are linked to the needs of these groups. ECU C15
- AUQA commends Edith Cowan University for developing the Creative and Performing Arts Index which helps to ensure parity across disciplines when reporting research outputs. ECU C16
- AUQA commends Edith Cowan University for establishing and implementing an effective system for monitoring and supporting the progress of Higher Degree by Research students, and particularly for introducing the 'marginal' classification which ensures that potential problems are identified and addressed early. ECU C17
- AUQA commends Charles Sturt University for the manner in which it has targeted research funding to areas in which it will produce the maximum effect and at the same time generally encouraged broadening of a research culture. The 'community of scholars' concept, in particular, is supporting the research interests of early career and emerging researchers in a most positive way. CSU C6
- AUQA commends Charles Sturt University for the improving trend in most of its research output measures, albeit from a low base. CSU C7
- AUQA commends the University of Sydney for the calibre of support provided to research staff by the Research Office and the Directors of Research Development and Strategic Development, for example in seeking and crafting research grant applications. Sydney C12
- AUQA commends the University of Sydney for the Sesqui system of grants, which provides effective research support targeting all areas, and also for continuously reviewing the effectiveness of these schemes. Sydney C13
- AUQA commends the University of Sydney for a human ethics approval process that is effective and thorough, and subject to transparent processes for improvement. Sydney C14
- AUQA commends the University of Sydney for the improvements to the management of research training that are attendant on the establishment of the position of Dean of Graduate Studies, including the development of a strong relationship with the Sydney University Postgraduate Representative Association. Sydney C15
- AUQA commends Bond University's decision to adopt Boyer's four scholarships as its organising principle for teaching and research, and for clearly specifying the priority afforded to each of the scholarships, and through these actions to differentiate its mission from other Australian universities. Bond C8
- AUQA commends Deakin University for the establishment of Research Priority Areas which are successfully providing a stimulus for the development of research networks across the University and partnerships with external organisations. Deakin C3

- AUQA commends Deakin University for its two-day intensive workshop for early career researchers which are highly valued by staff and which facilitate their first research grant applications. Deakin C4
- AUQA commends Deakin University for the significant improvement of a number of research performance measures in recent years. Deakin C5
- AUQA commends La Trobe University for identifying the need for improvements in research outcomes in the Graduate School of Management and responding with strategies which have proved to be very successful. LTU C7
- AUQA commends La Trobe University for an effective system of postgraduate coordinators, which is appreciated by postgraduate students and demonstrates genuine commitment by the University to student learning. LTU C8
- AUQA commends La Trobe University for a well-developed system for managing intellectual property and licensing. LTU C9
- AUQA commends Queensland University of Technology for developing a clearly articulated research strategy which builds on well-defined organisational structures, internal and external partnerships and indicators of success. QUT C7
- AUQA commends Queensland University of Technology for its supervisor accreditation system which will focus on the continuous skill development of supervisors. QUT C8
- AUQA commends Charles Darwin University's approach to identifying its research priority areas, and the subsequent targeted recruitment of senior staff to these areas to provide strong research leadership. CDU C6
- AUQA commends the University of Melbourne for the successful operation of the School of Graduate Studies, which plays an important role in achieving the University's strategies for research training, creates a welcoming and supportive environment for research postgraduate students and assists the professional development of research supervisors. UoM C12
- AUQA commends the University of Melbourne for its high research performance rankings nationally, for meeting its current research performance targets, and for making positive progress towards the 2007 research targets identified in its Strategic and Operational Plan. UoM C10
- AUQA commends the University of Melbourne for its grant shepherds (grant advisors) who have increased the support provided to staff in the preparation of grant applications, and improved their capabilities to prepare successful grant applications. UoM C11
- AUQA commends the University of Melbourne for the establishment of Bio21, which is an innovative example of strategic investment to nurture cross-disciplinary research activity. UoM C9
- AUQA commends the University of Tasmania for its research training management system and its mentoring and support of PhD students. UTas C9
- AUQA commends the University of Tasmania for identifying appropriately themed research areas; the aligning of resources with research priorities, including the link to National Research Priorities, and with the state areas of research strength. UTas C8
- AUQA commends the University of Wollongong for successfully identifying and implementing a strategy of concentrating on areas of research strength, thereby providing

effective focus to resource allocations and leading to positive research outcomes. UOW C7

- AUQA commends the University of Wollongong for its fast-tracked postgraduate scholarships scheme, which facilitates student progression to graduate study in the University's areas of research strength. UOW C8
- AUQA commends the University of Wollongong for developing an organisational culture and administrative systems conducive to its research commercialisation goals. UOW C9
- AUQA commends the University of Wollongong for implementing a sound strategy, with appropriate controls, for managing its technology transfer opportunities. UOW C10
- AUQA commends UNSW for its programs to support early and mid-career researchers and to support researchers to attract external competitive research funding. UNSW C10
- AUQA commends Central Queensland University for engaging with its regional communities through dedicated research centres providing high quality research in conjunction with regional and industry partners. CQU C8
- AUQA commends Murdoch University for achieving high research performance outcomes for a university of its age and size. Murdoch C11
- AUQA commends Flinders for facilitation of cross-disciplinary research outcomes and encouragement of areas of research concentrations through the establishment of Areas of Strategic Research Investment. Flinders C7
- AUQA commends Monash University for its supervisor accreditation program which incorporates mechanisms for addressing poor supervision practice. Monash C9
- AUQA commends Monash University for its support mechanisms for Higher Degree Research students, such as the exPERT program, which are aimed at providing a high quality research training experience. Monash C10
- AUQA affirms Monash University's intention to establish structures that will support the development of research activities at the Gippsland campus, Monash University Malaysia and Monash South Africa and will integrate their research strengths into the University's main areas of research. Monash C11
- AUQA commends Victoria University for its development and introduction of the Research Active Index, a metrics-based approach to assessing the research activity of staff. VU C8
- AUQA commends Victoria University for the support provided to research higher degree students by the Office of Postgraduate Research. VU C9
- AUQA commends UWS for the effective use of the Register of Research Activity to encourage further research activity, and for providing professional development opportunities for researchers and higher degree research supervisors. UWS C7

### ***Affirmations***

- AUQA affirms Edith Cowan University's finding that it needs to develop a strategy for focusing research outputs in higher impact categories. ECU A4

- AUQA affirms Charles Sturt University’s finding that additional research indicators need to be identified that more appropriately reflect and measure progress towards its objective of engaging in research of significance to its regions. CSU A5
- AUQA affirms the need for the University of Sydney to update its policy on the establishment and disestablishment of research centres. Sydney A5
- AUQA affirms the need for Bond University to clarify its policies and procedures in relation to centres, including nomenclature, processes for creation, monitoring and closure, and the extent to which a centre is related to the University. BOND A4
- AUQA affirms Charles Darwin University’s recognition of the need for explicit criteria for admission to the register of supervisors, and rules about removal therefrom. CDU A6
- AUQA affirms Charles Darwin University’s current move towards greater use of supervisory panels instead of sole supervisors for research higher degree students. CDU A7
- AUQA affirms the University of Melbourne’s recognition of the need to consistently provide adequate resources and support for postgraduate research students across all discipline areas, and in line with the University’s Support Guidelines for Postgraduate Students. UoM A2
- AUQA affirms the University of Melbourne’s recognition of the need to invest more effort and resources to support the commercialisation of its intellectual property through the revision of its Intellectual Property policy, an expanded role for Melbourne Ventures, and the increased availability of seed-funding for early stage technologies. UoM A1
- AUQA affirms the the University of Tasmania decision to strengthen the definition of ‘research active’ and the use of this to drive the EDGE [Excellence; Distinctiveness; Growth; and Engagement] research agenda. UTas A6
- AUQA affirms the University’s intention to fully implement the outcomes of recent reviews of research, research services and research and development commercial services at the University of Tasmania. UTas A8
- AUQA affirms the recognition by the University of Tasmania of the need to increase the level of research commercialisation activity and industry linkage, but notes that this will require a more active program across the University and related research groups in gaining acceptance of the need for commercialisation. UTas A9
- AUQA affirms the the University of Tasmania commitment to develop research activity in specific areas that are currently underperforming, such as Medical and Health-related research, and in Education and Commerce. UTas A10
- AUQA affirms the decision by Melbourne College of Divinity to introduce an audit mechanism for charting a research student’s progress and use of a candidate/supervisor generated report. MCD A9
- AUQA affirms Melbourne College of Divinity’s efforts to strengthen its research culture and improve research supervision training. MCD A8
- AUQA affirms the need identified by the University of Wollongong to improve its biosafety management. UOW A5
- AUQA affirms UNSW’s establishment of Scientia and NewSouth Global Professorships to broaden its base of outstanding researchers and to foster multidisciplinary research. UNSW A7

- AUQA affirms UNSW's establishment of the Graduate Research School to improve the consistency and quality of postgraduate research training processes and support across the University, noting as a priority the need for improved University-wide quality assurance in respect of research supervision and student feedback. UNSW A8
- AUQA affirms Central Queensland University's current review of its Research Strategic Plan, including the research vision, capacity and capabilities and concepts of scholarship, and the associated re-structuring that will support the teaching programs and maintain its commitment to its key communities. CQU A2
- AUQA affirms Central Queensland University's plans to develop a dedicated approach to the executive leadership of research relating to regional community needs. CQU A3
- AUQA affirms the review by UTS of its policy on research strengths and suggests UTS broaden this review to encompass future directions for research at the University. UTS A7
- AUQA affirms the actions being undertaken by UTS to improve the turnaround time for non-complex research and consulting contracts. UTS A8
- AUQA affirms recommendations in the August 2006 external review of Areas of Strategic Research Investment (ASRIs), including the need for Flinders to pay urgent attention to the development of key performance indicators and associated targets, supported by reliable and accurate data provision, to examine appropriate governance models for ASRIs, and to clarify funding and financial incentive arrangements (including distribution of intellectual property income). Flinders A7
- AUQA affirms the need for Flinders to review its policy on centres and in doing so, clarify the status and purpose of centres and their relationship with ASRIs and research institutes. Flinders A8
- AUQA affirms the need for Flinders to implement a statement of minimum resources for research higher degree students as soon as possible. Flinders A9
- AUQA affirms Monash University's decision to develop a university-wide definition of the term 'research active', which is essential in determining the attainment and sustainability of its goals for research performance. Monash A5
- AUQA affirms Monash University's intention to establish structures that will support the development of research activities at the Gippsland campus, Monash University Malaysia and Monash South Africa and will integrate their research strengths into the University's main areas of research. Monash A6
- AUQA affirms the Victoria University's plans to clarify the relationship between priority research areas, institutes and centres and their alignment with market leading courses. VU A9
- AUQA notes the commitment of UWS to high quality research concentrations as indicated by the investment in research and affirms UWS's development of strategies to ensure research activity is supported by appropriate workload allocations and clearly defined research foci. UWS A5

## *Recommendations*

- AUQA recommends that further attention be given at Australian Catholic University to the criteria defining the different kinds of research centres and, in particular, to the relationship between the flagship concept and research centres. ACU R14
- AUQA recommends that Australian Catholic University consider the role of research centres and flagships in research student training and, in particular, in the provision of resources to support research education. ACU R16
- AUQA recommends that, in preparing for the next iteration of its Research and Research Training Management Plan, the University of Southern Queensland consider how to appropriately extend its support for research activities as a means for both increasing the research quantum and further enhancing its teaching programs. USQ R15
- AUQA recommends that the University of Southern Queensland consider developing a research capabilities database for public dissemination, as a means for furthering research linkages with the community. USQ R17
- AUQA recommends that the University of Southern Queensland investigate ways of encouraging and supporting the individual effort of staff researching their own teaching practices for the benefit of the staff and the University as a whole: (a) both in terms of adding to the University's research publication and income effort; and (b) to its general ability to inform and improve its teaching practices and, therefore, the learning experience of students. USQ R18
- AUQA recommends that criteria for registration as a supervisor of research students be made more precise, that registration be mandatory for supervisors, that adequate training and development opportunities be provided for existing and potential supervisors, and that criteria and procedures for de-registration be set down. CUT R16
- AUQA recommends that annual reports by supervisors be a mandatory part of the system for monitoring the progress of research students. CUT R17
- AUQA recommends that the place of the Research Leadership and Management Plan in relation to the the University of Ballarat's SSI be reconsidered in order to inform a more robust approach to research planning and the understanding of staff of research objectives. UB R20
- AUQA recommends that the University of Ballarat give consideration to increasing the representation of the higher education schools on the Research Committee and Research Higher Degrees Committee, as a means of achieving the objective of enhancing the effectiveness of the development and implementation of research planning and policy. UB R21
- AUQA recommends that the University of Ballarat review process for research centres be more precisely specified, and that consideration be given to including significant external input. UB R22
- AUQA recommends that the University of Ballarat make more publicly known and enforce the criteria for eligibility to become a postgraduate research student supervisor and that all new Associate and Principal Supervisors be required to undertake appropriate training before being admitted to the Register. UB R24
- AUQA recommends that the University of Ballarat ensure that "The Code of Good Practice: Research Degree Supervision" be reviewed regularly and actively promoted to postgraduate students and supervisors. UB R25

