

## UQ 2003 AUQA AUDIT REPORT – REPORT ON ACTION PLAN IMPLEMENTATION

<b>CHAPTER 1 – STRATEGY, PLANNING AND MANAGEMENT</b>	
<b>Recommendations (REC) / Improvement Suggestions (IS)</b>	<b>Action Plan &amp; Action Taken</b>
<p><b>IS</b> <i>Organisational Leadership</i> <i>Ref: Report s.1.3.1, p.15</i></p> <p>The Vice-Chancellor's 'Open Letters to Senate' could be an even more effective vehicle for leading UQ if there were wider, active and considered communication of selected parts to the wider University community.</p>	<p>To be discussed with the Vice-Chancellor. <b>Action:</b> Secretary &amp; Registrar</p> <hr/> <p>The Vice-Chancellor has accepted this comment and will consider which parts of an Open Letter to Senate should be more widely circulated once Senate has had an opportunity to discuss the Letter.</p>
<p><b>IS</b> <i>Devolution</i> <i>Ref: Report s.1.4.2, p.17</i></p> <p>The Panel found that some policies are not consistently implemented across schools, so the variation in monitoring by faculties may need more attention.</p>	<ul style="list-style-type: none"> <li>• The need to reinforce adherence, at all levels, to UQ policy is recognised. Action will be taken at central and faculty levels to achieve improved communication of implementation implications of new policies or major revisions to existing policies, and follow-up for report to Academic Board or appropriate body. For example,               <ul style="list-style-type: none"> <li>○ all reports of Academic Board and Board committee working parties will include an implementation plan;</li> <li>○ advice to the University community of new or revised HUPP policies will include a brief summary of the major changes in the policy statement and who will be affected by them</li> </ul> </li> <li>• The President, Academic Board proposes to introduce an Academic Board bulletin highlighting key issues determined at the Board.</li> <li>• More effective use will be made of the staff portal to communicate major policy developments.</li> </ul> <p><b>Action:</b> Secretary &amp; Registrar (post Senate); Academic Registrar (post Academic Board); and Faculty Executive Officers via the Academic Registrar</p> <p><b>Accountability:</b> Senate; Academic Board</p> <hr/> <p>By early 2004, the Academic Registrar's Division had developed a template for working party reports, including committee reviews, which included a requirement and template for implementation plans to be included in final reports.</p> <p>A document 'Understanding Policy and Policy Development' was circulated to the University community in February 2003 and was recirculated in February 2005.</p> <p>Following Senate approval of new or revised HUPP policies, letters of advice to the wider UQ community highlight the implications of the new or revised policies, and in the case of revised policies, what substantive changes have been made. Summaries of changes are also included in the HUPP 'What's New' page within 2 working days of Senate approval, with links from the SASD Weekly &amp; UQ Update newsletters. It is intended also to publicise new/revised policies on the student or staff portals, depending on the nature of the changes. SASD seminars are run to highlight significant policy changes, e.g. to Program Approval procedures; University Medals policy, plagiarism and academic integrity, changes to General Award Rules, changes resulting from the Higher Education Reforms.</p> <p>The Academic Board bulletin with links from the SASD Weekly newsletter will be available from the first meeting of the Academic Board (February 2005).</p>

