

AUQA PROGRESS REPORT

February 2008

Response to the *AUQA Report of an Audit
of Murdoch University (August 2006)*



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UNIVERSITY

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INTRODUCTION

During May 2006, the Australian Universities Quality Agency (AUQA) conducted its first audit of Murdoch University. The University had already established a five-yearly whole of institution audit cycle: the second of these preceded the AUQA audit and the recommendations arising from this self-initiated audit are also forming part of Murdoch's quality processes.

The [AUQA Audit Report](#), which included 13 commendations, 11 affirmations and 11 recommendations, was made available to the University community through a range of communication strategies. These included reports to the University's Senate and Academic Council, electronic general announcement and publication on the University's Quality web site.

A standing committee of Academic Council is responsible for monitoring actions arising from the AUQA audit. Each recommendation and affirmation was initially assigned to an officer responsible for implementing the identified opportunities for improvement. Action Plans, including implementation strategies, were developed for each recommendation and affirmation. The Academic Council standing committee approved each proposed Action Plan and receives six-monthly updates on actions taken and outcomes arising.

Murdoch University has had a robust Quality Management Framework for some years and no significant shifts have occurred since the AUQA audit visit. Some evolution in reporting and timeliness has occurred and a greater focus on external benchmarking is infusing the Quality Management Framework more generally.

The AUQA audit preceded and informed an exciting period for Murdoch University and the progress report herein reflects considerable action towards progressing improvements across the University.

By way of background, the University set a new *Strategic Plan 2007-2010*, which has set the road map for the next few years. Murdoch's ability to achieve significant parts of this Strategic Plan was greatly enhanced in early 2007 when the University was awarded a \$4.5 million *Workplace Productivity Programme* grant from DEST (now DEEWR). This external grant provided funding for Murdoch to undertake restructuring and re-engineering to achieve a more focussed, efficient and effective University that is able to recognise and build on its core strengths for the future. Internally, the project is called the *Murdoch 2010* program as it is anticipated that the benefits arising from the resultant changes will impact the University by 2010. Some of the sub-projects have a direct impact on the implementation of improvements arising from the AUQA audit.

This report is structured around the 11 affirmations and 11 recommendations provided in the AUQA Audit Report.

AUQA AFFIRMATIONS

Affirmation 1

Apply risk management and business planning techniques to the financial and operational management of the assets and activities of the University, noting the importance of ensuring that these techniques are understood and used effectively across the University.

Officers Responsible for Implementation: Deputy Vice Chancellor (Corporate) and General Counsel & University Secretary (Strategy 1)

Strategies

The following strategies have been implemented to achieve the desired improvement:

1. Continue to conduct risk management training and support throughout key areas of the University on at least an annual basis.
2. Streamline standard business planning tools and management reporting to assist those not trained in financial management and planning to undertake the required processes.
3. Five year capital plan to be developed.
4. Implement major components of IT review.

Progress

Strategy 1

Risk management education sessions are offered to individual areas on a tri-annual basis. The University's Strategic Risk Management Plan and supporting Operational Risk Management Plans were reviewed throughout 2007: updated versions were approved by the Audit and Risk Management Committee (a Senate standing committee) on 12 February 2008. The Director, Internal Audit & Risk Management and the Manager, Occupational Health & Safety separately resigned in late 2007, resulting in a hiatus in relation to risk management activity while the vacancies are being filled. The University is using this opportunity to conduct an independent review of risk management processes to identify any further areas for improvement. It is hoped that the review can be completed by the end of June 2008.

Strategy 2

A course viability model, specifically designed to support the academic planning process when considering new course proposals, has been developed and will be finalised in the next week or so. A User Guide has also been developed to support users of the model. It is intended that use of the model will be limited to Faculty Business Managers who have the financial knowledge to complete this template. The *Murdoch 2010* program will review business planning and management reporting.

Strategy 3

As part of its long term planning, the University has committed to a schedule of capital fundraising campaigns to secure additional funds, with additional resources allocated to the Office of Development to support these campaigns. A services infrastructure plan has been developed as a component of forecasting capital requirements. A long-term capital plan is still being developed.

Strategy 4

Refer to response for Affirmation 10.

Affirmation 2

Focus on the drawing up of a revised Strategic Plan; and ensure that staff at all levels have meaningful opportunities to actively participate in the development and implementation of the University's high-level plans.

Officers Responsible for Implementation: Deputy Vice Chancellors (DVCs) and Faculty Deans (formerly Executive Deans)

Strategies

The following strategies have been implemented to achieve the desired improvement:

1. Following "in principle" approval of a draft high level Strategic Plan (2006-2010) by Senate, a consultation plan will commence to include: campus community presentation; Divisional written response; Academic Council presentation; and staff e-mail feedback facility.
2. Following approval of 2007-2010 Strategic Plan by Senate:
 - Providing input in relation to development of Operational Plans for each of the four priority areas identified in the plan.
 - Preparing School-based Plans and Administrative Office Plans which respond to Operational Plans.

Progress

Strategy 1

The process leading to development of the current *Strategic Plan 2007 - 2010* commenced in December 2005 with a campus community presentation by the Vice Chancellor (VC). Following a further presentation by the VC in April 2006, the *Murdoch 2010* web site was launched on 12 May 2006. Later that month, each of the DVCs gave campus community presentations on their strategic priority areas. Senate endorsed the Strategic Plan in November 2006, with the Plan to be finalised at the 2007 Senate Retreat. Following this in principle approval, the VC gave a further campus community presentation on 8 December 2006. A facility for staff to provide e-mail feedback was made available on the *Murdoch 2010* web site. Academic Council received an update from the VC in January 2007. DVCs and Executive Deans reported feedback from their Divisional staff to the Senior Executive Group in February 2007. The Senate Retreat was held 9-10 March 2007: the key outcome was Senate's endorsement of the Mission, Themes, Goals and Key Strategies of the *Strategic Plan 2007 - 2010* and implementation of the brand strategy. These outcomes were communicated to staff via a bulk e-mail.

Strategy 2

Senate ratified the new Strategic Plan in April 2007 and authorised the Chancellor and VC to sign off on the final content of the Plan. The Plan was officially launched by the VC at a staff forum on 15 June 2007. The final Plan was also distributed to all staff under cover of a letter from the VC.

At the same time, the *Murdoch 2010* program was launched: its goals are to:

- ✚ Identify areas of strength and opportunity gaps in research and teaching in order to determine how best to focus resources and capitalise on strengths.
- ✚ Establish organisational units that best support achievement of academic goals.
- ✚ Refine academic decision-making processes to best support achievement of goals.
- ✚ Reduce costs and simplify non-academic functions and business processes to support academic activities and lessen the current administrative burdens.
- ✚ Establish a link between the needs and goals of an individual and the University.

The University has mapped the goals and intended outcomes of the various *Murdoch 2010* sub-projects against the Strategic Plan to identify any gaps: these will be addressed when the *Murdoch 2010* program has been completed.

The Recognising and Investing in Areas of Research Strength (RIAS) sub-project of *Murdoch 2010* is establishing KPIs for Schools and Faculties in line with the Strategic Plan, which will result in the relevant Operational Plans.

Affirmation 3

Implementation and management of change: the need to successfully merge corporate and collegial cultures and to ensure sufficient two-way communication at all levels of the University.

NOTE: These recommendations came at a time of significant change driven by external Higher Education Workplace Reform Requirements (HEWRRs).