- AUQA recommends that the University of Ballarat ensure that its policy requiring regular reports on the progress of postgraduate students is implemented and that consideration be given to elaborating a mutual expectations document that can serve as the basis of a discussion between student and supervisor(s) at commencement. UB R26
- AUQA recommends that the University of Newcastle establish a focus for research leadership at the Central Coast Campuses. UN R12
- AUQA recommends that the University of Newcastle give attention to ensuring compliance with its policy on minimum resources for postgraduate students. UN R13
- AUQA recommends that the position of Dean of Graduate Studies become a 100% position (from its current 50%). CUT R18
- AUQA recommends that the Australian Maritime College develop a clear policy and tailored strategies for identifying and pursuing different forms of research and scholarship, in addition to consultancy. AMC R14
- AUQA recommends that the Australian Maritime College urgently formalise the research ethics approval processes with the University of Tasmania, ensuring that the process will be sufficiently rigorous to provide a level of assurance equivalent to that of research undertaken within the University itself. AMC R15
- AUQA recommends that the Australian Maritime College develop a focus for its research training activities that draws upon the full resources and cross-disciplinary potential of the College. AMC R16
- AUQA recommends that the Australian Maritime College undertake an external review of its entry standards and assessment systems for its higher degrees. AMC R17
- AUQA recommends that the Australian Maritime College benchmark criteria and guidelines used by a number of Australian universities in relation to supervisor selection and professional development. AMC R18
- AUQA recommends that, in the establishment of a research centre and in its annual reporting and review, the University of Adelaide give greater attention to the role of Advisory Boards, particularly with respect to validation of research programs and accessing sources of research funding. Adelaide R16
- AUQA recommends that the University of Adelaide Graduate Centre ensure that the policy of co-supervision is implemented throughout the University. Adelaide R17
- AUQA recommends that the process for the regular formal review of Masters and PhD student progress at the University of Adelaide be revised, the forms simplified and the role of co-supervisors in the review process be made explicit. Adelaide R18
- AUQA recommends that greater emphasis be placed on the training of new and existing supervisors of higher degree by research students to ensure greater awareness and implementation of the University of Adelaide policies for effective research training. Adelaide R19
- AUQA recommends that Swinburne University of Technology develop amongst staff a more consistent understanding of the definition of 'research intensive' and promulgate it widely throughout the University and to its stakeholders. Further, that it more explicitly define the role of the co-ordinators of the nine identified areas of research activity. SUT R6

- AUQA recommends that greater consideration be given to the opportunities for research higher degree students from across Swinburne University of Technology to interact academically and more informally. SUT R7
- AUQA recommends that, in developing the Research Master Plan, specific attention be paid to clarifying the linkages between research and teaching and the ways in which such links can be encouraged for the mutual benefit of both activities at Swinburne University of Technology. SUT R8
- AUQA recommends that the ‘Active Researcher’ classification categories at the University of Canberra be tightened by paying closer attention to the comparability of sub-category requirements and the entry level requirements, especially at Researcher Classification Levels 1 & 2. Canberra R8
- AUQA recommends that the University of Canberra take steps to resolve an apparent tension between its chosen developmental strategy of encouraging commercial research capacity on a relatively broad front, while simultaneously cultivating niche areas of national and international research competitiveness. Canberra R 9
- AUQA recommends that there be a clearer definition of and differentiation between, ‘research’, ‘commercial research’ and ‘consultancy’ at the University of Canberra, as distinctive categories for the prioritisation of research activity. Canberra C10
- AUQA recommends that the University of Canberra use its surveys, learning plans’ and its revised version of the ‘Gold Book’ to signal clear, consistent and confidential complaint reporting pathways for research students, which will allow them to report issues confidently and without fear of prejudice to any future study opportunities; and use its revised version of the ‘Gold Book’ to assure consistency in the quality of supervision and consider upgrading the standards of facilities and support for doctoral researchers. Canberra R11
- AUQA recommends that the University of Canberra ensure that there is greater transparency in the allocation of resources across categories and areas of research, especially by more clearly differentiating between honours and HDR student entitlements. Canberra R12
- AUQA recommends that the efficacy of the relationship between Macquarie Research Ltd and the Research Office be reviewed with a view to developing an optimal partnership. Macquarie R11
- AUQA recommends that the University review the system for interacting with the tenants of the Research Park so as to develop better systems for exploring collaborative opportunities. Macquarie R12
- AUQA recommends that the University establish a system for the ongoing monitoring of Code of Supervisory Practice and of the adequacy of academic and resource support for research students at the Divisional level. Macquarie R13
- AUQA recommends that in line with expressed intent, the University of Queensland better define the relation between research centres and schools in order that the presence of the centres and their staff enhance the student experience and the research opportunities of non-centre staff. UQ R8
- AUQA recommends that the structures in place for the management of research and research education and training at the University of Notre Dame be reviewed to ensure that the maximum synergies are gained. UNDA R18

- AUQA recommends that University of Notre Dame promulgates areas of research priority throughout the University and develop strategies to facilitate growth of the research culture particularly in these areas. UNDA R19
- AUQA recommends that RMIT University clarify to staff its overall strategy for research and research training and the key priorities therein, including ongoing work to rationalize performance indicators. Associated with this is an urgent need to clarify accountabilities and responsibilities with respect to research and research training performance. RMIT R11
- AUQA recommends that, in considering the most appropriate research committee management structure, RMIT University ensure that it is able to provide sufficient opportunities for appropriate stakeholder input with minimum complexity. RMIT R12
- AUQA recommends that RMIT University clarify the nature of the Virtual Research and Innovation Institutes and consider re-naming the scheme to better reflect its intended role. RMIT R13
- AUQA recommends that RMIT University ensure that its processes for commercialization of research and the commissioning of major items of research equipment are such that it is able to respond to research opportunities in a timely manner. RMIT R14
- AUQA recommends that, as part of the development of the research strategy for RMIT International University Vietnam, the University explicitly consider how Melbourne staff can support and facilitate research capacity building and set agreed targets and research performance indicators so as to monitor progress. RMIT R15
- AUQA recommends that RMIT University establish robust supervisory performance criteria to enhance the value of the register of supervisors. RMIT R16
- AUQA recommends that RMIT University ensure that its policy on the minimum resources to be provided to higher degree research students is consistently implemented across all academic units. RMIT R17
- AUQA recommends that Griffith University ensure that its policy on the minimum resources to be provided to research by higher degree students be implemented by academic elements across all campuses. Griffith R9
- AUQA recommends that Griffith University develop a more formal system of assuring the quality of supervision of research by higher degree students. Griffith R10
- AUQA recommends that Griffith University further strengthen the mechanisms it has for actively involving postgraduate and research by higher degree students in policy development and the continuous improvement of activities that relate to their programs of study. Griffith R11
- AUQA recommends that Griffith University develop strategies for ensuring that research outcomes have an impact on state, national and international communities, as outlined in its research objectives. Griffith R12
- AUQA recommends that the University of Western Australia review the minimum standards of support for postgraduate students, including induction, and it implement effective systems for monitoring the equitable and reasonable implementation of these in a transparent way to Schools. UWA R13

- AUQA recommends that the University of Western Australia develop effective means for Learning from students about ways of improving postgraduate supervision and support. UWA R14
- AUQA recommends that the University of New England further develop its research planning to assist effective leadership of research activity designed to achieve clear and concise research outputs for each area of research concentration. UNE R6
- AUQA recommends that the University of New England establish systematic criteria for establishment, location and disestablishment of research centres, and that the review policy be fully implemented. UNE R7
- AUQA recommends that the University of New England establish a system for ensuring that good practice in supervision, supervisor selection and professional development is embedded in policy and implemented consistently throughout the University. UNE R8
- AUQA recommends that the University of New England finalise its review of the minimum standards of support for HDR students and that it ensure that the resulting policy requirements are met throughout the University. UNE R9
- AUQA recommends that the University of New England review the efficiency of the ethics approval and auditing processes and whether the current level of resourcing these processes is adequate. UNE R10
- AUQA recommends that James Cook University audit Schools for compliance with the Policy on Minimum Standards for HDR Students, make greater use of HDR student survey data, and take action in a timely manner where it is clear that minimum standards for HDR students have not been met. JCU R7
- AUQA recommends that James Cook University provide timely feedback to postgraduate students on the results of the Annual Surveys of HDR Students, details of any subsequent improvements put in place and also foreshadow any likely future action to further improve the research training environment. JCU R8
- AUQA recommends that James Cook University implement the strategies identified to address the acknowledged decline in the rate of publications, and strengthen existing mechanisms to provide more performance-based incentives to individual researchers, as part of a strategic university-wide approach to improving research productivity. JCU R9
- AUQA recommends that, as Bond University has chosen to use the four Boyer scholarships, it establish measures relating to each of the four scholarships that reflect Bond's own objectives in relation to each; and it adequately resource its activities in relation to each of them. Bond R12
- AUQA recommends that Bond University develop and implement a specific policy on the training of supervisors of research students. Bond R13
- AUQA recommends that Deakin University consider improved mechanisms for involving, as a group, the Heads of Research Priority Areas in strategic planning for research. Deakin R8
- AUQA recommends that Deakin University clarify the role of the Higher Degrees by Research sub-committee in the oversight and effective follow-up of research degree reviews. Deakin R9
- AUQA recommends that Deakin University implement an ongoing training program for higher degree by research supervisors at all levels of experience and draw on resources available from external sources. Deakin R10

- AUQA recommends that Deakin University's processes for the analysis and response to surveys of higher degree by research students and annual progress reports be clearly outlined within a framework of accountability for action on issues that arise and that the Higher Degrees by Research sub-committee's role in overseeing the use of this information for continuous quality improvement be addressed. Deakin R11
- AUQA recommends that Deakin University extend the range of skills development workshops available to higher degree by research students and provide them to both on- and off-campus students using appropriate technologies. Deakin R12
- AUQA recommends that Deakin University undertake a review of the place, scope and pedagogy of its professional doctorates in relation to the PhD, and that the review include appropriate external input. Deakin R13
- AUQA recommends that La Trobe University ensure that all major research activities, centres and initiatives are brought within a single, comprehensive research strategy. LTU R7
- AUQA recommends that La Trobe University establish monitoring systems to ensure that its policies and processes for postgraduate supervisors and supervision are implemented consistently. LTU R9
- AUQA recommends that La Trobe University review the adequacy of its resourcing of higher degree research students. LTU R10
- AUQA recommends that La Trobe University connect its Research and Development Parks more closely to the research capabilities of the University in order to maximise commercialisation opportunities and the potential of this resource to contribute to the overall research effort of the University. LTU R11
- AUQA recommends that Queensland University of Technology initiate a review of the RTQAS scheme to determine the level of knowledge of the scheme and what can be done to improve its impact. QUT R8
- AUQA recommends that Queensland University of Technology amend the Supervisor Accreditation Guidelines to include consequences of non-compliance and the basis for ensuring maintenance of supervisor eligibility. QUT R9
- AUQA recommends that Queensland University of Technology initiate a review of the range of facilities available to postgraduate students across faculties and the quality of information available. QUT R10
- AUQA recommends that Queensland University of Technology formalise the recording of complaints from postgraduate research students to be able to efficiently monitor the number of complaints and to better ensure the quality of the handling of complaints. QUT R11
- AUQA recommends that Charles Darwin University implement mandatory training for the supervisors of research higher degree students. CDU R9
- AUQA recommends that the University of Melbourne adopt a more exclusive approach to the identification of its research strengths and opportunities resulting in the delineation of a narrower range of particular research strengths. UoM R4
- AUQA recommends that the University of Melbourne rigorously enforce the requirement that proposals for all new fee-paying postgraduate courses must be accompanied by a business case that estimates their full cost, and which must be approved by the Vice-

Principal or Academic Registrar before it is presented to the University Academic Board.  
UoM R6

- AUQA recommends that Melbourne College of Divinity review areas of research strength to focus in niche areas of specialisation so as to build areas of research concentration.  
MCD R10
- AUQA recommends that Melbourne College of Divinity examine opportunities for winning competitive grants from a range of sources including Australian Research Council linkage grants. MCD R11
- AUQA recommends that training for research supervisors at Melbourne College of Divinity be driven and promoted by the central administration of MCD, and used as an opportunity to build a research culture. MCD R12
- AUQA recommends that Melbourne College of Divinity examine opportunities to optimise the relationship with the University of Melbourne with a view to improving opportunities for staff to engage in research supervision training and joint research projects, and provide access to relevant workshops for Higher Degree by Research students. MCD R13
- AUQA recommends that the University of Wollongong further develop and communicate systems to ensure that its Research Graduate Attributes are embedded in its curriculum, supervision and assessment practices. UOW R7
- AUQA recommends that the University of Wollongong communicate and practice clear and consistent policy on the intellectual property rights of its students. UOW R8
- AUQA recommends that UNSW prepare an overall plan for research development, which explains the roles research centres, areas of research strength and multidisciplinary research are expected to play in achieving its vision and which includes means to monitor outcomes. UNSW R11
- AUQA recommends that UNSW undertake additional benchmarking of research performance, particularly at international level. UNSW R12
- AUQA recommends that Murdoch University ensure the systematic communication and integration of best practice approaches, such as research mentoring and succession planning across the University. Murdoch R4
- AUQA recommends that UTS review the extent to which its research training strategies are working and examine ways to ensure consistently high levels of support for research students. UTS R12
- AUQA recommends that Flinders develop systems to support a robust process to monitor the training, experience and effectiveness of research higher degree supervisors, such as the development of a supervisor register and introduction of measures of the quality of supervision. Flinders R9
- AUQA recommends that Victoria University clearly document its financial support for research and ensure this information is readily available to staff within the University. VU R7
- AUQA recommends that, in order to achieve its aims for research performance, Victoria University consider additional measures to recruit and retain outstanding research scholars and those of proven research potential. VU R8

- AUQA recommends that Victoria University amend its policies for research students to allow students a systematic opportunity to provide confidential feedback on the quality of their supervision and that the University provide a statement of minimum resources that addresses physical space, among other requirements for study. VU R9
- AUQA recommends that Victoria University improve its processes for annual progress reports on projects with ethics clearance, to allow proper monitoring by the Human Research Ethics Committee, and that the University undertake further education of staff and students about ethics approval processes. VU R10
- AUQA recommends that UWS further develop the business development office and associated University systems to promote income generation from consultancies, commercial research and other external sources. UWS R3
- AUQA recommends that UWS develop an effective strategy to increase higher degree research (HDR) enrolments and completions without jeopardising quality, and ensure that all HDR students have appropriate facilities and support regardless of campus location. UWS R4