**UQ 2003 AUQA AUDIT REPORT – REPORT ON ACTION PLAN IMPLEMENTATION**

<b>Recommendations (REC) / Improvement Suggestions (IS)</b>	<b>Action Plan &amp; Action Taken</b>
<p><b>IS</b>  <i>Devolution</i>                      Ref: Report s.1.4.2, p.17</p> <p>The Panel found that some policies are not consistently implemented across schools, so the variation in monitoring by faculties may need more attention.</p> <p>(contd)</p>	<p>At the faculty level, Faculty Executive Officers (as a group) meet regularly with the Academic Registrar and the Director of Student Administration, where matters relating to consistency of academic policy implementation (including appropriate business processes) are discussed and progress in policy developments is notified. A similar mechanism has been developed for regular meetings between the FEOs and the Chief Financial Officer and with the Deputy Director Human Resources. These regular meetings are seen as the most effective mechanism for ensuring that at the faculty level policies are understood and implemented in a consistent manner.</p> <p>Actions or communications deriving from these meetings are then discussed at regular (2-3 weekly) meetings of FEOs with faculty managers (dealing with academic, financial and human resource activities) and with school/institute/centre managers.</p> <p>At the next level, oversight of uniformity of policy implementation is achieved through regular meetings of faculty and school staff, often complemented by 'procedural updates' distributed electronically to faculty/school staff. Some faculties have or are developing an intranet where the communication of policies, procedures and guidelines will be highlighted again to complement advice given at regular meetings.</p> <p>These faculty-based activities are complemented by a network of cross-faculty coordination achieved through regular meetings of Senior Academic Managers, Faculty Finance Officers, HR Coordinators and Marketing Officers, each involving staff from relevant central divisions.</p> <p><b>ACTION ONGOING</b></p>
<p><b>REC</b>  <i>Student Representation</i>                      Ref: Report s.1.4.3, p.17</p> <p>1. That UQ provide induction material and explicit student-oriented introductions for students who are appointed or elected to committees, boards and panels.</p>	<p>With effect from 2004, committee secretaries at central and faculty levels (including of selection panels), in conjunction with Administrative and Committee Services section, will prepare induction materials for all new members, particularly student members, that include composition, membership, terms of reference, meeting schedule (if known), key issues under consideration, sources of additional relevant materials (e.g. Web links).</p> <p><b>Action:</b> Academic Registrar; FEOs  <b>Accountability:</b> Secretary &amp; Registrar; Executive Deans</p> <p>As from 2004, the Academic Registrar's Division has prepared <i>Reference Guides</i> for the following Senate and Academic Board committees – Audit, Buildings &amp; Grounds, Finance, Standing, Academic Programs Approval (APPC/APRC), Teaching &amp; Learning, Assessment Subcommittee – which include composition, membership, terms of reference, meeting schedule (if known), key issues under consideration, sources of additional relevant materials (e.g. Web links). In the case of other Senate/Board committees, the terms of reference are provided, or a <i>Reference Guide</i> is in draft form. A <i>Reference Guide</i> template has been produced and made available to Secretaries of Senate and Board committees, as well as other key committees.</p> <p>Faculty-based committee secretaries have variously provided all new committee members, including student representatives, with or have developed Web-based information that contains induction materials including terms of reference, membership, meeting schedule, key issues under consideration, sources of additional relevant materials, the role of the committee chair and secretary; invited new student committee members to attend 'welcome' functions or to meet the committee Chairperson and Secretary prior to attending their first meeting; and developed open-access web pages with committee/board operational details.</p> <p><b>ACTION ONGOING</b></p>

**UQ 2003 AUQA AUDIT REPORT – REPORT ON ACTION PLAN IMPLEMENTATION**

<b>Recommendations (Rec) / Improvement Suggestions (IS)</b>	<b>Action Plan &amp; Action Taken</b>
<p><b>IS</b> <i>Risk management</i> <i>Ref: Report s.1.5.2, p.18</i></p> <p>The risk management plan might be further improved by more explicit reference to the consequences of and actions relevant to specifically academic issues, such as program approval and course revision.</p>	<p>This matter has been referred to the President, Academic Board for action in consultation with the DVC(A) and subsequent referral to the Vice-Chancellor's Executive.</p> <p><b>Action:</b> President Academic Board <b>Accountability:</b> Senate, via the VC's Executive</p> <hr/> <p>Risk assessment has been incorporated into faculty and University plans as a regular reporting item.</p> <p><b>ACTION COMPLETE</b></p>
<p><b>REC</b> <i>School Reviews</i> <i>Ref: Report s.1.6.1, p.19</i></p> <p>2. That UQ consider the best balance of membership of school review panels; and how to ensure that the recommendations of these panels are acted on.</p>	<p>The President, Academic Board and SDVC are continuing the review of:</p> <ul style="list-style-type: none"> <li>▪ the committee composition through consultations with the VC's Executive, Executive Deans and Academic Board Standing Committee, and</li> <li>▪ the review implementation process with the overall aim of improving the potency of the review process.</li> </ul> <p><b>Action:</b> President Academic Board <b>Accountability:</b> Senate, via the Academic Board</p> <hr/> <p>In November 2003, the Academic Board accepted the proposals in a paper entitled "The School Review System, 2004 and Beyond", resulting, inter alia, in a stronger external membership of school review panels, which now comprise:</p> <ul style="list-style-type: none"> <li>♦ 2-4 externals (1 to serve as Chairperson)</li> <li>♦ ABSC representative or equivalent</li> <li>♦ Cognate school representative</li> <li>♦ The Executive Dean participates in the review process, but is not present for interviews with staff and students unless invited by the Chairperson and with agreement of the interviewee/s</li> <li>♦ Secretary: Faculty Executive Officer or other approved Senior Admin Officer.</li> </ul> <p>With assistance from the Senior DVC, the President also implemented a process to strengthen the implementation phase of school review recommendations. There is now increased involvement of the Vice-Chancellor's Executive in the post-review process; and the Executive Dean and Head of School meet with the AB Standing Committee and Senior DVC to discuss review recommendations. The involvement of Executive members should increase the potency of the review process.</p> <p>The report delivered by the President Academic Board to the Vice-Chancellor's Executive at the end of 2004 strongly supported the more external nature of the school review panels. Some further work is ongoing to describe clearly the roles of all members of the review committee.</p> <p><b>ACTION ONGOING</b></p>