AUQA Affirmation 11 is a specific aspect of AUQA Affirmation 3 that deals with the merging of corporate and collegial cultures and two-way communication more generally. Both Affirmations were cross-referenced to the same two university-level opportunities for improvement self-identified in Murdoch's Performance Portfolio. One further self-identified opportunity (P13) was cross-referenced for AUQA Affirmation 11. Rather than have unnecessary duplication, all strategies and actions for AUQA Affirmations 3 and 11 are reported against Affirmation 3. [To ensure that no items have been missed, there is a separate strategy under Affirmation 3 that addresses self-identified opportunity P13.]

Officer Responsible for Implementation: Vice Chancellor

Strategies

The following strategies have been implemented to achieve the desired improvement:

1. Establish academic and general staff consultative groups.
2. Establish regular meetings of the Heads of Schools (HOS).
3. Vice Chancellor (VC) to conduct regular information sessions.
4. Organisational Reviews to include multiple phases of staff consultation.
5. Ensure staff at all levels have meaningful opportunities to actively participate in the development of the revised Strategic Plan.
6. Foster increased communication at the School level.
7. Develop a more co-ordinated approach to the dissemination of advice about new and revised university-level policies.

Progress

Strategy 1

The composition of the academic and general staff consultative groups is specified in the corresponding Collective Workplace Agreements that came into effect on 16 August 2006. Elected members were announced via bulk e-mails. Both groups have been consulted on a number of matters and meetings are occurring regularly.

Strategy 2

Weekly meetings of the HOS commenced on 25 July 2007 to help implement the new organisational structure. Following implementation of the new organisational structure on 1 January 2008, a new meeting framework has been introduced. Weekly HOS meetings have continued under the banner 'School Deans Forum' (SDF). The Leadership Management Group (LMG) meets each Monday, Faculty Deans (FDs) and DVC (Faculty, Enterprise & International) each Tuesday, and the SDF (with FDs) each Wednesday.

Strategy 3

The VC conducted a number of campus community presentations during development of the *Strategic Plan 2007 – 2010*. The VC followed up the university-wide presentation on 15 June 2007 with visits to Schools and other groups. The VC, DVC (Academic) and DVC (Corporate) conducted further information sessions in September 2007. The VC has also introduced morning/afternoon teas with groups of staff. In October 2007, the VC hosted a "sausage sizzle" to provide an opportunity for staff to meet colleagues and *Murdoch 2010* consultants in an informal setting.

Strategy 4

Academic Structure Review: The VC initiated a review of Murdoch's academic structure on 1 March 2007 to ensure the University was in the best possible position to build on its strengths into the future. The review comprised three phases and staff were kept informed about each phase via bulk e-mails. Consultative meetings were held with staff and students and feedback was sought on both the initial discussion paper and subsequent preferred academic structure paper. The final academic structure was announced via a bulk e-mail sent on 7 August 2007 and came into effect on 1 January 2008.

Murdoch 2010: The VC launched the *Murdoch 2010* program on 15 June 2007. Regular updates are provided to staff via bulk e-mail and a dedicated web site.

Strategy 5

In addition to the opportunities already mentioned under Strategy 3, members of the Senior Executive Group ensured their staff had meaningful opportunities to participate in the development of the revised Strategic Plan via meetings with staff at the Divisional/School/Office level.

Strategy 6

Under the old academic structure, each Division was responsible for increasing communication at the School level. Activities are summarised below:

Division of Arts: HOS were reminded about the conditions applying to the operation of School Committees as specified in the *Division Regulations* in force at that time. Minutes of School Committee meetings were to be lodged with the Executive Dean's Office as well as being held by the School.

Division of Health Sciences: The Executive Dean (ED) met weekly with HOS to disseminate information and provide an opportunity for HOS to provide feedback from School staff. The frequency of School meetings was increased to once per month and most Schools increased their participation levels. Minutes of School meetings were noted by the Divisional Board as well as being held by the School.

Division of Science and Engineering: The ED promoted an open door policy and met individually with each HOS on a weekly basis. The ED also held fortnightly meetings with HOS and School Managers. The Division held bi-annual Information Forums and also introduced Divisional sundowners. In addition to School Committees, each School held regular morning teas at which HOS could disseminate information.

From the beginning of 2008, these three Divisions have been replaced by six Faculties. The LMG is currently considering a new Faculty Governance Structure for which one of the guiding principles is "effective communication". Governance arrangements will be defined in the *Faculty Regulations*. The interim *Faculty Regulations* reflect the old *Division Regulations* and currently include a requirement for each Faculty to have a School Committee and Faculty Board. An Academic Council Working Party on Academic Decision-Making is considering the role of Faculty Boards: recommendations will be submitted to Council in the second quarter of 2008. One option being considered is to replace Faculty Boards with a Faculty Executive Team. The School Committee will interface with the Faculty level committee.

Strategy 7

This will form part of the *Murdoch 2010* review of administrative processes to take part in the latter half of 2007.

Affirmation 4

Better adhere to the timetable for responding to, approving and reporting on the implementation of AOU Review recommendations.

Officer Responsible for Implementation: President of Academic Council

Strategies

The following strategy has been implemented to achieve the desired improvement:

1. Careful monitoring of progress of reports from Academic Organisational Unit (AOU) Reviews and sending reminders when the timelines are not being met.

Progress

Strategy 1

The *Academic Organisational Unit Reviews* policy was revised in June 2006 with a view to strengthening the role of the Academic Quality Audit Committee (AQAC) (a standing committee of Academic Council) in the monitoring of AOU reviews. At the same time, the membership of AQAC was amended to include a member of Academic Council to further strengthen the links between the two committees.

Reminders are routinely sent to encourage timelier reporting. Provided all deadlines are met, the expected number of months from the date of review to submission of the first status report is 20 months.

From 2002-2004, prior to the WOIA and AUQA audits, the actual average time taken was 30.25 months. For reviews conducted in 2005, but reported to Academic Council after the WOIA/AUQA audits, the actual average time taken from the date of review to submission of the first status report reduced to 21.25 months. The University is therefore better adhering to the timetable for responding to, approving and reporting on the implementation of AOU Review recommendations.

The Manager, Academic Reviews, will continue to monitor and report on the timeliness of AOU Review reporting. This information is included in the AQAC reports submitted to Academic Council each June and November.

Affirmation 5

Development of a more efficient and structured approach to determining the continuation or cessation of courses and units with small numbers of students and focus on the improvement of student retention and completions.

5A *Development of a more efficient and structured approach to determining the continuation or cessation of courses and units with small numbers of students.*

5B *Focus on the improvement of student retention and completions.*

Officer Responsible for Implementation: Deputy Vice Chancellor (Academic) [DVC (A)]

Strategies

The following strategies have been implemented to achieve the desired improvement:

Courses and Units with Small Numbers of Students

1. Continue to implement on a regular basis the *Evaluation of Undergraduate Courses* policy.
2. Initiate working party to examine measurement of excellence.
3. Regular reporting of SPR and SRR and other indicators of quality and viability by OPP to Executive Deans (EDs) and DVC (A) to inform regular meetings to discuss ongoing viability, load and quality of existing offerings and potential new offerings.
4. Courses not flagged through the Course Quality Index (CQI) due to low load be automatically flagged for discontinuation by EDs at meetings of the Senior Executive Group (SEG), with any justification to maintain such courses to be based on a rationale aimed at building load.
5. DVC (A) to provide course load and course quality (measured via CQI) in matrix format to SEG. EDs to flag courses demonstrating low load and low quality for discontinuation, with any justification to maintain such courses to be based on a rationale aimed at building load and improving quality.
6. Examine the *Unit Offerings* policy to ensure it sufficiently addresses the needs of the University in terms of discontinuing units with low enrolments.
7. Examination of low enrolments in units currently designated "specified electives" to determine trend load and assess whether units should retain this designation.