## 4 Community Engagement

*Including activities to support and enrich local, regional and national culture, communities and professions*

### ***Commendations***

- Australian Catholic University is commended for its involvement in the non-income generating program in Karachi that expresses its values and commitment to community engagement. ACU C8
- AUQA commends USQ for its highly successful engagement with its communities through an extensive array of mechanisms. USQ C8
- AUQA commends the valuable service that is provided to the community by ACU students engaged in learning activities in a community setting. ACU C10
- AUQA commends the Australian Maritime College for the good relationships it has established with its external stakeholders, and especially for strong industry links in the VET area. AMC C10
- AUQA commends UB for its ability to attract first generation university students and its recognition of the difficulties that these students' families may have in understanding the university system and environment. UB C5
- AUQA commends UB for its initiative in establishing the Ballarat Technology Park, and thereby creating opportunities for students to gain industry experience. UB C6
- AUQA commends Curtin on its thorough and effective attention to indigenous matters. Curtin C10
- AUQA commends the University for developing an innovative University Industry Scholarship Scheme that provides benefits to the University, local industries and students. UN C13
- AUQA commends the University of Southern Queensland for its highly successful engagement with its communities through an extensive array of mechanisms. USQ C8
- AUQA commends the valuable service that is provided to the community by Australian Catholic University students engaged in learning activities in a community setting. ACU C1
- AUQA commends the University of Adelaide's Research Park (Thebarton Campus) which has developed a successful business model and which supports existing companies and contributes to the establishment of start-up companies in South Australia. The Graduate Entrepreneurship Program, run at the Thebarton campus, is also commended. Adelaide C7
- AUQA commends Swinburne University of Technology for the positive and effective way it has responded to its legislative obligation to serve Melbourne's outer eastern region through the activities of Swinburne Lilydale. SUT C8
- AUQA commends the University of Canberra Council for its diversity of expertise and the relationships established with the local and regional community, the close links

developed with the ACT Government, and the level of positive interaction with the University community. Canberra C1

- AUQA commends the University of Canberra for the harmonious and mutually beneficial community relationships it has developed with the ACT and rural NSW. Canberra C7
- AUQA commends Macquarie University for supporting and interacting with the communities it serves through a wide range of innovative Community Outreach activities. Macquarie C12
- AUQA commends the University of Queensland for its schools outreach work, particularly the 'Bright Minds' initiative. UQ C13
- AUQA commends the University of Queensland for its thoughtful and extensive work with the Gatton and Ipswich communities UQ C14
- AUQA commends Southern Cross University for the level of deliberative engagement it has achieved with the North Coast region so far as the major regional higher education provider, and for providing a research locus in the region. SCU C10
- AUQA commends the College for Indigenous Australian Peoples at SCU for its initiatives in establishing a constructive teaching, research, and community presence in the life of students and staff at the University, and within the region it serves. SCU 11
- AUQA commends University of Notre Dame for its efforts to ensure ongoing harmonious relationships with its local communities and local government. UNDA C6
- AUQA commends University of Notre Dame for the establishment of the Edmund Rice Centre which is giving practical effect to its objective of serving the needs of its local communities. UNDA C7
- AUQA commends the University for offering programs at its Broome campus that provide a pathway for students into higher education. UNDA C8
- AUQA commends Griffith University for the strong relationships it has established with its various communities, and particularly with the Gold Coast community. Griffith C10
- AUQA commends the University of Western Australia for a number of discrete activities that clearly demonstrate a positive contribution by the University to its external communities and to establishing constructive relationships with private, public and educational partners. UWA C17
- AUQA commends the University of New England for the School Recommendation Admissions Scheme (SRAS) which provides students with effective pathways to university entrance and also helps develop a relationship of trust between UNE and Schools. UNE C3
- AUQA commends the University of New England for successfully concentrating its efforts on research and teaching in support of the University's rural and regional focus. UNE C4
- AUQA commends the University of South Australia's commitment to, and range of activities in, community engagement, particularly the UniSA Northern Adelaide Project. UniSA C10
- AUQA commends James Cook University for the relationship that it has established with the northern Queensland region and its various communities; and especially for successful

examples of the *Millennium* strategies being enacted in respect of its priority objectives for Participation and Engagement. JCU C14

- AUQA commends Edith Cowan University for its role in implementing Precincts, a concept which demonstrates a substantial and effective commitment to community partnerships. ECU C18
- AUQA commends Charles Sturt University for the manner in which it has wholeheartedly embraced its commitment to regional communities and for a clear desire to improve and extend relationships with communities, for mutual benefit. CSU C8
- AUQA commends the University of Sydney for the close links it has established with selected 'hub' schools. Sydney C19
- AUQA commends the University of Sydney's Koori Centre for the strong links it has established with Indigenous communities and for the efforts it makes in recognising and promoting understanding of and respect for Indigenous Australian peoples, their knowledge and cultures. Sydney C20
- AUQA commends the University of Sydney for the positive links it has established with sporting partners and for its strong sporting scholarships program. Sydney C21
- AUQA commends Bond University for the way it mobilises and maintains contact with its alumni. Bond C10
- AUQA commends Deakin University for its strategy to link with, and serve, the needs of its rural and regional communities. Deakin C6
- AUQA commends Deakin University for its manifest commitment to equity and access which allows individuals and groups who might otherwise not be able to participate in higher education to do so. Deakin C7
- AUQA commends Deakin University's Institute of Koorie Education for the community-based learning model that is successfully providing Indigenous students with access to higher education. Deakin C8
- AUQA commends La Trobe University for maintaining strong linkages with its campuses' local communities through Regional Advisory Boards. LTU C10
- AUQA commends Queensland University of Technology for its active efforts to integrate its facilities into the local environment and for the initiatives to work with the community to develop QUT's 'real world' profile. QUT C11
- AUQA commends Charles Darwin University for establishing a high-level partnership with the NT Government for the mutual benefit of the Territory and the University. CDU C1
- AUQA commends CDU's recognition of its vital role in Indigenous development and its commitment to valuing Indigenous people. CDU C7
- AUQA commends CDU's establishment of the Indigenous Support Unit, the Indigenous cadetships, and the cross-cultural awareness training program. CDU C8
- AUQA commends Charles Darwin University's secondary school liaison programs. CDU C9
- AUQA commends Charles Darwin University staff commitment to community and personal development in remote areas. CDU C10

- AUQA commends the University of Tasmania on the very positive engagement with the Tasmanian community including several strong partnerships: A key partnership with the state government; and the development of University activity in the northwest through the Cradle Coast Campus. UTas C13
- AUQA commends the University of Tasmania for developing positive relationships with City Councils, for the Edge Radio operation, and for the activities of the University Foundation. UTas C12
- AUQA commends Central Queensland University's CQU Connections program which fosters access and success for students from rural and remote areas and disadvantaged backgrounds. CQU C9
- AUQA commends UoM for the Mentor Program for High Achieving Senior Secondary School Students, which serves the double purpose of enriching the learning experience of secondary school students and giving UoM postgraduate students an opportunity to develop their mentoring skills. UoM C16
- AUQA commends Murdoch University for its clear demonstration of social justice and equity and community engagement principles, for example through initiatives such as the nursing programs at the Peel campus. Murdoch C12
- AUQA commends Murdoch University for the development of effective and close engagement with its educational partners: on campus in the form of Murdoch College and Murdoch Institute of Technology; with Schools and TAFE providers in the Murdoch metropolitan region and the Kwinana/Peel/Rockingham corridor; and with its educational partners offshore. Murdoch C13
- AUQA commends Flinders for its diverse range of community engagement activities, including rural and remote health initiatives, the INSPIRE peer mentoring program for students, and establishment of the Australian Science and Maths School on the University's main campus. Flinders C8
- AUQA commends Monash University for its pathway programs which effectively prepare the students for further study and facilitate the transfer of students to the University in particular Monash College and the Academic Development Program at Monash South Africa. Monash C6
- AUQA commends Victoria University for the strength of its relationships with selected partners in the western region of Melbourne in the fields of sports science, health sciences and education. VU C2
- AUQA commends UWS for fulfilling its mission with a deeply embedded culture of commitment to serve the people of Greater Western Sydney in a mutually beneficial way through programs such as the Cooperative Education Program. UWS C7

### ***Affirmations***

- AUQA affirms Edith Cowan University's finding, consistent with its focus on engaging with relevant communities and professions, that it should improve its efforts regarding the establishment and utilisation of Consultative Committees. ECU A3
- AUQA affirms Charles Sturt University's finding that further work is required to map the contribution of staff to its regional engagement mission. CSU A6

- AUQA affirms Charles Sturt University’s finding that indicators need to be identified that more appropriately reflect and measure the influence the University has on its regions. CSU A7
- AUQA affirms the University of Sydney’s establishment of a project to consolidate its foundations and to improve the coordination of its involvement with these foundations. Sydney A10
- AUQA affirms Deakin University’s intention to review the operation and effectiveness of its Community Reference Groups for South Western and South Central Victoria. Deakin A6
- AUQA affirms Deakin University’s recognition of alumni as an important community group with which it could develop stronger links. Deakin A7
- AUQA affirms that La Trobe University needs to develop a clear position on what it means to be a regional university and incorporate this position into its strategic and operational planning processes. LTU A9
- AUQA affirms Queensland University of Technology’s recognition of the need to strengthen the strategic approach to community engagement through the development of goals and strategies at the institutional level, including the identification of key communities. QUT A4
- AUQA affirms the UTAS intention to finalise and implement the proposed new policy framework for community engagement, to take it to a new level. UTas A13
- AUQA affirms Murdoch University’s recognition of the value of adopting an innovative approach to the scholarship of engagement in the University’s business as witnessed by the creation of the jointly funded Regional Chairs; and agrees that closer attention needs to be given to the recognition of this form of scholarship in the career development and progression of staff. Murdoch A8
- AUQA affirms Flinders’ intent to develop and apply the University’s strategic directions, monitoring and quality assurance arrangements in respect of its community engagement activities. Flinders A11
- AUQA affirms Monash University’s initiative to develop a Community Engagement Framework that more effectively identifies new directions and coordinates activities, monitors predefined targets, and allows the university to better share experiences across campuses. Monash A7
- AUQA affirms that in keeping with the 2005 internal review, UWS redevelop a whole-of-university community engagement strategy and align associated University systems to ensure it is implemented across the University. UWS A6

### ***Recommendations***

- AUQA recommends that the University involve its Heads of Division and department more fully in the further development and application of its Community Outreach Model and associated strategies to increase the relevance and likelihood of success of activities. Macquarie R14
- AUQA recommends that the University of New England establish a leadership system for the high-level coordination and strategic direction and maintenance of partnerships and community engagement. UNE R14

- That, in conjunction with the tri-sector partners, SCU should undertake a high-level strategic review of the best means to provide higher education activity at the Coffs Harbour shared campus as a matter of urgency; and factor the review findings into the strategic planning process. SCU R9
- That the University identify clear leadership responsibilities in the area of Community Relations. NC R14
- AUQA recommends that Southern Cross University take the support required for the regional mission to a new level by developing a more coherent philosophy of constructive engagement with the various communities within the region that it serves; including consideration of possible requirements for dedicated staff and infrastructure to ensure that engagement is successful. SCU R10
- That, given the importance of reconciliation between Indigenous and non-Indigenous Australians in the University's Mission Statement, specific attention be directed to the achievement of this goal on the Fremantle campus as it is on the Broome campus. UNDA R16
- That Griffith University develop strategies for ensuring that research outcomes have an impact on state, national and international communities, as outlined in its research objectives. Griffith R12
- That Griffith University assist the GUMURRII Centre to establish stronger links with similar units in other universities in Australia to their mutual benefit. Griffith R13
- AUQA recommends that, in line with the priorities identified by the University, The University of Western Australia give further consideration to the planning and monitoring framework for community service, including whether it is appropriately addressed in the OPP and EIS, and how the various related management plans may have maximum impact in enhancing and co-ordinating the University's community service activities. UWA R17
- AUQA recommends that, as identified in the University's Community Services Management plan, and in order to maximise the benefits flowing to and from the wider communities it serves and of which it is a part, the University of Western Australia broaden its communication with these communities about the services and benefits it can and does provide. UWA R18
- AUQA recommends that the University of South Australia develop a conceptual and strategic planning framework for its objective of community engagement, developing indicators and measurements, and pay explicit attention to evaluating the desired objectives. UniSA R7
- That JCU be more systematic in the consolidation of its Participation, Engagement, and Consolidation Priority Objectives, by developing a coherent policy framework, with allocated responsibilities, reporting on these regularly, and linking them more explicitly to the criteria for promotion. JCU R12
- AUQA recommends that the University of Sydney enhance its linkages with employers in order to obtain feedback systematically in relation to graduate outcomes. Sydney R5
- AUQA recommends that Charles Darwin University adopt a more strategic approach to community engagement, with a coherent plan for activities, but permitting flexible arrangements within it. CDU R10
- AUQA recommends that CDU ensure that staff operating into remote areas are adequately supported, and that their activities are well co-ordinated. CDU R11