**UQ 2003 AUQA AUDIT REPORT – REPORT ON ACTION PLAN IMPLEMENTATION**

<b>Recommendations (REC) / Improvement Suggestions (IS)</b>	<b>Action Plan &amp; Action Taken</b>
<p><b>IS</b>  <i>Other reviews</i>  <i>Ref: Report s.1.6.3, p.20</i>                      UQ should keep the matter of cyclic reviews of faculties in view, and reflect from time to time whether the combination of decanal appraisals and school reviews in fact covers all desired aspects.</p>	<p>The University will keep this issue under review.  <b>Action:</b> SDVC  <b>Accountability:</b> Vice-Chancellor’s Executive</p> <hr/> <p>No specific action is reported.</p>
<p><b>REC</b>  <i>Benchmarking</i>  <i>Ref: Report s.1.7, p.20</i>                      3. That UQ undertake further structured benchmarking with peer institutions, in particular comparing processes and identifying examples of good practice as a stimulus to continual improvement.</p>	<p>As a first step in achieving more systematic benchmarking across the institution, the DVC(A) has referred a proposal for a University benchmarking strategy to the VC’s Executive for adoption.  <b>Action:</b> DVC(A)  <b>Accountability:</b> Vice-Chancellor’s Executive</p> <hr/> <p>In August 2004, the DVC(A) referred a benchmarking strategy proposal to Directors of Central Services and Divisions for discussion and requested that each Director provide a brief report on the benchmarking activities they were undertaking. A number of these has been received.                      Separately, the Equity Office, Information Technology Services, Human Resources, the Library, Property &amp; Facilities, the Graduate School and the Office of Research and Postgraduate Studies (ORPS) have undertaken or are continuing benchmarking exercises with a number of Australian and overseas institutions.                      The terms of reference/guidelines for school reviews and reviews of academic and administrative service units set out specific requirements in relation to benchmarking of performance, processes, etc. Schools are expected to present benchmarking data for comparison of discipline-based teaching and learning and research performance from at least two comparative Go8 institutions nationally and one U21 institution internationally. However, recent revisions and reflections of the school review procedures have raised the issue of how effective external benchmarking might be facilitated. This is under consideration.  <b>ACTION ONGOING</b></p>

## UQ 2003 AUQA AUDIT REPORT – REPORT ON ACTION PLAN IMPLEMENTATION

<b>CHAPTER 2 – TEACHING AND LEARNING</b>	
<b>Recommendations (REC) / Improvement Suggestions (IS)</b>	<b>Action Plan &amp; Action Taken</b>
<p><b>IS</b> <i>Program Development</i> Ref: Report s.2.2.1, p.22</p> <p>The Panel formed the view that, while it occurs on some occasions, there is no active encouragement or inducement for inter-faculty collaboration to occur in program development. ...The Panel encourages attention to this matter, as inter-disciplinary work is increasingly of value to students, and could therefore be seen as relevant to T &amp; L Objective 1 (in the Strategic Plan).</p>	<p>The President, Academic Board, in consultation with the DVC(A), will discuss how inter-faculty cooperation in program development might be actively encouraged and how the effectiveness of inducements might be monitored through the Academic Programs Policy/Academic Programs Review Committees.</p> <p><b>Action:</b> President Academic Board and, via the President, Executive Deans <b>Accountability:</b> Academic Board</p> <p>A 2004 formal ABSC review of the academic programs approval process was adopted by Senate in October 2004 and is now operating at the University.</p> <p>Amongst the revisions is a requirement that an 'educational, strategic and business case' for all new or major revisions to existing programs be prepared and a summary included in submissions now to be considered by the Committee of Executive Deans (chaired by the Senior DVC) at their biennial planning meetings before approval by Academic Board. These revised processes/requirements should promote better inter-faculty cooperation in program development and continue to ensure that program developments are aligned with the University's strategic academic and resource objectives.</p> <p>In addition the Senior DVC has identified the need to develop an incentive mechanism to further encourage cross-faculty and cross-school collaboration, particularly in large-scale first-year programs. Some faculties have identified a strong interest in adopting a program focus in curriculum design and have appointed 'program coordinators' to this end.</p> <p>In mid-2004, the DVC(A) convened a working party to examine the teaching of communications cross-faculty and cross-campus.</p> <p><b>ACTION ONGOING</b></p>
<p><b>REC</b> <i>Program Development</i> Ref: Report s.2.2.1, p.22</p> <p>4. That UQ conduct systematic assessments of recently introduced academic programs to ensure that they are successful and achieving their objectives.</p>	<p>The DVC(A), through the Teaching &amp; Learning Committee, will monitor the implementation of the curriculum review process at the triennial program assessment stage to check the effectiveness of the review of the objectives of a program/sequence of study.</p> <p><b>Action:</b> Executive Deans via the DVC(A) <b>Accountability:</b> DVC(A)</p> <p>In 2004/05, the curriculum review process will be entering the second annual monitoring phase, which will contribute to the first triennial program assessment stage; for the majority of programs/sequences, this will occur in 2006. 2004/05 curriculum review reports are due at the end of April 2005.</p> <p>However, some faculties have adopted a whole-of-program approach to curriculum review (e.g. BACS and NRAVS) and have undertaken comprehensive reviews of programs with a view to ensuring they are relevant and meeting stakeholder needs.</p> <p><b>ACTION ONGOING</b></p>