Improving Student Retention Rates and Completions

1. Improve First Year Experience (FYE) by appointing a FYE Co-ordinator; tailoring administrative supports; continuing to provide transition strategies for first year students; maximising teaching quality in first year units; and reviewing Foundation Units.
2. Develop appropriate infrastructure to encourage engagement, including the Learning Common.

Progress – Courses and Units with Small Numbers of Students

Strategy 1

The *Evaluation of Undergraduate Courses* policy requires that each year 10% of courses are "flagged" for discontinuation or revitalisation based on a CQI made up of CEQ, GDS, SPR and unit surveys. Reports on flagged courses have been included in the EDs' annual reports to Academic Council. In the 2008 *Good Universities Guide*, Murdoch University achieved a 3-star rating for graduate employment, up from its previous 1-star rating.

Strategy 2

In July 2006, Academic Council established a Measurement of Excellence in Learning and Teaching Working Party to assess available indicators and review the *Evaluation of Undergraduate Courses* policy. An interim report was submitted to Council in April 2007. However, following commencement of a *Teaching Quality Indicators* project by the Carrick Institute, the Working Party was put on hold so that the University could consider any recommendations arising from the Carrick report and also take into account outcomes from the *Murdoch 2010* program. The Working Party has yet to commence its policy review and will resume its deliberations in March 2008.

Strategy 3

The DVC (A) met regularly with each ED to discuss the University's course profile. A new web-based reporting structure has been introduced, with critical course information being provided in 'dashboard' format. Further developments are on hold pending the outcome of the *Murdoch 2010* program.

Under the new academic structure, Faculty Deans (FDs) will report to and discuss these matters with the DVC (Faculty, Enterprise & Innovation) [DVC (FEI)].

Strategy 4

In November 2007 some courses in the former Division of Science & Engineering were targeted for discontinuation.

Strategy 5

A matrix was presented to SEG in 2006, but did not result in any cancellations.

Strategy 6

In September 2006, the *Unit Offerings* policy was revised to provide further guidance to Academic Divisions on what constitutes acceptable "strategic reasons" to offer a unit with enrolments below the minimum enrolment threshold. In Semester 1, 2007, each Division reported to Academic Council on its Semester 2, 2006 units with low enrolments. 2007 load reports will be submitted to Academic Council in April 2008.

Strategy 7

A report on the load in "specified elective" units was circulated to Heads of Schools (HOS) in October 2007. Heads were asked to consider their "specified elective" unit offerings for 2008 and whether any units should instead be designated "core units" or could be discontinued or offered less frequently. Implementation of the new academic structure in 2008 has involved the appointment of Faculty Deans (some new to Murdoch) and changes to Deans of Schools (formerly HOS): the report was therefore re-circulated on 1 February 2008. The DVC (FEI) and FDs will take responsibility for unit and course profile sustainability.

Progress – Improving Student Retention Rates (SRR) and Completions

Strategy 1

The FYE Co-ordinator commenced in December 2006 and is located in the Library Learning Common. A review of Foundation Units took place in October 2006: the Panel's Report was received late March 2007 and Academic Council formally considered responses to the review recommendations in September 2007. The Foundation Unit Committee simultaneously considered a number of issues referred to it by the DVC (A) and President of Academic Council and reported the outcomes of its deliberations in October 2007. Council approved a number of recommendations in the report and requested further feedback from Schools and Faculties: this will be submitted to Council in April 2008. SRR trends are reported in the DVC (A)'s annual SPAQ Report to Academic Council. FYE Survey results are also reported to Council.

Strategy 2

The Library Learning Common provides a one-stop shop for students and was officially opened in July 2007. Two *Helping Hand* days were held in 2007 to promote the various forms of assistance available to students.

Affirmation 6

Develop a more structured approach to the timetabling of units and examinations.

NOTE: Timetabling of units is carried out in accordance with the *Timetabling* policy, which includes the following clause regarding both teaching and examination timetables:

17. The teaching and examination timetables be constructed with reference to one another and within a consistent policy framework.

The main issue relating to the efficient use of the University's space is the prediction of student numbers.

The main issue with timetabling of examinations is handling all the possible combinations of Murdoch units within the formal examination period. Constraints include timeslots available; venues/class size, with a limited number of large venues; and clashes. A lot of human input is required to handle these complexities.

Officers Responsible for Implementation: President of Academic Council, Deputy Vice Chancellor (Academic) and Deputy Vice Chancellor (Corporate)

Strategies:

The following strategies have been implemented to achieve the desired improvement:

Timetabling of Units

1. Ongoing review of space usage.
2. Development of Database Interface.
3. Trial in Science and Engineering of programming laboratory usage twice daily, up from the single daily set up and use.
Establish working group to investigate improving intensity and flexibility of utilising science/engineering laboratory facilities.

Timetabling of Examinations

1. Set up an Academic Council working party to review examination scheduling and how it can be improved.

Progress – Timetabling of Units

Strategy 1

A space audit was undertaken in Semester 2, 2006. The process was continued at the Murdoch Campus in Semester 1, 2007. The 2006 results were used to review and consolidated computer laboratory space in conjunction with development of the Library Learning Common; identify space that could be retrofitted to accommodate the School of Engineering's relocation to the Murdoch Campus; and confirm the University had an adequate number of meeting rooms. The 2007 results were presented to Business Managers. The move of Engineering has now been accommodated and space audit data is being used as a reference point in any space reconfiguration planning.

Strategy 2

An interface was developed allowing classes scheduled within the timetable database (Celcat) to be imported into the student record system to facilitate the introduction of an on-line activity enrolment system (Callista Attend). An on-demand import function was also developed to allow Celcat to be updated with unit enrolments to improve the University's ability to effectively allocate appropriate venues to classes. Computer laboratories are now booked through Celcat, rather than being timetabled by individual Schools. This was implemented in Semester 1, 2007. The Director, Central Student Administration, provided a report to Academic Council in April 2007 on the effectiveness of the system.

Strategy 3

Changes have been made to long-standing laboratory practices and timetabling traditions in some science units to improve utilisation of both laboratories and lecture theatres. These changes include running two laboratory sessions a day for some units, and alternating weeks of laboratory sessions over a semester rather than clustering the laboratory sessions to, for example, a four- or six-week period. Trials commenced in 2006 and were extended in 2007. Laboratories were run successfully.

Progress – Timetabling of Examinations

Strategy 1

Although the original intention was to establish an Academic Council Working Party, examinations are instead being reviewed as part of the *Murdoch 2010* Student Services stream of the Organisational Structure and Business Process Improvement sub-project. Academic Council will consider the recommendations on examination timetabling arising from this review.

Affirmation 7

Bring greater focus and consistency to transnational education activities and relationships with overseas partners and pay greater attention to the preparation of inexperienced academic staff, and their involvement in the delivery of their course material.