- AUQA recommends that the University of Melbourne strengthen its community engagement through the formulation of a Community Engagement Strategy, which embraces the principle of sustaining clear two-way communication between the University and community stakeholders. UoM R9
- AUQA recommends that the University of Tasmania investigate opportunities for the University to further develop relationships with the Tasmanian TAFE and schools sectors. UTas R5
- AUQA recommends that UTAS pay further attention to involving both Aboriginal students and the Aboriginal community in appropriate university curricular and extra-curricular events. UTas R6
- AUQA recommends that UNSW identify the role it wishes community engagement to play in achieving its vision of being ‘Australia’s leading international research university’ and, having done so, develop a plan to recognise, support and evaluate relevant community engagement activities. UNSW R13
- AUQA recommends that Central Queensland University develop a coordinated approach to the planning, implementation and review of its community engagement activities and intentions. CQU R14
- AUQA recommends that Murdoch University urgently clarify and resolve the allocation of management responsibility for the regional campuses and for the engagement of the University with the regional stakeholders. Murdoch R5
- AUQA recommends that Murdoch University identify the role that it wishes each of its campuses to play in meeting the University’s mission concerning teaching, research, and engagement, and to ensure that the activities associated with those campuses are consistent with this role. Murdoch R6
- AUQA recommends that, in order to demonstrate that ‘engagement is the essence of Victoria University’, the University develop a new set of focused and measurable KPIs related to its goals for engagement. VU R1
- AUQA recommends that UWS develop appropriate systems to implement the Indigenous education commitment including redeveloping the resource plan and giving consideration to adding a graduate attribute. UWS R5

## 5 Staffing

*Including planning, appointments, performance management, staff development*

### ***Commendations***

- AUQA commends the University for its Building Upon Individual Learning & Development (BUILD) project, both in terms of the professionally informed nature of the project itself, and also in terms of the manner in which the project is being trialled within the University prior to full implementation. USQ C12
- AUQA commends Curtin for developing a supportive and comprehensive framework (Valuing Curtin Staff) for handling all issues related to staff employment and development. CUT C4
- AUQA commends the contributions of the Teaching and Educational Development Institute (TEDI) and the University Staff Development Committee (USDC) for their roles in the support for teaching and learning and in staff development. UQ C16
- AUQA commends the University of Western Australia for the effectiveness of its strategies and processes for both recruiting and retaining outstanding staff. UWA C18
- AUQA commends the University of New England for providing an environment in which individual staff are able to pursue excellence in teaching, research, service and equity and be recognized for their achievements. UNE C3
- AUQA commends the University of South Australia's attention to the training and development needs of staff. UniSA C11
- AUQA commends the University of South Australia for the training of promotion committee members. UniSA C12
- AUQA commends Edith Cowan University for its strong emphasis on teaching, including its professional development opportunities and the *Teaching@ECU* publication, which is an excellent resource for all people involved in teaching ECU courses and units. ECU C9
- AUQA commends Edith Cowan University for the Management for Performance system, which is well embedded and found to be beneficial by staff and management alike. ECU C20
- AUQA commends Edith Cowan University for the systematic application of a workload model that is regarded by staff as appropriate. ECU C21
- AUQA commends the University of Sydney for the comprehensive manner in which it attends to new staff, including induction, teacher training, the availability of mentoring and research support. Sydney C16
- AUQA commends the University of Sydney for an effective system of Performance Management and Development, including the use of aggregate results for planning staff development programs. Sydney C17
- AUQA commends Deakin University for the implementation of the Performance Planning and Review process which is a useful and valued tool in performance management and individual career planning. Deakin C9

- AUQA commends Queensland University of Technology for the systematic implementation of the Performance Planning and Review process which is a useful tool in cultivating a culture of continuing personal and career planning. QUT C9
- AUQA commends Queensland University of Technology for the successful implementation of regular staff satisfaction surveys and for actively working with the results through faculty and divisional implementation plans. QUT C10
- AUQA commends Charles Darwin University's attention to the employment of high-quality staff and the good foundation this provides for development and growth. CDU C12
- AUQA commends the work the University of Tasmania has undertaken in developing and refining the Performance Management System so that it both informs and responds to the performance related aspects of the University's staff recruitment, probation, promotion, and staff development policies and procedures. UTas C11
- AUQA commends the University of Tasmania for the implementation of the well received and effective Orienting Heads and Talking Heads leadership and management development programs for heads of school. UTas C10
- AUQA commends Melbourne College of Divinity on the use of Inter-ATI [Associated Teaching Institution(s)]days and Staff forum, and advises MCD to increase such opportunities if possible. MCD C10
- AUQA commends Melbourne College of Divinity for the quality of support it provides for staff new to the institution, including mentoring processes and the provision of support and assistance. MCD C9
- AUQA commends the University of Wollongong for achieving the effective implementation of an academic staff workload management policy which staff generally regard as acceptable and fair. UOW C12
- AUQA commends UNSW for its ongoing commitment to the Gender Equity Project and for the outcomes achieved to date. UNSW C4
- AUQA commends UNSW for the programs for prospective Indigenous students provided by the Nura Gili Indigenous Programs Centre and for the high success and retention rates of Indigenous students of the University. UNSW C5
- AUQA commends UNSW for its management of the Co-op Program, which supports the University's values and is successful in attracting highly-qualified and motivated students. UNSW C6
- AUQA commends Central Queensland University's Nulloo Yumbah centre for establishing a concentration of expertise and energy for indigenous issues which will benefit the University and its wider stakeholders. CQU C11
- AUQA commends Central Queensland University for the outcomes it achieved on a national benchmarking activity relating to Library Services. CQU C12
- AUQA commends UTS for its commitment to equity and diversity in staff employment and in particular for its support for women and Indigenous staff. UTS C4
- AUQA commends UTS for the strong cross-campus linkages between the City and Kuring-gai campuses and effective management of staff across two campuses. UTS C5
- AUQA commends Flinders for a collegial culture in which staff feel valued. Flinders C2

- AUQA commends the range of professional development activities offered by the Staff Development and Training Unit, most notably the Flinders Foundations of University Teaching program, and the innovative suite of materials to support research higher degree students. Flinders C3
- AUQA commends Flinders for its commitment to equity, equal employment opportunity, diversity and cultural inclusivity, and in particular for its outcomes in access and participation of students with a disability and development of a Cultural Diversity and Inclusive Practice Toolkit. Flinders C4
- AUQA commends Monash University for its consistent implementation of the Performance Management Scheme for academic staff which is providing an effective framework for the assessment of staff performance and for setting the future direction for the development of staff. Monash C5
- AUQA commends Victoria University for the development of the online Staff Performance and Development Plan process for performance management. VU C12

### *Affirmations*

- AUQA recommends that James Cook University strengthen its approach to strategic workforce planning by including provision for succession planning. JCU A8
- AUQA acknowledges the progress achieved at James Cook University towards building a performance-based culture through the introduction of a Performance Management program, but affirms that to be effective it needs to be rolled out systematically across the University and its impact reviewed after full implementation, including the way it is linked to other HR strategies designed to improve or reward performance. JCU A9
- AUQA affirms Charles Sturt University's identification of the need for more effective systems of managing academic workload. CSU A10
- AUQA affirms the need for the University of Sydney to change from a 'personnel' model of staff management to a 'human resources management' model, having regard for the identified strategic and organisational development needs of the University. Sydney A7
- AUQA affirms the University of Sydney's steps to address workload management through the establishment of college workload committees. Sydney A8
- AUQA affirms Bond University's decision to strengthen the central human resource function in staff recruitment, induction, development and promotion. Bond A5
- AUQA affirms that La Trobe University needs to provide systematic support for professional development in learning and teaching for sessional and full-time academic staff. LTU A7
- AUQA affirms Charles Darwin University's implementation of actions recommended in the People Development and Management Review, including induction and annual performance reviews. CDU A9
- AUQA affirms the the University of Tasmania decision requiring agreed workload models to be negotiated in all schools by 2006, and encourages the University to ensure that its policy relating to the recognition of TNE [Transnational Education] teaching in load is fully implemented. UTas A11

- AUQA affirms UNSW's intention to significantly improve its career development processes, as a priority task of the new Organisation and Staff Development Services section within Human Resources, and in this regard suggests that the University pay particular attention to career paths for non-tenured and conjoint staff. UNSW A4
- AUQA recommends that UNSW articulate the ways in which student equity and access objectives contribute to the achievement of its vision and that UNSW develop a stronger planning framework, with internally-set targets, for achieving improved equity and access outcomes. UNSW R6
- AUQA recommends that UNSW define its understanding of 'the student experience', to guide future goals and strategies, taking into consideration the issues of diversity and inclusivity across the student body. UNSW R7
- AUQA affirms the need identified by Central Queensland University to improve its branding and domestic marketing capabilities. CQU A4
- AUQA affirms the intention of UTS to embed workforce planning into the strategic planning and budgeting cycle and notes as a positive development the inclusion of workforce planning indicators in management reports. UTS A3
- AUQA affirms Flinders' decision to formalise staff feedback mechanisms through administration of a University-wide staff culture survey during 2006 that will enable benchmarking of outcomes with selected universities. Flinders A3
- AUQA affirms Flinders attempts to strengthen workplace planning systems, including development of systematic succession planning processes and introduction of human resource benchmarking processes. Flinders A4
- AUQA affirms the introduction of a leadership development program at Flinders to support current and future heads of operational units. Flinders A5
- AUQA affirms Monash University's intention to ensure that the level of English language competency of some staff is improved and that support is offered to assist staff in improving their level of cultural awareness and their English language skills through initiatives such as the CLEAR program. Monash A3
- AUQA affirms Victoria University's planning and initial implementation of the Workforce Renewal Project but suggests the University give greater attention to staff recruitment processes which reinforce its strategic directions. VU A10
- AUQA affirms the attention UWS is giving to aligning human resources with strategic priorities for its future through projects such as Our People 2015. UWS A7
- AUQA affirms the establishment of a university workload system to ensure consistent application and alignment with University strategic priorities. UWS A8

### ***Recommendations***

- AUQA recommends that the University of Southern Queensland establish a formal academic staff induction program, with emphasis on teaching in all USQ's study options. USQ R19
- AUQA recommends that the University of Newcastle give priority to ensuring that its human resources leadership is sufficiently resourced and encouraged to enable it to implement reforms in a timely fashion. UN R16

- AUQA recommends that, in the interests of providing the systems that will support its new strategic directions, the University of Newcastle make the implementation of Managing for Performance a priority. UN R17
- AUQA recommends that the University of Newcastle develop a comprehensive suite of formal and informal support systems, based upon a sound needs analysis, for staff with leadership responsibilities. UN R 18
- AUQA recommends that annual performance reviews be consistently carried out, with relevant data available to ensure their utility to both the staff member and Curtin. CUT R10
- AUQA recommends that mandatory, co-ordinated training be provided for executive deans and heads of school. CUT R11
- AUQA recommends that the University of Southern Queensland develop guiding principles for managing staff workloads and require Faculties to tailor these to their unique requirements, and that the effectiveness of these principles be reviewed at an appropriate period after implementation. USQ R22
- AUQA recommends that Australian Catholic University undertake more formal and strategic workforce planning to ensure that it can continue to achieve its Mission under changing employment patterns and conditions. ACU R17
- AUQA recommends that the University of Southern Queensland give consideration to developing means by which to address the interrelated issues of: (a) the systematic induction to university teaching of academic staff; (b) an ongoing staff development program informed by the discourse of university teaching improvement; (c) harnessing the benefits of individual teachers' research for the benefit of the entire University; and (d) conducting research into developing teaching and learning systems. USQ R20
- AUQA recommends that Curtin provide centrally coordinated induction and support for all staff teaching overseas. CUT R20
- AUQA recommends that, in order to raise the level of research activity throughout the University, the University of Southern Queensland consider developing a University-wide strategy for incorporating research in workload management for staff. USQ R16
- AUQA recommends that the significant extra workload of academic staff acting as Research, Higher Degrees and Ethics Co-ordinator at the University of Ballarat be taken into consideration in workload allocation. UB R23
- AUQA recommends that the Australian Maritime College undertake an analysis of the capability of its academic staff against the requirements of its academic offerings, with a view to determining and addressing professional development gaps. AMC R9
- AUQA recommends that the Australian Maritime College proceed immediately with the development of a new strategic plan for human resource management, which is based upon the goals and values of the College and which would seek to rapidly bring about the major overhaul of the human resource systems necessary to address the current weaknesses AMC itself has identified. AMC R21
- AUQA recommends that the Australian Maritime College develop a more systematic and consistent approach to designing, delivering and monitoring the induction and probation processes for new staff. AMC R22

- AUQA recommends that the Australian Maritime College review its current approaches to performance management, workload planning, promotions, career and succession planning. AMC R23
- AUQA recommends that the Australian Maritime College review its teacher training policy, with a view to establishing a system that is more aligned with the actual professional development and training needs of its teachers. AMC R24
- AUQA recommends that the Australian Maritime College ensure that all staff are well versed in clear policies and practices with respect to copyright, particularly covering different modes of education delivery used by AMC. AMC R25
- AUQA recommends that a mechanism be developed to ensure that the most suitably qualified candidates are appointed to the positions of Head of School at the University of Adelaide, following the appropriate consultation with staff within schools. Adelaide R4
- AUQA recommends that improvement be made in recognising the contributions of Heads of School at the University of Adelaide so that they become attractive positions and that a suitable career structure for Heads of School be established. Furthermore, the training, development and support needs of Heads of schools should be explicitly considered, including a review of how the Leadership Development Program meets their particular needs. Adelaide R5
- AUQA recommends that the goals of the induction program for new staff be considered in the light of the University of Adelaide's overall staffing objectives and that, once these are determined, a suitable program be implemented. Adelaide R11
- AUQA recommends that, in developing improved staff training and development systems, the University of Adelaide examine such systems within comparable Australian universities and that suitable means be established for assessing how effectively the University's systems operate, in terms of both staff participation and achieving stated development outcomes. Adelaide R12
- AUQA recommends that the University of Adelaide continue its progress towards an effective process of annual reviews which is linked to both performance and development outcomes. Once approved, this initiative should be implemented throughout the whole University, applying equally to academic and general staff and with primary responsibility for its implementation resting with the Head of School (or equivalent). Adelaide R13
- AUQA recommends that the University of Canberra identify a consistent way of addressing poor performance as the current way of dealing with performance management appears not to be consistent across the University, across all courses, and across all forms of academic work generally. Canberra R 13
- AUQA recommends that the induction process with general and academic staff at the University of Canberra be improved and made more consistent at the organisational unit level, and that consideration be given to offering the CELTS university-wide Induction Program more frequently, at least each semester. Canberra R14
- AUQA recommends that the University of Canberra exercise caution that it is not inadvertently encouraging excessive casualisation through its workforce management practices. Canberra R15
- AUQA recommends that the University explore workload management, with a view to implementing a system that addresses issues of workload, strategic relevance of work, and accessibility in an effective, efficient and equitable manner. Macquarie R21