**UQ 2003 AUQA AUDIT REPORT – REPORT ON ACTION PLAN IMPLEMENTATION**

<b>Recommendations (REC) / Improvement Suggestions (IS)</b>	<b>Action Plan &amp; Action Taken</b>
<p><b>IS</b> <i>Program Development</i> <i>Ref: Report s.2.2.1, p.22</i></p> <p>In some fields there is a large number of similar courses and programs across the University, and APPC/APRC could usefully address this issue.</p>	<p>The issue of the duplication of program and course offerings will be reviewed by the APPC in 2004. <b>Action:</b> President Academic Board <b>Accountability:</b> Academic Board</p> <p>Pressure of other business prevented APPC dealing with this matter in 2004. A proposal to examine the similarity of courses will be considered at the second meeting of CAPP in 2005. The intersection of this matter with a directive from the Senior Deputy Vice-Chancellor to reduce course offerings by 2006 needs to be managed, with dialogue with Executive Deans and Directors of Studies. <b>ACTION ONGOING</b></p>
<p><b>IS</b> <i>Graduate Attributes</i> <i>Ref: Report s.2.2.2, p.23</i></p> <p>To maintain staff commitment and to achieve effective use it will be necessary for the utility of the [graduate attribute] mapping [process] and the positive consequences of the effort to become apparent. This may need more explicit education.</p>	<p>TEDI will continue the educative process in respect of graduate attribute mapping and continue to develop the electronic student portfolio for implementation. <b>Action:</b> Director TEDI via DVC(A) <b>Accountability:</b> DVC(A)</p> <p>The embedding of graduate attributes into the curriculum has become a focus of TEDI activities as graduate attributes have now been mapped to undergraduate programs and courses. TEDI has continued the educative process through its programs relating to curriculum review, curriculum development and eLearning. In addition, the USDC workshops include reference to the attributes; for example, the assessment workshops address the need to include assessment of the graduate attributes as part of overall assessment strategy. Tools to support lecturers have been provided through the downloadable course profile document where the advice to include graduate attributes is provided, as is the need also to consider assessment of these attributes. Situated staff development activities have also been undertaken. For example, the BACS Faculty program is designed so that participants experience the 'student perspective' of undertaking a flexibly-delivered course offered through the University's eLearning system (Blackboard) and which encompasses the diversity of the student learning experience. TEDI membership of faculty T &amp; L committees has also contributed to maintaining awareness of embedding graduate attributes in courses; the issue is raised as appropriate in meetings and discussions. Work on the electronic student learning portfolio was suspended while TEDI staff contributed to implementing the new learning management system (Blackboard) in 2004. The investigation of a suitable student portfolio tool for use with Blackboard will take place in 2005 with the aim of having a suitable tool available for student use in 2006. In 2004, Postgraduate Research Student Attributes were approved and a mapping process agreed. A research student portfolio has been developed in conjunction with the Attributes. The portfolio has been trialed and extended into a number of programs. The trial will be further extended in 2005. This project was recognised in the 2004 UQ Awards for the Enhancement of Student Learning where it received a commendation. Postgraduate coursework student attributes will be developed in 2005 along with a mapping schedule. <b>ACTION ONGOING</b></p>

**UQ 2003 AUQA AUDIT REPORT – REPORT ON ACTION PLAN IMPLEMENTATION**

<b>Recommendations (REC) / Improvement Suggestions (IS)</b>	<b>Action Plan &amp; Action Taken</b>
<p><b>REC</b>  <i>Research and Teaching</i>  <i>Ref: Report s.2.2.3, p.23-24</i></p> <p>5. That UQ 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.</p>	<p>The TLEP 2003-2007 includes specific strategies to achieve the research-teaching nexus. Reflection will occur to ensure that the Plan and/or accompanying documents make clear what is meant by ‘the distinctiveness of a research-based culture for teaching and learning’, and how the implicit educational goals might be achieved. Specific projects to research strategies for achieving this priority will be undertaken in 2004.</p> <p><b>Action:</b> DVC(A)  <b>Accountability:</b> DVC(A)</p> <p>The 2005 review of the TLEP Implementation Plan will address this recommendation in more detail. Meanwhile a number of ongoing projects will contribute to achievement of the two aspects of this objective: discipline research-based teaching and the scholarship of teaching:</p> <ul style="list-style-type: none"> <li>♦ the ‘first-year experience project’ will examine ways to better provide first year students with a research-based learning experience;</li> <li>♦ the TEDI-based learning communities research project, funded from 2004 TQA monies, will continue to inform practice to improve student learning. The project has resulted in several conference papers presented to the “Effective Teaching and Learning” Conference in November 2004 and formed the basis of a workshop presented during UQs Teaching &amp; Learning Week 2004. The project is expected to be completed in 2005 and will inform the above ‘first-year experience project’</li> <li>♦ experimental use of the St Lucia collaborative learning space will inform teaching strategies in flexible spaces designed to enhance student learning.</li> </ul> <p><b>ACTION ONGOING</b></p>