7A *Bring greater focus and consistency to transnational education activities and relationships with overseas partners.*

7B *Pay greater attention to the preparation of inexperienced academic staff, and their involvement in the delivery of their course material.*

Officers Responsible for Implementation:

Deputy Vice Chancellor (Faculty, Enterprise & International) [DVC (FEI)] – Overseas Relationships
Deputy Vice Chancellor (Academic) and Faculty Deans (FDs) – Staff Preparation

Strategies

The following strategies have been implemented to achieve the desired improvement:

Consistency of Transnational Education Activities

1. Develop and agree a framework for the selection of offshore and onshore partners to deliver, under licence, Murdoch University courses, to focus offshore delivery in a co-ordinated and strategic manner.

Preparation of Academic Staff

1. Orientation for staff and students at the start of each trimester/semester for offshore partners.
2. Improved communication between onshore and offshore staff via available technologies.
3. Provide Equal Opportunity Awareness and Substantive Equality training to staff as a basis for their understanding of diversity and interculturality.
4. Diversity Professional Development and Intercultural Communication Training to be offered to academic staff, in particular those assigned to teach offshore.
5. Heads of School (HOS) (now School Deans) and Executive Deans (EDs, now FDs) are encouraged to advise their academic staff to attend the diversity professional awareness training offered by the Teaching and Learning Centre (TLC).

Progress – Consistency of Transnational Education Activities

Strategy 1

Initially, data was gathered by researching best practice models from sources such as the outcomes of the *Higher Education Transnational Good Practice Projects*. Murdoch's practices were then assessed against these models to determine where improvements could be made. A draft *Partner Selection Tool* has been completed and reviewed by the DVC (FEI). Feedback will be sought from a small focus group of Faculty staff and, after further revision, the framework will be submitted to the Leadership Management Group for comment.

Progress – Preparation of Academic Staff – Executive/Faculty Deans

Strategy 1

Academic Staff Development (ASD) staff in the TLC have developed a framework for academic development for Murdoch University International Study Centre (MUISC) staff that includes a combination of face-to-face and on-line support.

Japanese staff involved in delivery of Murdoch's Chiropractic courses in Japan do not normally access English web sites. In August 2006, two Japanese academic staff members visited Murdoch for a week-long orientation and shared their experiences upon their return to Japan.

Generic student and offshore teaching staff presentations, with provision for Schools to include course specific information, have been developed for use by Murdoch staff visiting offshore partners to provide orientations at the start of each semester/trimester. These were put into place at the start of Semester/Trimester 1, 2008. A separate presentation in Japanese will be developed for presentation in Japan.

Strategy 2

In early 2008, the University's largest offshore partner agreed to fund the appointment of a Murdoch University Dean to be based "in-country" at the point of Murdoch course delivery. The Murdoch Dean will be a senior Murdoch appointment and have responsibility for a wide range of duties, including mentoring both local and Perth-based staff in relation to course delivery. The Murdoch Dean will also ensure that Perth-based Murdoch staff are provided with timely feedback in relation to teaching materials provided to partner staff with respect to academic quality and the University's contractual obligations. It is anticipated that the Murdoch Dean will be appointed from 1 May 2008. Negotiations are under way with the other three existing partners to incorporate this same type of model. A fourth and new partner that commences delivery of Murdoch courses in September 2008 has agreed to this model and a recruitment process for the Murdoch Dean is now under way.

Strategy 3

A training program to provide Equal Opportunity Awareness and Substantive Equality training to staff was developed and first offered in 2006 as part of the *Academic Work Matters* series. Further sessions were offered in 2007 during non-teaching weeks. Initial publicity was targeted at Schools offering transnational courses. Customised diversity professional training can be provided to Schools to address 'country-specific' issues. Pre- and post-training evaluations were conducted and indicated an increased understanding by staff of student diversity, dimensions of diversity and diversity values that enhance effective intercultural communication.

Strategy 4

A number of Schools offering transnational programs have developed induction and orientation manuals for their academic staff teaching offshore. The Chiropractic manual is published on the TLC web site. It is anticipated that the MBS manual will be published by mid-2008.

A dedicated web site, *A Practical Reference Guide to Intercultural Communication*, was developed during 2007. The site provides basic information on intercultural competence, including a reference guide to the use of appropriate language, protocols, dress code, names and naming systems, religious diversity, family and extended family systems. Professional development sessions have been designed to address intercultural matters relevant to staff working offshore and diversity matters relevant to the local learning community. A number of sessions were offered during 2007. A number of outcomes flowing from these training sessions have been documented, for example, when writing to Veterinary Practices hosting Murdoch students, information is now provided about the University's equity policies.

Strategy 5

There has been greater involvement by EDs and HOS to encourage staff participation in diversity awareness training programs.

Affirmation 8

Closer attention needs to be given to the recognition of the scholarship of engagement in the career development and progression of staff.

NOTE: AUQA also affirmed Murdoch'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.

Officers Responsible for Implementation: Vice Chancellor and Deputy Vice Chancellor (Corporate)

Strategies

The following strategies have been implemented to achieve the desired improvement:

1. Integrate engagement as part of the core business of teaching and research through the *Murdoch 2010* review of the *Murdoch University Strategic Plan 2003 – 2007*.
2. Conduct a forum on the scholarship of engagement.
3. Participate in the Australian Universities Community Engagement Alliance (AUCEA).
4. Define the scholarship of engagement at an individual level.
5. More clearly identify and separate out engagement from university service in the academic staff promotions policies.

Progress

Strategy 1

"Engagement" is one of the four themes in the *Strategic Plan 2007 – 2010*:

Engagement with internal and external stakeholders, including our students, staff, alumni, industry, government and communities in which we live and work, will underpin all our activities.

Two streams in the *Murdoch 2010* program seek to align individual and School goals and strategies with the University's Strategic Plan: the Performance Enhancement System (PES) and Recognising and Investing in Areas of Research Strength (RIAS). Performance indicators will reflect, *inter alia*, engagement with alumni, adjuncts, business and industry, and the broader community.

Strategy 2

The *VC's Symposium 2006*, a forum on the scholarship of engagement, was held on 17 July 2006. One of the invited speakers was Professor Barbara Holland, an international research leader in the field of the scholarship of engagement.

Strategy 3

The University is participating in AUCEA's current benchmarking project.

Strategy 4

Defining "scholarship of engagement" at the individual level is dependent on the outcomes of the AUCEA benchmarking exercise and the University's determination of an institutional definition of the scholarship of engagement.

Strategy 5

In terms of academic staff promotions policies, it should be noted that applications for promotion are assessed on more than one category. Having said this, more clearly identifying and separating out engagement from university service is dependent on the University's determination of a definition of the scholarship of engagement at an individual level.

Affirmation 9

Focus on improving the provision of the information technology infrastructure and associated services; with particular attention to be given to ensuring all relevant staff and students, including those associated with international partners, have an equality of access.

Officer Responsible for Implementation: Deputy Vice Chancellor (Corporate)

Strategies

The following strategies have been implemented to achieve the desired improvement:

1. Prioritise IT recommendations from IT Review Report and progressively implement.
2. Complete an audit of current services and resources provided to international partners in order to compare and document gaps. Develop strategies to address each gap.

Progress

Strategy 1

Refer to response for Affirmation 10.

Strategy 2

To date this audit has not been completed due to competing priorities. It is hoped to complete it by the end of June 2008.

Affirmation 10

Attend to 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 the successful functioning of all parts of the University.

Officer Responsible for Implementation: Deputy Vice Chancellor (Corporate)

Strategies

The following strategy has been implemented to achieve the desired improvement:

1. Prioritise and progressively implement IT Review recommendations.

Progress

Strategy 1

Progress implementing the IT Review recommendations is a standing item on agendas of the Audit and Risk Management Committee, a Senate standing committee.