- AUQA recommends that the Performance Management system be consistently applied and monitored. Macquarie R22
- AUQA recommends that Macquarie ensure that the quality assurance arrangements which enable casual teaching staff to provide a high quality learning experience for students are applied consistently throughout the University. Macquarie R23
- AUQA recommends that the University of Queensland act on the gap it has identified and enhance the nature and use of training for academic managers in the appraisal of general staff. UQ R13
- AUQA recommends that the University of Queensland enhance the training provided for graduate students and other sessional staff acting as tutors. UQ R14
- AUQA recommends that the University of Queensland ascertain the views of staff on the existing policies, practices and support systems, perhaps through a staff opinion survey, and seek suggestions for further improvement. UQ R15
- AUQA recommends that Southern Cross University develop and make available a tailored cultural diversity training program, particularly for academic staff teaching a wide diversity of students. SCU R13
- AUQA recommends that Southern Cross University monitor the deployment of the revised performance management system across all divisions and functional areas, to ensure that there is not unreasonable variation between different organisational units in complying with the requirements of the system. SCU R17
- AUQA recommends that Southern Cross University ensure that it is paying sufficient attention to human resources planning and management systems and processes, in order to guard against the potentially deleterious combined effect of increasing workforce casualisation, low turnover in ongoing employment category staff, and an ageing workforce. SCU R18
- AUQA recommends that University of Notre Dame explicitly consider the training, development and support needs of its Deans, Heads of School and administrative section managers. UNDA R6
- AUQA recommends that, in developing its strategy for improved communication with staff, RMIT University consider the particular orientation needs of new staff and also consider the development of a comprehensive staff induction program compulsory for all new staff. RMIT R 22
- AUQA recommends that RMIT University undertake a detailed analysis of the possible causes for the staff turnover rate, particularly the numbers leaving within 12 months of appointment and use this information to redress the situation. RMIT R23
- AUQA recommends that, as identified in the Performance Portfolio, Griffith University ensures that its general staff appraisal system is implemented consistently throughout the institution. Griffith R16
- AUQA recommends that all management, academic staff and general staff of the University of Western Australia engage positively with the renewed efforts to implement an effective performance management system. UWA R19
- AUQA recommends that the University of New England review the academic workload allocation models currently in effect; and that it assess the impact of these models with a

view to ensuring fair, effective, and from a staff perspective, satisfactory workload allocation. UNE R19

- AUQA recommends that the University of New England ensure its processes for staff goal setting and performance review are implemented effectively throughout the University. UNE R20
- AUQA recommends that in its foreshadowed review of its budget model, the University of South Australia consider how best to determine staff balances (eg casual v. continuing, academic v. general) to optimise achievement of its teaching, research and community objectives. UniSA R8
- AUQA recommends that James Cook University build on the success of tailored staff development programs such as the ESLP, by adopting a more systematic approach to staff development for all levels and categories of staff. JCU R14
- AUQA recommends that James Cook University introduce formal induction programs for all JCU staff teaching off-shore, including cross-cultural training, and that some tailored staff development opportunities be provided for locally recruited staff so there is a sense of 'integration' with James Cook University Australia staff and knowledge of JCU systems and expectations. JCU R15
- AUQA recommends that Edith Cowan University develop and consistently implement a policy regarding the appropriate mix of the various categories of academic staff; that appropriate quality assurance arrangements be implemented for all categories, and that engagement of casual staff as Unit Coordinators be restricted to those exceptional instances where there is a sound justification. ECU R4
- AUQA recommends that Edith Cowan University take steps to increase the seniority of its academic staff profile in accordance with its academic aspirations and in a manner integrated with its other research and research training goals and strategies. ECU R11
- AUQA recommends that Edith Cowan University review the outcomes of its promotion process, at appropriate intervals, with a view to determining matters of strategic significance and incorporating them into Human Resources planning. ECU R12
- AUQA recommends that Charles Sturt University give consideration to including a 360 degree feedback process for Deans, Directors and senior executive, as part of the leadership development and performance management activities of these staff. CSU R21
- AUQA recommends that Queensland University of Technology develop a university-wide formalised induction program and supporting information for all staff involved in teaching QUT programs overseas. QUT R7
- At the institutional level AUQA recommends that Queensland University of Technology develop a comprehensive approach focusing on improving the workload of both academic and professional staff to achieve the objective to foster a culture of inclusivity and work/life balance. QUT R12
- AUQA recommends that Charles Darwin University reflect on the concept of 'champions', possibly reducing the number of positions, implementing a more formal appointment process, and ensuring that the incumbent has the ability, support and authority to carry out the required tasks. CDU R1
- AUQA recommends that Charles Darwin University clarify the expectations of deans and heads of school and ensure that performance is monitored through performance reviews. CDU R5

- AUQA recommends that Charles Darwin University ensure that staff operating into remote areas are adequately supported, and that their activities are well co-ordinated. CDU R11
- AUQA recommends that Charles Darwin University review the use of short-term contracts, while recognising the need to balance its budget. CDU R14
- AUQA recommends that the University of Melbourne develop a set of University-wide principles to guide the allocation of workloads within departments as a means of ensuring equity and enhancing transparency, and to address the perceptions of inappropriate variation in the current workload allocations. UoM R3
- AUQA recommends that the University of Tasmania pay further attention to the induction and training of tutors and sessional staff across the University. UTas R2
- AUQA recommends that the University of Tasmania review its current approach to the general induction and orientation of academic and general staff. UTas R4
- AUQA recommends that Melbourne College of Divinity develop a comprehensive staffing plan for the College as a whole that includes such matters as age and gender profile, succession planning, and professional development at each Recognised Teaching Institution. MCD R14
- AUQA recommends that the University of Wollongong, in keeping with its principles and values, take immediate steps to address the disproportionately low number of women at senior levels in the organisation. UOW R11
- AUQA recommends that UNSW develop a comprehensive University-wide human resources strategy, to identify the future mix of skills required to achieve its overarching strategic priorities and that top level management at the University commit to the development and implementation of such a strategy. UNSW R4
- AUQA recommends that UNSW implement a program to regularly assess the organisational climate and levels of staff satisfaction within the University and to systematically follow up the findings, including the provision of feedback to staff. UNSW R5
- AUQA recommends that Central Queensland University establish a strategic human resource capability and capacity designed to support its new Strategic Plan. CQU R15
- AUQA recommends that Central Queensland University recognise the strategic importance of aligning and resourcing its information and communication technology capacity to the needs of a flexible mode, multi-campus University in which students are studying at all times. CQU R16
- AUQA recommends that Central Queensland University review its web site with a view to aligning its usage with the strategic directions of the University, to improving usability and consistency through common publishing standards based on benchmarked good practices, and to improving the external perception of the University. CQU R17
- AUQA recommends that Central Queensland University develop campus-specific plans for coordinating, reviewing and reporting on student services and support. CQU R18
- AUQA recommends that Central Queensland University improve systems for determining and ensuring operational-level service standards at the AICs. CQU R19

- AUQA recommends that Murdoch University develops within Human Resources an enhanced understanding of the particular role of human resource management within a University context, and in particular in the context that Murdoch finds itself. Murdoch R7
- AUQA recommends that Murdoch University more clearly define its commitment to gender equity, and urgently implement an action plan to provide opportunities for women to advance in their careers and in a range of leadership roles across the University. Murdoch R8
- AUQA recommends that Murdoch University urgently develops systems to attract, support, and advance early career academics across all aspects of teaching, research, and engagement; and encourages such staff to engage in the University's strategic change processes, so they can be actively involved in the shaping of the institution's future. Murdoch R9
- AUQA recommends that Murdoch University urgently develops systems to provide structured training specifically designed for Heads of School and others in important line management roles. Murdoch R10
- AUQA recommends that Murdoch University extends the succession planning strategy for researchers to a whole-of-university staff succession planning process as a means of addressing the looming retirement of the cohort of long-term academic staff. Murdoch R11
- AUQA recommends that UTS develop strategies for the management and support of varying types of adjunct and casual staff in its workforce planning. UTS R5
- AUQA recommends that UTS fully implement a performance management program for all staff and ensure academic staff are accountable through the performance review process for their implementation of relevant action plans and policies. UTS R6
- AUQA recommends that Monash University include targets for research activity in the probation requirements to equally reflect the importance of research and teaching in the probation process. Monash R4
- AUQA recommends that Monash University ensure that staff supervisors are adequately trained in order for the Performance Management Scheme for general staff to be consistently applied and to strengthen supervisors' abilities to discuss with staff equitable development opportunities that enable them to pursue appropriate career advancement opportunities. Monash R5
- AUQA recommends that Victoria University conduct a review of the employment of sessional and casual staff and develop a strategy for the management and support of sessional and casual staff in pursuit of the University's strategic directions. VU R12
- AUQA recommends that UWS develop and implement for all staff a more rigorous system of performance review and evaluation. UWS R7

## 6 Equity and Access

*Including indigenous and equity groups, developing pathways and participation*

### **Commendations**

- AUQA commends Curtin on its thorough and effective attention to indigenous matters. CUT C10
- AUQA commends the University of Newcastle for developing an effective articulation relationship with the NSW TAFE Hunter Institute and for supporting this relationship with robust quality assurance systems. UN C5
- AUQA commends the University of Newcastle for taking seriously its responsibilities to indigenous education and for helping its indigenous students achieve notable success, particularly in the area of health. UN C8
- AUQA commends the University of Ballarat for its ability to attract first generation university students and its recognition of the difficulties that these students' families may have in understanding the university system and environment. UB C5
- AUQA commends the Australian Maritime College for its success in recruiting generally well-motivated and appreciative domestic and international students, and for their efforts to provide campus environments that are supportive of a diverse range of cultures. AMC C11
- AUQA Commends the University of Canberra for the services provided to Indigenous students through the *Ngunnawal* Centre. Canberra C10
- AUQA commends the College for Indigenous Australian Peoples at Southern Cross University for its initiatives in establishing a constructive teaching, research, and community presence in the life of students and staff at the University, and within the region it serves. SCU C11
- AUQA commends Southern Cross University on the positive educational environment and 'student-friendly' culture it has managed to establish. SCU C12
- AUQA commends University of Notre Dame for offering programs at its Broome campus that provide a pathway for students into higher education. UNDA C8
- AUQA commends RMIT University for the very strong commitment by staff to provide practically-focused education that will better equip students for the workforce. RMIT C4
- AUQA commends the evident commitment to equity that is demonstrated by the establishment of the Pro Vice-Chancellor (Equity and Community Partnerships) position. Griffith C11
- AUQA commends Griffith University for the Excellence in Cultural Experiential Learning and Leadership (Excell) program. Griffith C12
- AUQA commends the University of Western Australia for the support it provides to Indigenous students and most particularly for the success it has with its preparatory programs for professional courses. UWA C10

- AUQA commends the University of New England for the TRACKS program, which demonstrates a strong commitment to the fulfilment of the University's goals for indigenous education. UNE C9
- AUQA commends the University of New England for the School Recommendation Admissions Scheme (SRAS) which provides students with effective pathways to university entrance and also helps develop a relationship of trust between UNE and Schools. UNE C13
- AUQA commends the University of New England for a wide range of examples of positive community linkages, including Access Centres, relationships with Indigenous communities and sharing facilities. UNE C14
- AUQA commends the University of South Australia for the information and support services it provides to international students. UniSA C7
- AUQA commends James Cook University for its Indigenous employment strategy, which has been implemented across disciplines, for both academic and general staff. JCU C17
- AUQA commends the University of Sydney for its innovations in attending to the needs of people with disabilities, notably through online access systems and advanced methods for signage. Sydney C11
- AUQA commends Deakin University for its manifest commitment to equity and access which allows individuals and groups who might otherwise not be able to participate in higher education to do so. Deakin C7
- AUQA commends Deakin University's Institute of Koorie Education for the community-based learning model that is successfully providing Indigenous students with access to higher education. Deakin C8
- AUQA commends La Trobe University for being proactive in identifying and responding to the support needs of onshore international students, for example via the ESOS Advisory Group. LTU C11
- AUQA commends La Trobe University for success in its efforts to create an equitable working environment. LTU C14
- AUQA commends Charles Darwin University's recognition of its vital role in Indigenous development and its commitment to valuing Indigenous people. CDU C7
- AUQA commends Charles Darwin University's establishment of the Indigenous Support Unit, the Indigenous cadetships, and the cross-cultural awareness training program. CDU C8
- AUQA commends the University of Melbourne for having successfully promulgated a good awareness of equity issues, and for the initiatives taken by the University to increase the number of women in senior roles. UoM C20
- AUQA commends the University of Melbourne for the successful implementation of the Melbourne Access Program and the Access Melbourne scheme, and the consequent progress towards the achievement of its equity targets for student enrolment. UoM C21
- AUQA commends the University of Tasmania for the suite of activities designed to support student access, participation and transition. UTas C7
- AUQA commends Victoria University for its Women in Leadership and Career Development for Women programs. VU C13