**UQ 2003 AUQA AUDIT REPORT – REPORT ON ACTION PLAN IMPLEMENTATION**

<b>Recommendations (REC) / Improvement Suggestions (IS)</b>	<b>Action Plan &amp; Action Taken</b>
<p><b>IS</b>  <i>Assessment Policies</i>  <i>Ref: Report 2.4.1, p.25</i>                      Criterion-based assessment is an important plank of the new assessment procedures, but the Audit Panel was not convinced that this is being widely-used, or that the concepts are well understood.</p>	<p>The Deputy President, Academic Board (as Chair of the Assessment Subcommittee of the Teaching &amp; Learning Committee) will confer with the DVC(A) on how to educate academic staff about criterion-referenced assessment and how to ensure its wide implementation. TEDI will be consulted about continuing assistance that they might provide to schools and individual teaching staff.                      The quality assurance in assessment requirements should assist with policy compliance.  <b>Action:</b> Deputy President Academic Board, in consultation with the DVC(A)  <b>Accountability:</b> DVC(A)</p> <p>A working group of the Assessment subcommittee was established and met regularly during 2004 to develop a strategy for the production of further training materials and dissemination of information relating to criterion-referenced assessment (CRA). The working group identified specific activities, timelines and persons responsible for implementation of these activities. Heads of Schools had been asked to nominate examples of good practice in assessment in their discipline. A search of international literature was conducted to identify additional exemplars and principles for the use of CRA. This material has been used to prepare exemplars to guide staff in best-practice in CRA and has been incorporated into the assessment section of the UQ TEDI website.</p> <p>In 2005, new staff development workshops will be introduced that focus specifically on best practice in assessment. These workshops will draw on the materials developed for CRA. A brief section relating to CRA will also be included in the induction program for new academic staff.</p> <p>As part of the dissemination strategy, the Deputy President of the Academic Board and a key member of TEDI staff will meet with the teaching &amp; learning committees in each faculty and with representatives of each school to discuss issues around the continued implementation of CRA. Heads of Schools will be advised of the availability of new materials on the TEDI website.</p> <p>UQ is currently developing a University-wide, web-accessible course profile system to provide consistent course information to students. Staged adoption will occur from 2006. A representative from the Assessment Subcommittee chaired the content working party in the developmental stage. Elements of the e-course profile will require staff to specify criteria for each piece of assessment, a process that will enhance staff understanding about CRA.</p> <p><b>ACTION ONGOING</b></p>

### UQ 2003 AUQA AUDIT REPORT – REPORT ON ACTION PLAN IMPLEMENTATION

Recommendations (REC) / Improvement Suggestions (IS)	Action Plan & Action Taken
<p><b>IS</b>  <i>Assessment Policies: Plagiarism</i>  <i>Ref: Report s.2.4.1, p.25</i></p> <p>UQ has a policy on plagiarism, and there have been discussions about the issue at University and faculty level, but it appears to have had little penetration. The Panel advises UQ to ensure that its procedures are active and effective.</p>	<p>Plagiarism is an issue for both students and staff. The Teaching &amp; Learning, Postgraduate Studies and Research Committees will consider how the effective education of students and staff about appropriate citational practices can be achieved.</p> <p><b>Action:</b> DVC(A); Director Graduate School; DVC(R)  <b>Accountability:</b> Senate, via the Academic Board</p> <p>During 2004, the Teaching &amp; Learning Committee undertook a comprehensive review of UQs plagiarism policy. The review resulted in a revised University definition of plagiarism and a revised policy statement, situating plagiarism in the context of academic integrity.</p> <p>Strategies to be implemented during 2005 aimed at minimising plagiarism include:</p> <ul style="list-style-type: none"> <li>♦ developing increased awareness amongst and educating students about maintaining academic integrity, including the provision of ongoing support</li> <li>♦ developing increased awareness amongst and educating teaching staff about adopting appropriate assessment practices, distinguishing between poor academic practice and plagiarism and handling detected cases; TEDI will produce resource materials which will form the basis of situated programs within schools under the auspices of the USDC 2005 program</li> <li>♦ identifying assessment practices that minimise opportunities for plagiarism and conducting USDC workshops on the topic</li> <li>♦ introducing plagiarism detection software – Turnitin</li> <li>♦ developing clear, consistent procedures for dealing with plagiarism and poor academic practice</li> </ul> <p>The revised policy on Academic Integrity and Plagiarism (HUPP 3.40.12) and the existing HUPP 4.20.2 <i>Procedures for the Conduct of Research</i> between them provide an appropriate policy framework for higher degree research students and researchers. The Graduate School website has been enhanced to highlight more specific references to the importance of these policies. Reference to these two policies is included in the admission letter to all new HDR students.</p> <p><i>Staff Plagiarism:</i> HUPP 4.20.2 makes clear reference to, and includes all the principles within, the Joint NHMRC/AVCC Statement and Guidelines on Research Practice. The University's expectations of staff behaviour and procedures for dealing with plagiarism and other forms of research misconduct are clearly stated.</p> <p><b>ACTION ONGOING</b></p>