The annual ITS Operating Plans for 2007 and 2008 included priorities and costings to implement the IT Review recommendations. It is anticipated that all major recommendations will be implemented by the end of 2008. Some recommendations are being re-evaluated as part of the *Murdoch 2010* program.

Items completed to date include:

- ✚ Implementation of a new governance process via two new committees: Learning Technology Steering Group and IT Discovery Forum.
- ✚ Addressing urgent maintenance backlog issues.
- ✚ Development and approval of new policies relating to IT equipment: *Procurement Policy*, *IT Equipment Lifecycle* and *IT Equipment Disposal*.
- ✚ Opening of the Library Learning Common in July 2007.
- ✚ Implementation of a new web site and content management system in July 2007.
- ✚ Implementation of a staff portal in 2006 and student portal for Semester 1, 2007. Further revisions are being planned for implementation in March 2008.

Affirmation 11

Align and integrate "corporate" and "collegial" approaches to discussion and decision-making; with particular efforts to be placed on a wider array of communication strategies between the Senior Executive Group and other staff of the University.

Officer Responsible for Implementation: Vice Chancellor

AUQA Affirmation 11 is a specific aspect of AUQA Affirmation 3 that deals with the merging of corporate and collegial cultures and two-way communication more generally. Both Affirmations were cross-referenced to the same two university-level opportunities for improvement self-identified in Murdoch's Performance Portfolio. One further self-identified opportunity (P13) was cross-referenced for AUQA Affirmation 11.

Rather than have unnecessary duplication, all strategies and actions for AUQA Affirmations 3 and 11 are reported against Affirmation 3. [To ensure that no items have been missed, there is a separate strategy under Affirmation 3 that addresses self-identified opportunity P13.]

Strategies and Progress

Refer to Affirmation 3.

AUQA RECOMMENDATIONS

Recommendation 1

Identify the role the Research and Development Board should 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.

NOTE: The role of the Research and Development Board (RDB) in the academic governance and management of the University is clearly spelt out in [Statute No. 24 – Research and Development Board](#) (Clause 3) and also in [Statute No. 5 – Academic Council](#) (Clause 1). The issue appears to be one of a lack of awareness by some persons of these Statutes.

Officers Responsible for Implementation: Deputy Vice Chancellor (Research) [DVC (R)] and President of Academic Council

Strategies

The following strategies have been implemented to achieve the desired improvement:

1. A clear statement of the role as stated in the Statutes will be part of the induction material provided to all members of the RDB and Academic Council, and a copy of this statement will also be provided to all current members of both committees.
2. University-wide review of all decision-making processes in the University.

Progress

Strategy 1

A copy of both Statutes was provided to Academic Council in January 2007 and the roles of both committees noted by members. The RDB similarly noted both roles in May 2007. A bulk e-mail was sent to all University staff in June 2007 to communicate the roles more widely.

Both committees have induction information publicised on the web that includes the role of the respective committee.

In addition, the President of Academic Council receives copies of the RDB agenda and minutes and monitors these to ensure relevant items are transmitted to Council. The DVC (R), Chair of the RDB, is a member of Council and is similarly aware of any issues that should be transmitted from Council to the RDB.

Strategy 2

A review of decision-making processes is part of the *Murdoch 2010* program. A project aimed at refining delegations and authorities across the University has been underway for some time and will inform some of this work.

In addition to the planned strategies, a cyclical review of Academic Council occurred in February 2008. The Review Panel considered this AUQA recommendation. There may (or may not) be recommendations arising from that review.

Recommendation 2

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.

2A Educational development and support programs provided by the Teaching and Learning Centre are available to staff and students at intervals through the academic year, and where appropriate, by blended or flexible learning.

2B Educational development and support programs provided by the Graduate Centre are available to staff and students at intervals through the academic year, and where appropriate, by blended or flexible learning.

Officers Responsible for Implementation: Deputy Vice Chancellor (Academic) and Deputy Vice Chancellor (Research)

Strategies

The following strategies have been implemented to achieve the desired improvement:

Teaching and Learning Centre

1. On-line induction for new Academic Staff, with staff to be informed about the web site upon commencement.
2. On-line Teaching Skills Development (TSD) Programme.
3. Tutors Support Network (TSN).
4. Core modules of the Tertiary Teaching Course (TTC) to be made available on-line.
5. Foundation Unit Tutors' Induction Program (FUTI).
6. Learning Management System (LMS) (formerly WebCT) workshops – up to 40 sessions each year depending on demand.
7. Lectopia (formerly iLecture) workshops – up to four a year depending on demand.
8. Turnitin workshops – up to six a year depending on demand.

Graduate Centre

1. The generic skills program for postgraduate research students will be made available throughout the year, and where opportunities exist to make it available by flexible learning, these will be investigated, and where appropriate, implemented.
2. The professional development program for supervisors of postgraduate research students will be made available throughout the year, and where opportunities exist to make it available by flexible learning, these will be investigated, and where appropriate, implemented.

Progress – Teaching and Learning Centre

Strategy 1

An *Academic Induction Online* site went live in April 2006. It is designed to be a resource information site and may be accessed repeatedly by individual users. An on-line survey has also been developed to gather feedback on the usefulness of the site.

Strategy 2

Core modules of the TSD Programme are available via the LMS. In addition, one-day, face-to-face workshops are offered. Casual/ sessional staff are paid an attendance fee. A workshop for new laboratory demonstrators was introduced in 2007 and repeated in 2008, with substantially more attendees. Feedback is sought after each workshop and KPIs on their usefulness are being met or exceeded.

Strategy 3

The TSN was launched in April 2006 and available to any tutor who wanted to join, including offshore staff. However, due to a lack of engagement by tutors, it was closed in second semester 2007. A new strategy will be considered.

Strategy 4

The TTC is now available completely on-line via the LMS and was offered three times during 2007. Course evaluations are published on the web. Course KPIs are being exceeded.

Strategy 5

As most Foundation Units are offered in Semester 1, FUTI is offered on an annual basis. Tutors are paid to attend the course, which fits in with the TTC and TSD Programme. FUTI was offered in November 2005 and November 2006. Rather than being offered in November 2007, it was considered more appropriate to instead offer it to new tutors in February 2008. Course KPIs are being met. A half-day follow up session will be held with 2008 participants in Week 6 to consider issues that have arisen and how to mark essays.

It is also planned to have a comprehensive induction for all co-ordinators and tutors of Foundation Units in November/December 2008 prior to introduction of the new Foundation Units in 2009.

Strategy 6

WebCT was upgraded for Semester 2, 2007 and is now known as the LMS. Uptake of WebCT increased from 234 units in 2002 to 649 units in 2006. Workshop KPIs were met. A new version of the evaluative system has been proposed to evaluate LMS workshops. Uptake of the new LMS increased from 320 units in 2006 to 425 units in 2007.

Strategy 7

The Lectopia web site has been available since 2004. Uptake increased from 216 units in 2005 to 282 in 2006 and 416 in 2007. As more staff become familiar with the system, demand for training is decreasing. Workshop KPIs are being met.

Murdoch has collaborated with three other IRUA universities to investigate the impact of Lectopia on current and future practices in learning and teaching. Preliminary results from this project were reported at a seminar in October 2007.

Strategy 8

The *Turnitin* web site was developed for the start of 2007 and training made available to staff. Workshop KPIs are being met. The uptake at Semester 2, 2007 is 68 units.