## ***Affirmations***

- AUQA affirms that La Trobe University needs to increase its attention to Indigenous students as an issue of relevance to the whole University community. LTU A11
- AUQA affirms the need identified by Queensland University of Technology to continue to implement the Reconciliation Statement and promote the role of the Oodgeroo Unit. QUT A3
- AUQA affirms the University of Melbourne’s recognition of the need to improve access for students from groups other than school-leavers, such as through articulation arrangements with TAFE. UoM A6
- AUQA affirms the University of Melbourne’s recognition of the need to increase the awareness of the Indigenous Employment Strategy among faculties and departments, and to actively support and promote the recruitment and retention of Indigenous employees. UoM A7
- AUQA affirms the the University of Tasmania decision to introduce a suite of programs to improve the University’s equity performance; including identifying gender targets for senior academic and management appointments, and Indigenous and NESB [non-English speaking background students]. UTas A12

## ***Recommendations***

- AUQA recommends that UB increase its efforts to develop further appropriate student pathways between TAFE and HE within an appropriate policy framework. UB R13
- AUQA recommends that the University of Adelaide ensure that it is made clear to students during course advising that elective courses may need to be cancelled depending on student enrolment numbers and what assistance will be provided to students in this circumstance. Adelaide R15
- AUQA recommends that the University of Adelaide identify a senior academic “champion” to work with the Director and staff of the Centre for Australian Indigenous Research and Studies on communicating and implementing the Indigenous Strategic Plan. Adelaide R24
- AUQA recommends that the University of Canberra consider restoring the Dean of Students to a full-time position, to ensure that student issues can be dealt with proactively. Canberra R19
- AUQA recommends that Southern Cross University pay more attention to improving communications with students and student organisations on and across different SCU campuses, in order to facilitate the resolution of student matters. SCU R14
- AUQA recommends that Southern Cross University ensure that the reporting paths and role accountabilities of the Student Ombud function are not only independent, but are seen to be independent. SCU R15
- AUQA recommends that, given the importance of reconciliation between Indigenous and non-Indigenous Australians in the University of Notre Dame’s Mission Statement, specific attention be directed to the achievement of this goal on the Fremantle campus as it is on the Broome campus. UNDA R16

- AUQA recommends that Griffith University assist the GUMURRII Centre to establish stronger links with similar units in other universities in Australia to their mutual benefit. Griffith R13
- AUQA recommends that the University of New England Academic Board review the University's entrance criteria, including English language requirements, in accordance with relevant national and international standards, and asserts control over these criteria through robust monitoring system. UNE R15
- AUQA recommends that the University of New England review the system in place for ensuring that students in transnational programs are aware of UNE grievance procedures, and that those procedures are able to be affected. UNE R16
- AUQA recommends that, consistent with its aspiration to be student-centred, the University of South Australia investigate jointly with the students association ways to improve the levels of student representation on committees across schools and programs. UniSA R10
- AUQA recommends that in line with its objective for 'Equity, Access and Participation' in the Millennium Document, James Cook University be more systematic with respect to the planning for equity and the monitoring of performance of equity outcomes against clear targets. JCU R2
- AUQA recommends that James Cook University be more systematic in the consolidation of its Participation, Engagement, and Consolidation Priority Objectives, by developing a coherent policy framework, with allocated responsibilities, reporting on these regularly, and linking them more explicitly to the criteria for promotion. JCU R12
- AUQA recommends that the University enhance its efforts to increase the employment of Aboriginals and Torres Strait Islanders. Sydney R7
- AUQA recommends that Queensland University of Technology reconsider the definition of "Embedding Indigenous Perspectives" into the curriculum in consultation with a large range of internal stakeholders in order to assure a university-wide understanding of its meaning. QUT R4
- AUQA recommends that Queensland University of Technology review the level of resourcing provided to the Oodgeroo Unit in the light of its role in embedding Indigenous aspects into the curriculum and research. QUT R5
- AUQA recommends that Charles Darwin University ensure that the intended outcomes of the Common Unit Program are achieved and that it is catering for the different ability levels and knowledge of different students. CDU R6
- AUQA recommends that, in order to achieve its objective of creating a centre of excellence for Indigenous knowledge, Charles Darwin University reassess and redefine the role of the Dean, Indigenous Research and Education, make additional appropriate senior research appointments and devise a program for the development of Indigenous researchers, possibly including targeted funding, and including recognition and training of field workers where appropriate. CDU R7
- AUQA recommends that the University of Tasmania pay further attention to involving both Aboriginal students and the Aboriginal community in appropriate university curricular and extra-curricular events. UTas R6

## 7 International

*Including off-shore campuses, partnerships and alliances*

### ***Commendations***

- AUQA commends the University of Newcastle for its new practice of inducting offshore agents to help assure the quality of the recruitment process. UN C14
- AUQA commends the University for providing strong backing for its exchange agreements, thereby supporting its teaching and learning goals. UN C15
- AUQA commends the University of Southern Queensland for its determination to maintain educational standards when delivering to offshore student markets, through the application of assessment and examination policies identical to those applied in Australia. USQ C4
- AUQA commends Curtin for the very thorough, rigorous and effective process of quality assurance in place in relation to courses offered overseas. CUT C9
- AUQA commends the Australian Maritime College for its successes in providing educational services to international markets and thereby diversifying the College's revenue streams. AMC C9
- AUQA commends the mentor program for international students at Swinburne Lilydale as an effective means of supporting international students. SUT C6
- AUQA commends Macquarie University for the robust manner in which the MBA and MAppFin are offered offshore, having high regard for maintenance of standards equivalent to those applied to these programs within Australia. Macquarie C13
- AUQA commends the University of Queensland for its thorough process for appointing international student recruitment agents. UQ C12
- AUQA commends RMIT University for the establishment of an effective partnership with The Singapore Institute of Management, which has provided a strong framework for the provision of well-supported award programs. RMIT C10
- AUQA commends Griffith University for the thorough self-review of its off-shore teaching programs which has identified a number of areas where quality and assurance arrangements for these programs needed to be developed or strengthened. Griffith C5
- AUQA commends UniSA for the information and support services it provides to international students. UniSA R7
- AUQA commends the University of South Australia for its quality assurance system for transnational programs. UniSA C8
- AUQA commends Edith Cowan University for establishing and implementing a system of thorough and constructive Set-up Checklists and Triennial Reviews for its teaching programs offshore. ECU C12
- AUQA commends JCU for having put an appropriate Quality Assurance framework in place in the form of the Management of Off-Campus Academic Programs Policy. JCU C7
- AUQA commends La Trobe University for being proactive in identifying and responding to the support needs of onshore international students, for example via the ESOS Advisory Group. LTU C11

- AUQA commends La Trobe University for some good examples of positive and well-managed relationships with offshore partners which help enable the University to provide quality education to students overseas. LTU C12
- AUQA commends the University of Melbourne for the efficient organisation and effective implementation of international student services, which are successfully delivered through the complementary provision of central and faculty level support. UoM C15
- AUQA commends the University of Tasmania for promoting an international dimension to the student experience. UTas C14
- AUQA commends the University of Tasmania for negotiating partnerships with some well-regarded offshore partners, including the introduction of the Joint Management Committees to oversee relationship management; and for commissioning the Guthrie and Johnston reviews of TNE [Transnational Education] operations. UTas C15
- AUQA commends UNSW for its internationalisation activities through UNSW International and NewSouth Global and in particular for its student exchange programs and support of international students. UNSW C11
- AUQA commends Central Queensland University for its offshore international operations strategy of focusing on a few key partnerships, with robust quality assurance systems based on its ESOS manual, and strong partnership management. CQU C10
- AUQA commends UTS for its support and management of periods of international study experience for Australian students through either the International Exchange Student Scheme or the Bachelor of Arts in International Studies. UTS C10
- AUQA commends Victoria University for establishing and maintaining strong relationships in the delivery of offshore programs with several well-regarded international partner institutions. VU C10
- AUQA commends Victoria University for identifying the risks associated with international partnerships and offshore teaching, initiating external audits to refine the risk analysis and systematically working to implement the audit recommendations. VU C11

### ***Affirmations***

- AUQA recommends that James Cook University in resolving the issue of the long term off-shore provider for its bachelor of Business and MBA programs put in place appropriate transition arrangements for students to protect the quality of the programs and the reputation of JCU in Singapore. JCU A3
- AUQA affirms Charles Sturt University's finding that increased monitoring and evaluation of the performance of its off- and on-shore partners is required. CSU A8
- AUQA affirms Deakin University's action plan to address the various quality improvements needed in its management and quality assurance of off-shore teaching partnerships. Deakin A5
- AUQA affirms La Trobe University's decision to centralise coordination of offshore international student enrolment for now, in order to ensure that standards are implemented consistently. LTU A10

- AUQA affirms Queensland University of Technology's recognition of the need to review its International Strategic Plan to develop a comprehensive approach to its international activities both onshore and overseas. QUT A5
- AUQA affirms the University of Melbourne's recognition of the need to develop a coordinated approach to its international positioning through the development of an Internationalisation Plan. UoM A3
- AUQA affirms the importance of Melbourne College of Divinity maintaining links within the Asia-Pacific region, and urges the College to consider ways in which it can more effectively benchmark its international performance through international institutional relationships. MCD A11
- AUQA affirms Murdoch University's approach to bring greater focus and consistency to its transnational education activities and relationships with overseas partners and that greater attention should be paid to the preparation of inexperienced academic staff, and their involvement in the delivery of their course material. Murdoch A7
- AUQA affirms the University's intention to pursue further strategies to internationalise teaching and learning and to take a more strategic and longer-term approach to international partnerships. UTS A9
- AUQA affirms work being undertaken by Flinders which, when fully implemented, will strengthen its quality assurance processes for international education, including introduction of a formalised agreement template, student evaluation of topics and teaching offshore, staff manuals and workshops, consideration of standards across multiple locations within its course review process, an offshore annual reporting template and process, and a DVD to support offshore students. Flinders A10

## ***Recommendations***

- AUQA recommends that the University of Southern Queensland review its management of partnerships, particularly with a view to: (a) improving mechanisms for assessing prospective partners; (b) integrating of quality assurance provisions, including periodic review, into the agreements; and (c) involving relevant academic staff in the above. USQ R8
- AUQA recommends that the University of Southern Queensland explore opportunities for integrating and sharing evaluative information with its offshore agents. USQ R10
- AUQA recommends that the University of Southern Queensland consider developing a risk identification and management process, prior to the commencement of teaching, for programs delivered in languages other than English. USQ R13
- That Curtin provide centrally coordinated induction and support for all staff teaching overseas. CUT R20
- That UB ensure that it has full control of the entry of students to its on-shore off-campus programs. UB R14
- That UB implement an effective mechanism for systematically assessing the teaching being carried out in its courses by staff of local partner organisations. UB R15
- That UB ensure sufficient resources, including library resources, are available to students studying off-campus. UB R16

- That UB, through its Academic Board, develop moderation protocols for use in arrangements where UB courses are being delivered off-campus by external partners and ensure these protocols are appropriately applied. UB R17
- That the comparative progress of students in different cohorts (whether on-campus, off-campus or off-shore) be routinely monitored so as to ensure the equivalence of UB's teaching with that of its partners. UB R18
- That the promotional material for UB degrees clearly state the different course structures in the different locations. UB R19
- AUQA recommends that Australian Catholic University develop a comprehensive system for deciding which off-shore activities to engage in, for planning, implementing and controlling them, and for incorporating an effective quality assurance system. ACU R12
- That ACU regularly review ACUcom to ensure that the courses it conducts are of appropriate academic standard, and are consistent with ACU's Mission. ACU R13
- AUQA recommends that the University of Newcastle establish and implement a specific system for assuring the quality of all its programs delivered offshore, including (*inter alia*): a robust process of due diligence for partners and agents; quality controls for translation services; comparisons of learning outcomes for students in offshore and equivalent onshore programs as one indicator of equivalent quality. UN R15
- AUQA recommends that the University of Adelaide establish robust systems for assuring itself that the terms of its agreements with off-shore education providers are being met. The University's self-assessment has identified this as an area of concern. Adelaide R25
- That, as signalled in the Performance Portfolio, the University develop processes for the University-wide annual review of the international student academic performance. Most benefit from this would be obtained if it were part of a broader, systematic review of teaching and learning outcomes undertaken by the Academic Board. Adelaide R26
- AUQA recommends that, in developing the Internationalisation Master Plan, further attention be paid to identifying an agreed definition of what is meant by the term 'internationalisation' at Swinburne University of Technology and that this then be promulgated widely. SUT R13
- That SUT's Academic Board resolve, with urgency, the accreditation status of the courses being offered through SSIT and that the current academic and professional accreditation status of these courses be made clear to students. More generally, the Academic Board should assure itself that its decision-making processes with regard to all SUT's courses offered off-shore are sufficiently robust. SUT R14
- AUQA recommends that Swinburne University of Technology ensure that a comprehensive framework for the quality assurance of its courses offered through SSIT be implemented without delay. The University has recognised the need for this framework and is in the process of constructing a suitable action plan. SUT R15
- AUQA recommends that Swinburne University of Technology clarify the respective roles and responsibilities of its own staff and staff of off-shore partner organisations, with respect to responsibility for curriculum development and for quality assurance. SUT R16
- AUQA recommends that Swinburne University of Technology establish effective communication mechanisms and ensure that robust quality assurance systems are in place for its operations with off-shore partner organisations within the Swinburne Global

Learning Network so that it has the means to ensure that the partner's activities (as they relate to SUT courses) are fully compliant with SUT policy and practice. SUT R17