**UQ 2003 AUQA AUDIT REPORT – REPORT ON ACTION PLAN IMPLEMENTATION**

<b>Recommendations (REC) / Improvement Suggestions (IS)</b>	<b>Action Plan &amp; Action Taken</b>
<p><b>IS</b>  <i>Evaluation</i>  <i>Ref: Report s.2.5, p.25</i></p> <p>The Audit Panel was confident that learning objective 7 on structured evaluation of teaching and learning is largely being achieved, but suggests that there is scope for more systematic input from “industry and the community”</p>	<p>The DVC(A) is overseeing the development of an employer survey to be conducted in first semester 2004.                      The Graduate School has commissioned the UQ Social Research Centre to undertake a survey of employers of higher degree research graduates.                      Faculties and schools will continue to seek input from professional associations, accreditation bodies and employers through their representational memberships on faculty/school boards, advisory bodies and disciplinary/industry groups; through workplace relationships; and from adjunct appointees.  <b>Action:</b> DVC(A); Director Graduate School; Executive Deans  <b>Accountability:</b> DVC(A); DVC(R); SDVC</p> <hr/> <p>The employer survey has been deferred to 2005.                      The UQ Graduate School (UQGS) and the UQ Social Research Centre (UQSRC), leading a consortium of the Go8 universities, were awarded DEST Higher Education Innovation Program (HEIP) funding to develop a survey of research higher degree graduates 5-8 years after their graduation. The UQGS has met with various Go8 university staff to discuss the research to be undertaken and secured agreements from all partners on the levels of support funding required. In January 2005 the UQGS and the UQSRC met with Dr Maresi Nerad, Director of the National Centre for Innovation and Research in Graduate Education (CIRGE), University of Washington, and Professor Barbara Evans (Dean of the School of Graduate Studies, University of Melbourne) to discuss the overall objectives, boundaries and outcomes of the research. The UQGS and UQSRC have started work on the survey instrument. A research progress report and the survey instrument will be presented to Go8 Deans and Directors of Graduate Studies and to the National Council of DDoGS at their May 2005 meetings.</p> <p>A significant proportion of research at UQ is industry-funded and involves collaborative arrangements with industry and government. Schools recognise the importance of ‘promoting’ their ‘scholarship .. to address contemporary issues’, and are continually strengthening their links with government and industry thorough internships, Adjunct appointments, and visiting lectureships. One thousand and seventy members of research higher degree advisory teams are staff members of external organisations with which UQ has research collaborations.</p> <p>Faculties report that they continue to engage actively with representatives of industry, the professions and accreditation bodies through which input is obtained on teaching and learning practices, relevance of the curriculum and strategic developments. These engagements include membership of faculty boards or boards of studies; establishment of industry advisory committees; regular meetings of campus advisory committees, with local employers and professional associations, and with faculty adjunct or honorary professorial appointees who are involved in course or seminar delivery; involvement of industry professionals in postgraduate program design and delivery; involvement of accreditation and professional bodies in undergraduate program redesign. Informal feedback is also received from employers providing workplace practical and industrial experiences for student.</p> <p>One faculty has funded from its TQA budget a project aimed at facilitating consumer engagement in teaching and learning within the faculty. This has resulted, inter alia, in the development of a Faculty Policy on Consumer Engagement and of a model of organisation of consumer involvement within the faculty.</p> <p><b>ACTION ONGOING</b></p>