Progress – Graduate Centre

Strategy 1

The Graduate Research Education and Training (GREAT) program traditionally provided support via tutorials/interaction. In terms of flexible delivery, a series of thesis writing courses were offered in the 2007 non-teaching break. Other seminars included an evening option for students unable to attend during working hours. The Graduate Centre is also investigating development of a self-help web site.

Strategy 2

A *Professional Development Programme for Research Supervisors* has been offered annually since 2004. In terms of flexible delivery, the TLC's Academic Staff Development section will develop an on-line module along the lines of the TSD support modules.

Recommendation 3

In offering Chiropractic training opportunities in Japan, including programs introduced for the school-leaver market, examine with 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".

Officers Responsible for Implementation: Deputy Vice Chancellor (Faculty, & International) and Faculty Dean, Health Sciences

Strategies

The following strategies have been implemented to achieve the desired improvement:

1. Conduct a feasibility study to explore the ramifications and possible advantages or disadvantages associated with registration as a 'foreign university's Japanese campus' in Japan.
2. Use the 2006 Annual Review of Contract process with *Chiropractic Education Japan* (CEJ Inc) and *NET Co* as the mechanism for examining the possibility of registration with the Japanese Ministry of Education and Training (MEXT).

Progress

Strategy 1

The Office of Financial Services advised that there were no specific taxation impediments to the University proceeding with the MEXT application as long as the structure and delivery of the course remained in its current format.

In November 2006, the University received advice that MEXT had been in contact with the AVCC. In December 2006, Murdoch registered with the AVCC the University's interest in gaining recognition as a foreign university's Japanese campus.

Strategy 2

The 2006 annual contract reviews with *NET Co* and *CEJ Inc* took place on 18 January 2007. Both companies supported seeking MEXT registration as foreign university's Japanese campus. *NET Co* indicated priority should be given to recognition of the BSc (Chiropractic) ahead of the BHSc standardisation course. *NET Co*, *CEJ Inc* and Murdoch all sought further information on requirements for this recognition. In February 2007, *CEJ Inc* received advice that MEXT were negotiating a Memorandum on Education Co-operation and that the AVCC was working on behalf of DEST to compile information about Australian universities active in Japan. Later that month the AVCC granted Murdoch University approval to proceed directly with its application to MEXT, in parallel with the AVCC project. The University lodged its application for MEXT recognition with AEI in September 2007. A revised version incorporating revisions requested by AEI was submitted on 4 October 2007. A further request was received to provide a Japanese translation of the first item on the form. This was subsequently completed by Murdoch and *CEJ Inc*, and resubmitted to MEXT. Japanese regulations require the application to be submitted with a letter from the Australian Ambassador in Japan: the necessary covering letter was sent separately in February 2008. It is unclear how long the approval process takes.

Recommendation 4

Ensure the systematic communication and integration of best practice approaches, such as research mentoring and succession planning across the University.

Officer Responsible for Implementation: Vice Chancellor

Strategies

The following strategy has been implemented to achieve the desired improvement:

1. Establish a Murdoch "Good Practice Database" that will link into commendations arising from Academic Organisational Unit (AOU) Reviews, Whole-of-Institution Audits and other benchmarking activities.

Progress

Strategy 1

A proposal to establish a Murdoch "Good Practice Database" was submitted to and supported by the Senior Executive Group in June 2007. Permission has been sought from AUQA to use the structure and coding of their Good Practice Database as the base infrastructure (with appropriate acknowledgement).

Within the development of the database, consideration will also be given to mechanisms for collecting statistics on access to the database (such as web page hits) and for requesting permission to contact staff who use the database. This latter element may then be used to collect qualitative data on the value of the database and the specific examples provided.

It is anticipated the database will be completed by the end of March 2008.

Recommendation 5

Clarify and resolve the allocation of management responsibility for the regional campuses and for the engagement of the University with the regional stakeholders.

Officer Responsible for Implementation: Vice Chancellor

Strategies

The following strategies have been implemented to achieve the desired improvement:

1. In the short term, assign responsibility for each campus to a member of the Senior Executive.
2. For the longer term, review management of the regional campuses and the University's engagement with its stakeholders as part of the *Murdoch 2010* program (with regional stakeholders forming a sub-set of the total stakeholders).

Progress

Strategy 1

Following disestablishment of the position of PVC (Regional Engagement) in January 2006, the University moved to an integrated model with Divisions and Administrative Offices responsible for their activities on all three campuses. Representative roles of the position were allocated to other members of the Senior Executive Group (SEG). Management responsibilities were assigned on the basis of the courses taught at Rockingham and Peel. The VC and outgoing PVC wrote to key stakeholders to advise them of these changes.

Strategy 2

"Engagement" is one of the four themes in the *Strategic Plan 2007 – 2010*:

Engagement with internal and external stakeholders, including our students, staff, alumni, industry, government and communities in which we live and work, will underpin all our activities.

Two streams in the *Murdoch 2010* program seek to align individual and School goals and strategies with the University's Strategic Plan: the Performance Enhancement System (PES) and Recognising and Investing in Areas of Research Strength (RIAS). Performance indicators will reflect, *inter alia*, engagement with alumni, adjuncts, business and industry, and the broader community.

The performance indicators and management structures will depend on the role of the individual regional campuses. Detailed information is being sought as part of *Murdoch 2010* to determine the best administrative fit. Discussions are also taking place with the WA Department of Education Services in relation to the future direction of Murdoch's activities at the Rockingham Campus, including consideration of options such as locating high level research groups at the campus. In addition, a number of commercial-in-confidence discussions have taken place with a view to maximising the campus infrastructure.

The School of Nursing, based at the Peel Campus, was reviewed in November 2007. The Review Panel met with a number of representatives from the City of Mandurah. The recently released Panel Report included the following commendation:

Commendation 8: The panel commends the School on its achievements in community engagement, specifically its commitment to being a part of the community as expressed in its consultative, collaborative style of engagement.

Recommendation 6

Identify the role that each campus should play in meeting the University's mission concerning teaching, research, and engagement, and ensure that the activities associated with those campuses are consistent with this role.

NOTE: Following disestablishment of the position of PVC (Regional Engagement) in January 2006, it was agreed to move to an integrated model with Divisions* and administrative offices responsible for their activities on all three campuses, rather than running each campus separately. Therefore, as part of the *Murdoch 2010* program, the focus shifted to how individual Schools and Administrative Offices can contribute to the University's mission, rather than at the campus level.

In responding to this recommendation, the University has therefore read "campus" as "individual Schools/Administrative Offices" or "cells".

* In 2008 the University moved to a new academic structure comprising six Faculties instead of three Divisions. The University has also assigned responsibility for the regional campuses to the DVC (Faculty, Enterprise & International).

Officer Responsible for Implementation: Vice Chancellor

Strategies

The following strategies have been implemented to achieve the desired improvement:

1. Finalise the *Strategic Plan 2007 – 2010* to facilitate identification of the role(s) individual Schools and staff should play, including those on regional campuses.
2. Identify the role that individual Schools and staff should play in meeting the teaching, research and engagement aspects of the University's mission as part of the *Murdoch 2010* program.

Progress

Strategy 1

The [Strategic Plan 2007 – 2010](#) was officially launched on 15 June 2007 and distributed to all staff under cover of a letter from the VC.