- AUQA recommends that the planned development of an overall framework for quality assurance of Swinburne University of Technology courses delivered off-shore be undertaken and implemented. SUT R18
- AUQA recommends that the University of Canberra pay special attention to reviewing the financial viability and strategic directions of its existing and any new off-shore initiatives, and that the University communicate to relevant stakeholders its planned path, scale and ultimate profile for further development of its International Education program. Canberra R7
- AUQA recommends that the University of Canberra's International Office consult more closely with existing and new International students to enhance the responsiveness of its services to meet the expressed needs of students. The University should ensure that it has the capacity to meet student needs should International student numbers continue to grow. Canberra R17
- AUQA recommends that Macquarie consider establishing an internal relationship between its various business-related Masters programs in Singapore (specifically the MappFin, the MBA and the MMgmt) so as to consolidate the range of electives available, thereby providing a better quality of service to students, and that Macquarie's marketing materials clearly indicate, where applicable, that electives are offered subject to sufficient enrolments. Macquarie R15
- AUQA recommends that Macquarie University take immediate steps to address the fundamentally unacceptable situation with respect to the unauthorized offering by TMI of a full-time BBS program and in particular, that it urgently undertake a detailed audit of the records associated with the students who have been enrolled in this offering of the BBA via TMI, prior to deciding on their individual academic status. Macquarie R16
- AUQA recommends that Macquarie take immediate steps to ensure that it is fully aware of all offshore ventures in which students are enrolled with the University. Macquarie R17
- AUQA recommends that Macquarie University develop a quality assurance plan in respect of its international activities that includes. *inter alia*, a model contract with partnerships, due diligence of partners prior to approving contracts, provisions for program and unit approvals and regular reviews, communication systems with partners, defined assessment processes and responsibilities, academic security provisions, evaluation of student learning outcomes against Macquarie's domestic students as a benchmark, evaluation of teaching using an accepted methodology. Macquarie R18
- AUQA recommends that Macquarie University ensure all personnel involved in the provision of offshore teaching receive suitable professional development and performance appraisal. Macquarie R19
- AUQA recommends that the University of Queensland determine its desired direction in respect of its international activities and finalise its incipient internationalisation plan. UQ R10
- AUQA recommends that the University of Queensland implement the recommendation of its 2002 Internal Audit Report and develop guidelines and procedures relating to the implementation of international arrangements. UQ R11

- AUQA recommends that the University of Queensland continue and extend its program of education to develop a general understanding of internationalisation, and to draw attention to the meaning and significance of an internationalised curriculum. UQ R12
- AUQA recommends that Southern Cross University ensure sufficient level of English proficiency for the entry of NESB [non-English speaking background students] international students into all programs, but particularly those in China. SCU R11
- AUQA recommends that following the recent establishment of pro-forma agreements to govern all future off-shore operations, it is recommended that Southern Cross University revise all existing agreements to conform to the new format and process. SCU R12
- AUQA recommends that University of Notre Dame clarify its strategy with respect to internationalisation, identifying priority objectives, targets, benchmarks and associated resource implications, and clearly specify the expected outcomes. UNDA R17
- AUQA recommends that explicit consideration be given to an assessment of the educational effectiveness of the various teaching models being used in RMIT University's off-shore partnership teaching programs so that this can inform future developments of off-shore programs and contribute to the University's objectives of providing an international experience for all students. RMIT R10
- AUQA recommends that the lines of responsibility, accountability and authority in the management and quality assurance of off-shore teaching programs be clarified as a matter of urgency and that RMIT University ensure that its quality assurance procedures for off-shore partnership programs are consistently implemented. RMIT R19
- AUQA recommends that the RMIT International University of Vietnam pedagogical model be reconsidered, to place greater emphasis on the equivalence of learning outcomes, rather than standardise inputs, and to recognise the pedagogical relevance of contributions by the Vietnam-based academic staff in customising the programs for that student group. RMIT R20
- AUQA recommends that RMIT University ensure that it has effective mechanisms to monitor the operations of its off-shore programs, that they are well aligned with their own stated objectives, continue to meet the expectations of their partners and are in compliance with the terms of the contract. It is further recommended that, in relation to the postgraduate program offered at the Alberton Management College, the University immediately address the program problems raised by students. RMIT R21
- AUQA recommends that Griffith University ensure that it has the means to monitor progress towards the achievement of all its internationalisation objectives. Griffith R14
- AUQA recommends that the University of Western Australia draw upon its successes in transnational education and the availability of supporting resources, such as cultural awareness training, to develop a comprehensive quality assurance manual that will be a key resource for other Schools seeking to establish transnational programs. UWA R15
- AUQA recommends that the University of Western Australia develop and implement a system for monitoring and reviewing offshore partnerships and programs that involves all key stakeholders and that is integrated into other review processes of the University. UWA R16
- AUQA recommends that the University of New England ensure that its process of due diligence in respect of new partners takes into explicit consideration the National Protocols for Higher Education Approval Processes as appropriate. UNE R12

- AUQA recommends that the University of New England review its course rules and partnership agreements for advanced standing into the MBA program against appropriate national standards, and also its implementation of these rules and agreements. UNE R13
- Undertake a major review of the quality assurance systems in place for the design, approval, delivery and review of transnational programs, including in the scope of the review the respective roles of the Academic Board, International Committee and Entrepreneurial Committee, and also incorporating a detailed assessment of the effectiveness of quality assurance systems being applied in respect of the current and recently-terminated transnational programs. UNE R17
- That in order to achieve its aims in internationalisation in teaching, research and service, UniSA identify more specific performance indicators and targets, and strategies for achieving them. UniSA R5
- AUQA recommends that Edith Cowan University ensure that its policies governing entrance and advanced standing are implemented offshore using the same standards as onshore. ECU R6
- AUQA recommends that Edith Cowan University develop, implement and monitor systems for effectively controlling all marketing relating to its offshore activities. ECU R7
- AUQA recommends that in finalising its Strategic Framework for Internationalisation, Charles Sturt University clarify the strategy's role in identifying priorities with regard to locations and modes of operation abroad, the likely effect on the University's international student recruitment in Australia and consider how the University might more effectively harness the considerable market intelligence available from its own staff and from its various partners. CSU R14
- AUQA recommends that Charles Sturt University clarify the locus of responsibilities for international activities so that all within the University understand where responsibility lies. CSU R15
- AUQA recommends that the University of Tasmania identify and implement ways to promulgate information about the University's TNE [Transnational Education] operation amongst its staff, students, and other stakeholders more effectively. UTas R7
- AUQA recommends that Bond University develop principles to guide the development, management and monitoring of transnational programs and partnerships, including probity and due diligence procedures and the maintenance of consistent and appropriate admission standards, including English competency. Bond R16
- AUQA recommends that La Trobe University establishes a mechanism for ensuring that moderation is appropriately and consistently implemented for all applicable offshore courses, and that results for comparable onshore and offshore courses are considered as one means for determining equivalence. LTU R12
- AUQA recommends that La Trobe University fully integrate Library and Information Technology Services considerations into the overall management of offshore activities in order to ensure that offshore students receive an equivalent level of service in support of their education. LTU R13
- AUQA recommends that La Trobe University reconsider the application of its English language entrance standards in light of the overall demands of the teaching, reading materials and assessment methods. LTU R14

- AUQA recommends that QUT develop a university-wide formalised induction program and supporting information for all staff involved in teaching QUT programs overseas. QUT R7
- AUQA recommends that Charles Darwin University improve its planning and focus in the area of international student recruitment, with some reference to its own identified 'near Asia' region. CDU R13
- AUQA recommends that UoM ensure that the meaning of the presence of the UoM crest on Universitas 21 Global degree parchment (and within Universitas 21 Global promotional materials) is unambiguously and clearly communicated to current and prospective Universitas 21 Global students. UoM R8
- AUQA recommends that the University of Wollongong strengthen its quality controls in relation to how it promotes itself and its programs, with particular emphasis on its promotion to international markets. UOW R9
- AUQA recommends that the University of Wollongong establish a more comprehensive framework for the quality assurance of its offshore activities, perhaps overseen by a high level University committee. UOW R10
- AUQA recommends that in offering Chiropractic training opportunities in Japan, including programs introduced for the school-leaver market, Murdoch University examines with its Japanese partner the possibility of registering with the Japanese Ministry of Education and Training in order to gain designation as a "foreign university's Japanese campus". Murdoch R3
- AUQA recommends that UTS revise its quality assurance arrangements for programs taught offshore to include explicit guidance on the strategic selection of offshore partners, a requirement for explicit consideration of the ways in which equivalence will be achieved, and a requirement for comparisons of success among different student cohorts. UTS R13
- AUQA recommends that for the two courses offered with Nankai University, Flinders ensure that delivery arrangements, student information and partner agreement provisions are consistent with arrangements for prior credit as stated on academic transcripts. Flinders R10
- AUQA recommends that Monash University develop a 'Statement of International Purpose' to support and integrate the understanding of internationalisation more effectively into the activities of the university. Monash R9
- AUQA recommends that Monash University develop procedures to introduce local staff involved in courses taught as part of collaborative teaching arrangements offshore to the University values, such as student-centred and flexible learning, to ensure that the study experience is equivalent. Monash R10
- AUQA recommends that, as further follow-up to its external audit of offshore programs, Victoria University analyse the degree of equivalence between onshore and offshore programs in relation to academic requirements, including assessment and feedback to students, and the student experience. VU R11
- AUQA recommends that UWS reconsider the approach to offering transnational UWS award programs to ensure that the UWS reputation is strong and that quality is assured in practice. UWS R6



## 8 Facilities and Services

*Including physical facilities, library, IT, student support services*

### ***Commendations***

- AUQA commends the University of Southern Queensland for the professional manner in which its student services have developed a rich, well co-ordinated, supportive and creative learning environment for students seeking opportunities to enhance their learning. USQ C11
- AUQA commends the University of Southern Queensland for its high level responsiveness to student enquiries through a wide range of accessible points of contact. USQ C9
- AUQA commends the University of Southern Queensland for the Peer-Assisted Learning Scheme (PALS) service, which is an example of innovative and good practice in supporting students with their academic endeavours. USQ C10
- AUQA commends the University of Southern Queensland Library for maintaining and acting upon a client feedback process that has resulted in demonstrable improvements in key areas of service performance. USQ C13
- AUQA commends the University of Southern Queensland for its ongoing development and application of innovative technology-based solutions to student learning needs. In this area USQ provides the sector with significant leadership. USQ C14
- Australian Catholic University is commended for the significant improvements it has made to the IT infrastructure and the processes put in place to gain stakeholder feedback and to benchmark services. ACU C12
- AUQA commends the University of Newcastle for the level of co-operation and collaboration between the student services across the Callaghan and Ourimbah campuses, thereby contributing to the goal of “one university”. UN C3
- AUQA commends the University of Newcastle for developing an electronic system that helps to ensure information about courses is managed in a controlled fashion and courses are managed in accordance with University policy. UN C4
- AUQA commends the Australian Maritime College for establishing a suite of world class facilities for teaching, research, and consultancy purposes. AMC C6
- AUQA commends the mentor program for international students at Swinburne Lilydale as an effective means of supporting international students. SUT C6
- AUQA commends Swinburne University of Technology for the thorough nature of its Student Experience Project Group, which addresses in considerable detail the changes that are required to improve the provision of services to students. SUT C7
- AUQA commends the University of Canberra for the effective use it is making on a relatively limited budget of information and communication technology. Canberra C11
- AUQA commends Macquarie University for establishing a structure that will facilitate synergies between the various library, information technology and flexible learning academic support services to be developed and exploited. Macquarie C14

- AUQA commends Macquarie University for developing a 24x7 IT helpdesk, in conjunction with international partners, that will greatly facilitate student oriented learning. Macquarie C15
- AUQA commends Macquarie University's Library for having numerous and effective mechanisms for linking closely with its academic staff and students, and for identifying improvement opportunities. Macquarie C16
- AUQA commends Macquarie University for achieving its vision to establish a beautiful campus environment that is designed to help create an atmosphere conducive to student learning. Macquarie C17
- AUQA commends Student Support Services for its establishment of internationally-based standards and its periodic self-audits against these. UQ C17
- AUQA commends the Cybrary for its vision and success in providing high quality services to the University of Queensland community in information access and information literacy skills. UQ C18
- AUQA commends the University of Queensland for successful implementation of its IT services through a service and user focus, planning, staged implementation, tight budgeting, firm quality procedures, staff training, and post implementation reviews. UQ C19
- AUQA commends the Southern Cross University Library and Information Technology and Telecommunication Services for the establishment and operation of the Electronic Library at the Tweed Heads-Gold Coast campus. SCU C13
- AUQA commends the very strong commitment amongst staff at the University of Notre Dame to establishing personal relationships with students at all levels and to providing pastoral care and support. UNDA C2
- AUQA commends the evident commitment of the majority of academic staff at the University of Notre Dame to providing a high level of academic support to students. UNDA C3
- AUQA commends staff of Griffith University's Library for their responsiveness to the needs of students and staff across all campuses. Griffith C4
- AUQA commends Griffith University for BuzzBack, a web-based interface for students to lodge complaints, compliments or concerns and receive responses to their comments from the University. Griffith C7
- AUQA commends the University of New England's Dixson Library for the strong sense of customer service reported by staff and students. UNE C15
- AUQA commends the University of New England and its four student organisations for working together to demonstrably enrich the University environment. UNE C16
- AUQA commends the University of South Australia Library for its active support of the University's needs, and particularly its attention to transnational programs. UniSA C14
- AUQA commends the University of South Australia for its ability to identify and implement technological solutions that support its campuses and programs, both within Australia and overseas. UniSA C15