**UQ 2003 AUQA AUDIT REPORT – REPORT ON ACTION PLAN IMPLEMENTATION**

<b>Recommendations (REC) / Improvement Suggestions (IS)</b>	<b>Action Plan &amp; Action Taken</b>
<p><b>IS</b>  <i>CEQ and SES</i>  <i>Ref: Report s.2.5.1, p. 26</i></p> <p>At least one school has used CEQ data to inform on-going curriculum review, and subsequent CEQ data have indicated improvement in the targeted areas. There is a small number of other areas that could usefully carry out a similar self-reflection.</p>	<p>Faculties will be required to reflect upon CEQ data as part of the Teaching Quality Appraisal process; and schools will be required to reflect upon CEQ data at the program level as part of the curriculum review process (annual program monitoring and triennial program assessment). The DVC(A)'s Office has provided assistance to faculties and schools through provision of data reports (for 2003 in hard copy and via the Reportal) and through interpretation of results. Assistance with the curriculum review process has been and will continue to be available through TEDI.</p> <p><b>Action:</b> Directors of Studies/Chairs Faculty T&amp;L Committees/Heads of Schools via the Executive Deans  <b>Accountability:</b> DVC(A); Committee of Executive Deans</p> <hr/> <p>Faculty reports on the 2003/04 revised TQA process indicated that some attempt was made in this first year to reflect on indicator data to inform strategic teaching and learning developments across the faculty. Faculty and school reports on the annual program monitoring phase of the curriculum review process indicated that schools had engaged with the process and were using both CEQ and UQSES data to identify opportunities for curriculum change and/or teaching practices. In the 2003/04 period, faculties/schools reported some limitations with available data because of low response rates or inability to disaggregate the data to program/plan level. It is expected that as time series data becomes available the data itself will be more informative.</p> <p>Throughout 2004 MIS undertook ongoing development of the <i>Reportal</i>, including the Indicators Portal. Time series reports on major indicators such as the CEQ and UQSES scales have been developed. Institutional course evaluation (ICEVAL) reports have also been prepared. The required reports for analysis as part of the TQA process have been posted to Faculty Portals, and a similar set of reports will be produced for curriculum review purposes. An Indicators Reference Group has been formed with a view to developing local faculty-based expertise about the indicators. Each faculty has appointed at least one representative to the Reference Group, whose meetings are also attended by MIS and TEDI staff.</p> <p>As part of the school review process, schools are required to analyse specific sets of teaching and learning and research indicators as part of their self-review. A 'School Review Pack' has been developed as a component of the Resource Centre on the MIS web site to assist with local evaluation.</p> <p>Faculties have subsequently reported that their schools scrutinise CEQ and UQSES data annually as part of the TQA and curriculum review processes. Schools are targeting particular areas where the need for improvement is highlighted by the data or are introducing program and course changes on the basis of survey findings.</p> <p>(See also the Recommendation at: <i>Report s.2.5.1, p.26</i>)</p> <p><b>ACTION ONGOING</b></p>

**UQ 2003 AUQA AUDIT REPORT – REPORT ON ACTION PLAN IMPLEMENTATION**

<b>Recommendations (REC) / Improvement Suggestions (IS)</b>	<b>Action Plan &amp; Action Taken</b>
<p><b>REC</b>  <i>CEO and SES</i>  <i>Ref: Report s.2.5.1, p.26</i>                      6. That in the Student Experience Survey UQ 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.</p>	<p>The DVC(A), in conjunction with TEDI, will consider how specific issues relating to teaching quality might be extracted from relevant responses to open-ended survey questions; and consider also how identified improvements might be acted upon and monitored.</p> <p>Reports from the UQ Student Experience Survey will show the percentage of students recording responses in the top two categories on the five-point scale.</p> <p><b>Action:</b> Director TEDI via the DVC(A)  <b>Accountability:</b> DVC(A)</p> <hr/> <p>Quantitative reports from the 2003 UQSES showed the percentage of students recording responses in the top two categories on the five-point Likert scale.</p> <p>By late 2004, TEDI had produced and provided to all schools detailed school-based reports on the UQSES 2003 and 2001 data, highlighting increases and decreases in the responses, where low and high responses had occurred and identifying specific areas requiring attention. The reports also included the qualitative responses. The quantitative data is available for further interrogation via the <i>Reportal</i>.</p> <p>Faculty-based reports summarising UQSES qualitative comments were also prepared and will further assist faculties/schools identify areas for improvement. These faculty- and school-based reports will be a useful additional resource for the 2004/05 TQA and curriculum review processes. TEDI intends to follow-up each school-based report with an offer to conduct informal discussions with the school to assist with interpretation and analysis of the data, and to identify opportunities to support school-based initiatives to improve teaching practice and learning outcomes. TEDI also prepared additional reports on the Ipswich Campus and the first year experience.</p> <p>Investigation of qualitative responses was made using the CEQuery tool developed for interrogating the CEO qualitative data. Additional DEST funding was allocated at the end of 2004 to further develop the query tool. TEDI is in contact with the development team with the intention of being a trial site once the tool is developed sufficiently. Discussions have been held with MIS on making the qualitative data available via a <i>Reportal</i> link with the CEQuery tool but this is some time away.</p> <p>The UQSES will be administered again in 2005. Early discussions have taken place with Monash University to include their student experience data for benchmarking against the UQSES data. A new MOU will be negotiated with the University of Sydney in 2005 to continue the current benchmarking arrangement.</p> <p><b>ACTION ONGOING</b></p>