Strategy 2

The *Murdoch 2010* program was also officially launched by the VC on 15 June 2007. The Performance Enhancement System (PES) sub-project is seeking to establish a link between the needs and goals of academic staff and the University, including processes and tools to facilitate recognition of individual career goals and alignment to the University's vision. The Recognising and Investing in Areas of Research Strength (RIAS) stream aims to drive appropriate strategic behaviours by implementing performance-based measures at the School level to improve institutional performance. The performance indicators (PIs) determined through the RIAS project need to align with the goals and strategies of the Strategic Plan. The University has mapped the intended outcomes of the various *Murdoch 2010* sub-projects against the Strategic Plan to identify any gaps: these will be addressed when the *Murdoch 2010* program has been completed.

As an adjunct to the *Murdoch 2010* program, consideration is being given to the role the Peel and Rockingham campuses play within their communities. The Peel Campus will have a primary focus on Nursing: the impact of this focus will be mapped in the PIs for the School. However, the role of the Rockingham Campus is changing: enrolments have continued to decline and applications for courses other than the BEd (Primary) have fallen. Discussions have commenced with the Department of Education Services in relation to the role of the campus. Options for locating high level research groups at the campus relevant to local industry are being considered. This would provide an entry to working more closely with industrial stakeholders in the Rockingham/Kwinana region. Information from this exercise will inform PIs for the Schools and research groups on the campus (particularly around engagement).

Recommendation 7

Develop 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.

NOTE: The context for this recommendation is on page 48 of the [AUQA Report of an Audit of Murdoch University \(August 2006\)](#):

HR has an integral role to play in ensuring new requirements are conveyed in a sensitive and informed way, and HR management must be orientated towards Murdoch's particular set of organisational characteristics. Equally all staff have a responsibility to develop awareness of the changing environment in which the University is operating as well as to provide input to the transition process so as to develop a sustainable balance between the corporate and collegial needs of the University.

A particular aspect of disenchantment was the diminishing resource level available for staff to enable them to participate in professional development activities, and along with this a perception that the University's Performance Development Review (PDR) system was not working as it should. The Performance Portfolio had this to say with respect to the PDR system:

"The key for improvement will be to complete the roll out of PDR throughout the University by revising the voluntary nature of the adaptation and participation in PDR to improve its take up and effectiveness. Linking PDR to promotions, planning, budgets and staff development is also seen as an area for improvement." (PF p93)

Officer Responsible for Implementation: Deputy Vice Chancellor (Corporate)

Strategies

The following strategies have been implemented to achieve the desired improvement:

1. HR group to continue "field trips" into key operational areas of the University to improve knowledge and build relationships.
2. As part of the *Murdoch 2010* Performance Enhancement System (PES) sub-project, HR staff will meet with every member of the academic staff to confirm information currently held in various systems, as well as to gain feedback on systemic issues with workload and career progression.
3. HR management to participate in sector liaison groups, e.g. National conference, Local HR managers group, IRUAust HR Director' Forum.
4. Define the Office of Human Resources (OHR) mission and strategies in the context of the *Strategic Plan 2007 – 2010*.

Progress

Strategy 1

A number of field trips were held in 2006. In 2007 HR staff met with all academic staff as part of the PES sub-project (Strategy 2).

Strategy 2

The proposed format for the meetings with academic staff was initially discussed with the Academic Staff Consultative Group (ASCG) and Heads of Schools group. A bulk e-mail explaining the process was circulated to staff on 16 August 2007. All available academic staff were interviewed by the end of the second week in December, with the remainder interviewed early in 2008, except for 15 who refused to participate in the process. Interviews were also arranged with as many Adjunct staff as possible. Distinctive patterns are emerging to inform policy changes and other practices.

Draft outcomes were considered by the Leadership Management Group on 18 February 2008. The outcomes are also informing priorities in *Murdoch 2010* planning.

Strategy 3

The Director, HR, together with the Manager, Employee Relations, and his team attend Australian Higher Education Industrial Association (AHEIA) meetings every two months. Membership of the AHEIA means the University:

1. Receives timely updates about changes to the employment and legal system.
2. Has access to industry good practice examples and the opportunity to consider their relevance for Murdoch.
3. Can seek advice and assistance from a network of professionals.

The AHEIA agendas include issues raised at national networks and the group then considers whether it has already addressed or needs to address the issues raised. Many topics are related to HEWRRs requirements. At the State level, the Director, HR meets quarterly with HR Directors from UWA, ECU and Curtin.

In 2007, the Innovative Research Universities Australia (IRUA) group established an HR Directors Forum, which will consider research-related HR issues. The first meeting was held 16-17 August 2007.

Strategy 4

The OHR will hold a planning day to further develop its strategies in the context of the Strategic Plan and *Murdoch 2010* outcomes over 2008.

In addition to the above strategies, the DVC (Academic) has been assigned responsibility for the broad foregrounding of organisational and staff development.

Recommendation 8

More clearly define the University's 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.

Officers Responsible for Implementation:

Vice Chancellor – Gender Equity
Deputy Vice Chancellor (Academic) – Action Plan

Strategies

The following strategies have been implemented to achieve the desired improvement:

1. Achieve AVCC targets for gender equity for the period 2006-2010 as set in [The Second AVCC Action Plan for Women Employed in Universities 2006 – 2010 \(April 2006\)](#).
2. Women in Leadership Development Program (WILD) 2007.
 - ✚ Identify cultural barriers to women achieving seniority.
 - ✚ Examine existing policies and practices that enhance or hinder academic women's progression.
 - ✚ Develop policy recommendations to achieve a gender inclusive culture.
 - ✚ Broaden the conceptualisation of scholarship (including teaching) across the university.
 - ✚ Develop strategies to achieve a gender inclusive culture and gender equity, which may, for example, include staff development for Heads of School and key.
 - ✚ Develop Key Performance Indicators for women in relation to senior positions.

Progress

Strategy 1

Universities Australia (AVCC) Targets	Murdoch Progress			
	2004	2005	2006	2007
Increase women at Level E from 16% in 2004 to 25% by 2010. [Figures = proportion FT/FFT]	8.51%	9.80%	8.77%	6.89%
Increase women at Level D from 24% in 2004 to 35% by 2010. [Figures = proportion FT/FFT]	16.90%	20.83%	24.66%	26.03%
Increase the number of women academics with PhDs.	Data currently not readily available.			
Increase the number of women general staff at Level 10 to 50% by 2010. [Figures = proportion FT/FFT]	-	-	0.00% (of 2 positions)	50.00% (of 6 positions)
Increase proportion of women in senior leadership positions as Deans, Directors and Senior Managers. [Figures = non-academic executives FT/FFT]	27.50%	28.26%	36.00% (of 50 positions)	34.72% (of 72 positions)

Strategy 2

The Murdoch Women's Initiative, now known as the *Women in Leadership Development Program (WILD)*, commenced in Semester 2, 2006 and was expanded in 2007. Workshops ranging in length from half-a-day to 5 days were held. To date 17 sessions have been offered. A total of 231 participants took part in these sessions. The program has received much positive feedback from female staff. In late 2007, a new coaching program was launched specifically targeted at developing high quality ARC grant applications in early 2008.

Dr Jennifer Weir is undertaking a project to address each of the bullet points listed under Strategy 2. A survey was developed to gather information on gender perspectives among academic staff. Following approval by the Ethics Committee, staff were invited to participate in the survey via bulk e-mails sent at the end of October and November 2007. A report is currently being finalised: however, participation in the survey was lower than anticipated.

Broadening the conceptualisation of scholarship across the University is an ongoing issue that the Teaching and Learning Centre generally seeks to address through the Tertiary Teaching Course and other Academic Staff Development activities, as well as through committee participation.