- AUQA commends James Cook University for systematically surveying its International Students on arrival as a proactive strategy to help reduce attrition in the commencing year of their studies. JCU C13
- AUQA commends Edith Cowan University for the level of support it provides to international students at its campuses in Western Australia. ECU C11
- AUQA commends Edith Cowan University for the manner in which it analyses and uses data to plan and assess student services. ECU C19
- AUQA commends Edith Cowan University for thoroughly integrating the Library into the affairs of Faculties. ECU C22
- AUQA commends Edith Cowan University for its clear strategic focus on improving Internet access and for reducing Internet costs via initiating and negotiating industry developments and for improving local strategies and systems. ECU C23
- AUQA commends the Division of Student Services for the proactive approach it has taken to identifying students at risk and connecting these students to CSU's various student support systems. CSU C5
- AUQA commends Charles Sturt University's Division of Student Services for its ongoing efforts to ensure the services it provides are student centered. CSU C9
- AUQA commends the customer service orientation of Charles Sturt University's library staff across all campuses. CSU C10
- AUQA commends the University of Sydney Library for its exemplary culture of service delivery and forward thinking. Sydney C18
- AUQA commends Bond University for the outstanding relations it has developed and maintains with its students. Bond C9
- AUQA commends Bond University for the quality of its IT support for students. Bond C11
- AUQA commends the Bond University Library for its effective support of the University's academic activities through planning, training, co-ordination, and its links with the wider library community. Bond C12
- AUQA commends La Trobe University for its proactive and quality-conscious Counselling Services, which exemplify good practice in student services. LTU C13
- AUQA commends La Trobe University for its successful Ombudsman's office, which has proven to be effective in supporting the entire University community. LTU C15
- AUQA commends Queensland University of Technology for its Library Client Charter which sets out vision and objectives against which it is also measured. QUT C12
- AUQA commends the collaboration and synergy between Charles Darwin University's Library and the Information Technology and Management Services. CDU C14
- AUQA commends the University of Melbourne for the rigorous planning of its IT strategy, which is an important element in the process of addressing the issues identified in the 2003 review of the University's IT services. UoM C17
- AUQA commends the University of Tasmania for promoting an international dimension to the student experience. UTas C14

- AUQA commends the University of Tasmania for negotiating partnerships with some well-regarded offshore partners, including the introduction of the Joint Management Committees to oversee relationship management; and for commissioning the Guthrie and Johnston reviews of TNE [Transnational Education] operations. UTas C15
- AUQA commends Melbourne College of Divinity for the quality of the collections at the theological libraries within existing Associated Teaching Institutions; the establishment of the Librarians of Institutions Associated with Melbourne College of Divinity and their high level of collaboration; and for the quality of reader support services provided by the librarians. MCD C3
- AUQA commends the University of Wollongong Library for a firmly embedded culture of quality consciousness which leads to strong results for most measurable outcomes. UOW C11
- AUQA commends Flinders for its effective Library, which has a central place in decision-making within the University, is highly responsive to its users (including those in remote locations), and is committed to quality improvement of its services, informed by benchmarking activities and robust student feedback mechanisms. Flinders C9
- AUQA commends Flinders for its Student Learning Centre that makes a highly valued contribution to student academic support and is committed to continuous improvement of its services. Flinders R12
- AUQA commends Monash University for the development and implementation of service level agreement as a means of increasing transparency of services and awareness of costs as well as being a vehicle of collaboration which can ensure an increased alignment between internal services and faculty needs. Monash C12
- AUQA commends Monash University for its comprehensive risk management framework and crisis management and recovery planning. Monash C13
- AUQA commends the Monash University Library for its educational support services, such as Monash University Lectures Online and its information literacy activities, that support the achievement of the University's objectives in teaching and learning. Monash C14
- AUQA commends Monash University for the development and implementation of the Caulfield Service Centre model which has simplified student access to services through the establishment of a single point of contact. Monash C15
- AUQA commends Monash University for its environmental programs, the implementation of which is supported by effective organisational structures. Monash C16
- AUQA commends UWS for the significant improvements demonstrated in the Library over a short period of time and exemplary use of benchmarking for monitoring the quality of its services. UWS C5
- AUQA commends UWS for the development of the computer-supported Complaints Handling System and for using it effectively for continuous quality improvement. UWS C6

## ***Affirmations***

- AUQA affirms Charles Sturt University's finding that considerable attention is required to lessen rates of student attrition, particularly for undergraduate students from first to second year. CSU A4
- AUQA affirms Charles Sturt University's ongoing efforts to strengthen its library collection in targeted areas deemed to be strategically significant to its research profile. CSU A9
- AUQA affirms the need for the University of Sydney to change its service delivery model to achieve consistency across campuses, faculties and colleges. Sydney A6
- AUQA affirms La Trobe University's decision to centralise coordination of offshore international student enrolment for now, in order to ensure that standards are implemented consistently. LTU A10
- AUQA affirms Queensland University of Technology's commitment to further integrate the virtual and physical contact points for student services to limit duplication of effort. QUT A6
- AUQA affirms Charles Darwin University's intention to strengthen the service culture of the administrative services provided centrally and through academic units. CDU A8
- AUQA affirms the University of Melbourne's recognition of the need to increase access to library and learning resources, and it is currently being addressed through the Melbourne University Libraries: 10 Year Strategic Plan. UoM A4
- In affirming the review activity applied to the TNE operation, AUQA supports the University of Tasmania in its progress on and further intentions to implement the recommendations arising from the TNE reviews, but also encourages careful analysis of the advantages and risks of further growth in this sector, including maintaining appropriate entry and exit standards of English language proficiency. UTas A14
- AUQA affirms Murdoch University's decision to focus on improving the provision of the information technology infrastructure and associated services; particular attention needs to be given to ensuring all relevant staff and students, including those associated with international partners, have an equality of access. Murdoch A9
- AUQA affirms Murdoch University's intention to attend to its IT Review recommendations as soon as possible in 2006 in order to enhance the University's capacity to communicate internally and externally, as well as enhance to successful functioning of all parts of the University. Murdoch A10
- AUQA affirms that UWS continue to monitor its indicators of student satisfaction with student administration services, and consider ways to increase access to core enrolment-related services and make further improvements to client service. UWS A9

## ***Recommendations***

- AUQA recommends that Australian Catholic University, its faculties and operating units reflect annually or biannually on the major opportunities for and risks to their activities and plans, and on possible actions to realize the opportunities while minimising the risks and limiting adverse consequences. ACU R5

- AUQA recommends that Australian Catholic University develop a plan and related policies for on-line access to learning resources in undergraduate courses and ensure their effective communication and implementation. ACU R11
- AUQA recommends that Australian Catholic University ensure that library funding is appropriate to properly support the academic programs on each campus, and give consideration to how it builds library resources to support the developing e-learning strategy. ACU R19
- AUQA recommends that the University of Ballarat ensure sufficient resources, including library resources, are available to students studying off-campus. UB R16
- AUQA recommends that the University undertake a comprehensive review of its systems for assisting students with problems and grievances, incorporating consideration of the role of the Dean of Students and similar positions throughout the University, with a view to providing an approach that is well-co-ordinated, effective and allows issues to be tackled both strategically and on a casework basis. UN R19
- AUQA recommends that the Australian Maritime College pay further attention to the planning and implementation of processes for the systematic upgrading of its ICTS capability, and associated communication technologies, by the adoption of a rolling program of planned system upgrade, and the establishment of a help desk facility to provide support for system users. AMC R26
- AUQA recommends that the recommendations of the Working Party on Library Resources for Research, which seek to improve library services supporting research activities of Swinburne University of Technology, be implemented as soon as practicable. SUT R9
- AUQA recommends that the Swinburne University of Technology Library pay explicit attention to the information resource and support needs of students studying off-shore and institute systems for seeking and responding systematically to feedback from these groups of students as it has done for its on-campus users. SUT R10
- AUQA recommends that the University of Canberra pay further attention to ensuring that there is more consistent collection of student feedback data on subjects, courses, teaching effectiveness and the quality of student support services across all areas, and that it establish a clearer identification of the responsibilities of 'process owners' to improve implementation and reporting actions in response to feedback, especially external course stakeholders. Canberra R5
- AUQA recommends that the University of Canberra more explicitly identify and reward the best practice areas of service provision in order to provide performance benchmarks and assist the promotion of a more consistent approach to student support. Canberra R 6
- AUQA recommends that all student service providers at the University of Canberra continue exploring opportunities for greater synergy and complementarity between their efforts; and that in particular there should be improved collaboration between Divisional Learning Resource Centres and other student support services. Canberra R16
- AUQA recommends that ways be developed at the University of Canberra to provide a level of service to meet both the needs of domestic students, and the expected increase in the number of International students at both Bruce and UCBC campuses. Canberra R18
- AUQA recommends that further consideration be given to the adequacy of the match of the University of Canberra's Library collection to the courses taught, and the catalogue, and to access issues associated with increased downloading by students, especially

doctoral researchers, of electronic resources and that these be attended to by the University as a priority. Canberra R20

- AUQA recommends that the University of Canberra's plans to provide back up for ICT system security and disaster recovery be addressed as a matter of urgency. Canberra R21
- AUQA recommends that information from students, such as is collected by the Dean of Students, be regularly subject to a thematic analysis to determine systematic improvement opportunities for the University. Macquarie R20
- AUQA recommends that the University of Queensland explore strategies to provide more students with desk space and internet access, including the creation of a wireless capability around recreational and study spaces on the St Lucia campus. UQ R16
- AUQA recommends that Southern Cross University give attention to the allocation of an appropriate level of Library resources required for efficient and effective access to learning resources (either hardcopy or online) across all campuses, and to link future planning for the Library to the Information Management and Technology Functional Plan. SCU R16
- AUQA recommends that the University of Notre Dame Library continue systematically to improve the breadth and currency of the collection to better meet the needs of staff and students on both campuses. UNDA R21
- AUQA recommends that University of Notre Dame consider further ways in which it could integrate and co-ordinate its library and information technology services to both Fremantle and Broome campuses, while at the same time maintaining an appropriate recognition of the particular context and needs of each location. UNDA R22
- AUQA recommends that RMIT University continue to seek creative solutions to ensure that appropriate hard-copy and electronic library resources are available for on-shore and off-shore students and for staff. RMIT R24
- AUQA recommends that, in the interests of achieving further efficiencies whilst maintaining consistent service quality, the University of Western Australia consider, at least for the immediate future, discussing greater central co-ordination of information services as appropriate with delivery arrangements to Faculties clearly defined. UWA R20
- AUQA recommends that the University of Western Australia seek to increase the usefulness of its website, which contains an impressive amount of information, by making it easier to navigate and to search. UWA R21
- AUQA recommends that the University of New England establish and monitor an appropriately resourced system for managing student exchanges. UNE R11
- AUQA recommends that the University of New England, as a matter of priority, review the adequacy and the implications for teaching and research programs, of its library resources for Law, including the Law Library, Law holdings in the Dixson Library, and relevant electronic library resources. UNE R18
- AUQA recommends that the University of New England finalise the redevelopment of its Website with a view to enhancing navigation and access. UNE R21
- AUQA recommends that the University of South Australia ensure that, as it further develops support services for students and staff, the advice from the various sources is consistent and that unnecessary redundancies in information supply are avoided. UniSA R9

- AUQA recommends that James Cook University's commitment to undertake benchmarking of student services is an important aspect of the Quality Assurance System, and that the initiative of the JCU Counselling Service demonstrates a possible model for the other student service providers across the University to use. JCU A6
- AUQA recommends that in expanding access to library resources (particularly for HDR students at both the Townsville and Cairns campuses), James Cook University establish improvement priorities annually, considering feedback from data from student surveys. JCU R10
- AUQA recommends that James Cook University review its current timetable and priorities for the IT Infrastructure Upgrade and Replacement program so that any improvements deemed necessary are affected prior to the 2005 academic year. JCU R13
- AUQA recommends that Charles Sturt University further develop its ability to achieve its goal of exemplary academic service to *all* students and to monitor this across mode, location and academic area. CSU R7
- AUQA recommends that in light of its plans to increase the number and cultural diversity of its on-campus international students, Charles Sturt University develop a fully planned, integrated and resourced approach to service delivery to these students. CSU R19
- AUQA recommends that Charles Sturt University reconsider the role and content of 'The Student and University Charter Expectations and Responsibilities' to ensure that the undertakings it makes are realistic and achievable for its diverse student groups. CSU R20
- AUQA recommends that Bond University systematically collect and use statistics on retention and progress of students, reporting according to the categories of interest to the University. Bond R14
- AUQA recommends that Bond University take a more integrated approach to the provision of student services, and that those services introduce a more systematic process for evaluating their own performance. Bond R15
- AUQA recommends that Deakin University explore the latest technology to enhance links across its five campuses, thus reducing the need for staff to spend as much time travelling as they do. Deakin R1
- AUQA recommends that La Trobe University fully integrate Library and Information Technology Services considerations into the overall management of offshore activities in order to ensure that offshore students receive an equivalent level of service in support of their education. LTU R13
- AUQA recommends that La Trobe University develop and implement a university-wide strategic approach to the design, implementation, growth and evaluation of online learning management systems and video-conferencing. LTU R15
- AUQA recommends that the University of Melbourne develop a plan for addressing the deferred maintenance problems that will not only prevent the situation from worsening, but will in the longer term provide sufficient additional funding, to clear this maintenance backlog within a specified timeframe. UoM R15
- AUQA recommends that the University of Tasmania identify and implement ways to promulgate information about the University's TNE operation amongst its staff, students, and other stakeholders more effectively. UTas R7

- AUQA recommends that UNSW develop a communications improvement plan focused on expanding productive interactions across the University in a sustainable manner. UNSW R14
- AUQA recommends that Flinders reconsider its existing student service delivery models, including those relating to enrolment processes, and enhance communication to students in order to improve their awareness of service provision. Flinders R11
- AUQA recommends that UWS develop a more robust strategic approach to the governance of information technology (IT) services across the University and build a stronger client service ethos among those responsible for IT service planning and delivery. UWS R8