In addition to the above strategies, the DVC (Academic) has been assigned responsibility for the broad foregrounding of organisational and staff development.

Recommendation 9

Urgently develop systems to attract, support, and advance early career academics across all aspects of teaching, research, and engagement; and encourage 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.

9A *Urgently develop systems to attract, support, and advance early career academics across all aspects of teaching, research, and engagement.*

9B *Encourage early career academics to engage in the University's strategic change processes, so they can be actively involved in the shaping of the institution's future.*

Officers Responsible for Implementation:

Deputy Vice Chancellor (Corporate) and Deputy Vice Chancellor (Academic) – Systems
Faculty Deans – Strategic Change Processes

Strategies

The following strategies have been implemented to achieve the desired improvement:

1. Analyse current academic staff profile to inform other strategies.
2. Determine from early and mid-career academics the factors they consider important to career development and progression, including any particular to female academics.
3. Determine role and profile of academic staff required to successfully implement the new Strategic Plan, including the specific requirements for early career academics.
4. Develop a university-wide Workload Management Model that can accommodate support for early career academics, researchers, etc to meet identified University goals.
5. Offer a limited number of *Research Leadership Fellowships* to attract high quality early career researchers.
6. Develop a Staff Development Framework that includes:
 - Clear links to the new Strategic Plan.
 - Training to assist academic staff meet their identified roles.
 - Training tailored for early career academics.
 - Training tailored for female academics.
 - A clear link between identified roles, annual PDRs and staff development activities.
 - A clear link between annual PDRs and promotion processes for academic staff.
7. Establish a Working Party to develop ideas to attract, support and advance early stage academics.

Progress

Strategy 1

As part of the *Murdoch 2010* Performance Enhancement System (PES) sub-project, a number of matters have been discussed with individual academic staff, including:

- ✚ Accuracy and shortcomings of current university systems.
- ✚ Changing academic workloads and workload models used in each area.
- ✚ Equity of personal development opportunities available.

The results have been used to update university records and will inform several other *Murdoch 2010* projects.

Strategy 2

This data has been collected as part of the PES interviews described in Strategy 1.

Strategy 3

This data has been collected as part of the PES interviews described in Strategy 1.

Strategy 4

In September 2006, the University won a \$300,000 DEST grant to develop an integrated, university-wide Workload Management System (WMS). A review of existing workload models and practices at Murdoch and two collaborating universities was undertaken from March to June 2007. A pilot operation of the new system will be carried out in selected Schools early in 2008, with a view to university-wide implementation in June 2008.

Strategy 5

The Division of Research and Development appointed a total of 9 Research Leadership Fellows in key areas of research between 2004 and 2007. It was envisaged that Divisions would take over salary payments when Fellowships ended, but in the majority of cases this did not happen. The Selection Panel therefore reviewed the Scheme and Application Guidelines and recommended a number of changes to the Guidelines. Due to the academic restructure, Fellowships were not offered for the start of 2008. The DVC (Research) will discuss the Scheme with the new Faculty Deans with a view to ensuring Fellowships lead to contracts within the Faculties.

Strategy 6

There have been various staff development opportunities available to academic and general staff. Academic staff development programs are offered by the Teaching and Learning Centre (TLC) and include WILD (described in Recommendation 8), the Teaching Skills Development Program (TSD) and Tertiary Teaching Course (TTC). These were designed to reflect the previous Strategic Plan (2003 – 2007). Completion of the TTC is a probationary requirement for all new staff on continuous or three- to five-year contracts who do not have formal teaching qualifications. The TTC also involves development of a Teaching Portfolio, which is designed to assist staff preparing for probationary review or promotion applications. However, there was no overall Staff Development Framework to link the various development opportunities offered by the TLC and Office of Human Resources to performance review mechanisms or academic staff promotion processes. The results of the PES interviews described in Strategy 1 will be used to inform new systems for reviewing academic performance. Following development of the new systems, staff from the Office of Human Resources and Teaching and Learning Centre will meet to develop an overall Staff Development Framework.

Strategy 7

The new academic structure includes Faculty Deans and School Deans. To date four of the Faculty Dean positions have been filled and three are at the University. A Working Party will be established when all the Faculty Deans have commenced.

Recommendation 10

Urgently develop systems to provide structured training specifically designed for Heads of School and others in important line management roles.

NOTE: Heads of School (HOS) are now designated School Deans.

Officers Responsible for Implementation: Deputy Vice Chancellor (Corporate) and Deputy Vice Chancellor (Academic)

Strategies

The following strategy has been implemented to achieve the desired improvement:

1. Identify skills requirements and develop training programs for Heads of Schools.

Progress

Strategy 1

In preparation for the new academic structure that came into effect at the start of 2008, this strategy has been modified to include the development of training programs for Faculty Deans as well as School Deans.

In October 2007, the Manager, Employee Capabilities and Engagement, attended a course on emotional intelligence and the training of leaders and subsequently commenced development of a 12-month training program. The program outline has been completed and individual modules will be developed in more detail as the program is rolled out.

The Emotional Intelligence profile has been used as an integral part of the recruitment of the new Faculty Deans. From April 2008, the 360 feedback version of the tool will be used on an annual basis with Faculty Deans and School Deans. New Faculty Deans have been participating in an induction program as they commence in their positions. A formal program of development for Faculty Deans and School Deans was presented to the Faculty Deans and DVC (Faculty, Enterprise & International) on 26 February 2008 and approved for implementation commencing in April 2008.

In relation to broader leadership development, the Teaching and Learning Centre and Office of Human Resources provide various staff development opportunities and continue to explore opportunities for collaboration. However, resources and participation in programs is an ongoing issue.

In addition to the above strategy, the DVC (Academic) has been assigned responsibility for the broad foregrounding of organisational and staff development.

Recommendation 11

Extend 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.

NOTE: This opportunity for improvement was self-identified by the University (P37: Develop a strategic workforce planning process).

Officer Responsible for Implementation: Deputy Vice Chancellor (Corporate)

Strategies

The following strategies have been implemented to achieve the desired improvement:

1. Conduct a university-wide review of all staff, their roles, workloads, skill sets, etc. Consideration of the roles of academic and general staff will be considered separately as part of the various *Murdoch 2010* sub-projects.
2. Facilitate better planning for the replacement of retiring staff through the offering of pre-retirement contracts.
3. Develop a whole-of-university succession planning strategy.

Progress

Strategy 1

The Performance Enhancement System (PES) sub-project (described in Recommendation 9) has been used to consider academic staff workloads, performance development and other matters. The results will be used to inform development of the new Workload Management System (see Strategy 4, Recommendation 9). This will in turn be used to inform succession planning. [The duties of Faculty Deans include "effective and efficient management of Faculty resources including staff, intellectual property, facilities equipment and allocated space".]

The Organisational Structure and Business Process Improvement sub-project includes discussions with general staff to determine the full range of duties performed and how current processes can be improved to support the new academic structure. It is hoped to reduce duplication across the University and consequently be able to create more standardised Position Descriptions (PDs).

The University reviewed a suite of 21 HR policies. These were updated in August 2007. The revised *Staff Recruitment* policy places greater value on existing corporate knowledge and thus provides more opportunities for existing general staff.

Strategy 2

A pre-retirement contract prototype has been developed.

Strategy 3

This process will commence after the organisational transition has been completed. It is anticipated that a draft policy will be prepared by the end of 2008.