**UQ 2003 AUQA AUDIT REPORT – REPORT ON ACTION PLAN IMPLEMENTATION**

<b>Recommendations (REC) / Improvement Suggestions (IS)</b>	<b>Action Plan &amp; Action Taken</b>
<p><b>REC</b> <i>TEVAL/CEVAL</i> <i>Ref: Report s.2.5.2, p.27</i></p> <p>7. That UQ review the TEVAL/CEVAL system of teacher 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.</p>	<p>The DVC(A), in conjunction with TEDI, will review the TEVAL/CEVAL system; and consider how to ensure Heads discuss results with academic staff and reflect on those results.</p> <p>Staff will also be encouraged to inform students of improvements resulting from their feedback as a way to improve student participation in all program/course evaluations. Communication avenues include website notifications (e.g. the TEDI website for TEVAL-related improvements) or distribution of summary statements of survey outcomes (as per the UMelb model)</p> <p><b>Action:</b> Director TEDI and Heads of Schools via the DVC(A) <b>Accountability:</b> DVC(A)</p> <hr/> <p>Heads and supervisors of academic staff are encouraged to advise their academic staff to attend the <i>Becoming a UQ Academic</i> series of workshops offered as part of the University Staff Development Program, as gathering and reflecting on a range of evidence on their teaching is a key part of the series. The series provides academic staff with advice on the range of data that can be used to inform them on the quality of their teaching and on areas on which to focus.</p> <p>There are a number of workshops on evaluating teaching in the USDC program including the <i>Introduction to Teaching and Learning for New Academics</i> program and <i>Evaluating Your Teaching to Improve Your Practice</i>. Evaluation is also an embedded aspect of many of the other USDC programs including the postgraduate suite of programs and those dealing with curriculum development.</p> <p>Academic staff are advised to inform their students of the changes made in response to feedback from the previous year's students. The process of distributing and collecting the surveys is provided with every survey form and staff are encouraged to follow the process.</p> <p>A summary report was prepared for students on the 2003 UQSES to advise them of the major findings from the survey. This report is available on the Teaching and Learning website, along with other student evaluation data. TEDI is investigating a process to provide a secure online site for processing of the teaching surveys; this process will be trialled in 2005 for full implementation in 2006.</p> <p>By 2005, there will be consistency in the student survey tools used across the University; this will facilitate data interpretation and assistance, as well as data mining.</p> <p><b>ACTION ONGOING</b></p>

**UQ 2003 AUQA AUDIT REPORT – REPORT ON ACTION PLAN IMPLEMENTATION**

<b>Recommendations (REC) / Improvement Suggestions (IS)</b>	<b>Action Plan &amp; Action Taken</b>
<p><b>IS</b>  <i>TEVAL/CEVAL</i>  <i>Ref: Report s.2.5.2, p.27</i>                      UQ might also review the total evaluation load on an average student in any year, how and by whom evaluations are administered and when; and [aim to achieve] greater variability in the size/extent of evaluations; give advanced notice of evaluations to students; review how action on the evaluations is managed, and how students are notified of the consequences of the evaluations.</p>	<p>With the introduction of iCEVAL in semester 2, 2003, staff were advised not to conduct TEVALs/CEVALs in courses where iCEVALs are being conducted.                      The DVC(A) is considering a recommendation to remove CEVAL from the available surveys from 2005. This is expected to reduce by over 1000 the total number of surveys completed by students.                      The iCEVAL was fully implemented in all but one of the seven faculties in 2004. The survey is administered on a 3-year rolling basis across all courses and will reduce the overall number of surveys carried out by students. All seven faculties will participate fully in the iCEVAL process in 2005.                      The results of the iCEVAL are available through the <i>Reportal</i> and copies of the summary reports are provided to Heads of Schools and the Executive Dean. These reports are required to be considered in the cyclic curriculum review process and when identifying priorities and initiatives for use of TQA funds.</p> <p><b>ACTION ONGOING</b></p>

**UQ 2003 AUQA AUDIT REPORT – REPORT ON ACTION PLAN IMPLEMENTATION**

<b>CHAPTER 3 – RESEARCH AND RESEARCH TRAINING</b>	
<b>Recommendations (REC) / Improvement Suggestions (IS)</b>	<b>Action Plan &amp; Action Taken</b>
<p><b>IS</b>  <i>Research management</i>  <i>Ref: Report s.3.2, p. 29</i>                      UQ is considering how better to factor in quality [rather than quantity] in funding for research. ...This is an important issue and the Audit Panel endorses UQs actions for addressing it explicitly.</p>	<p>A September 2003 forum, convened by the DVC(R), was held to discuss issues relating to assessing quality in academic publication. The general issue will continue to be explored with Executive Deans, Faculty Directors of Research, Heads of Schools and Centre Directors.</p> <p><b>Action:</b> DVC(R)  <b>Accountability:</b> DVC(R)</p> <p>A formal assessment of research quality at UQ has been proposed and will be piloted in 2005. The pilot assessments will focus at the school level, be run as part of school reviews and will inform the review outcomes. Key features of The University of Queensland Assessment of the Quality of Research Outcomes will be as follows:</p> <ul style="list-style-type: none"> <li>♦ Each school participating in the pilot will undergo a formal, peer-reviewed assessment of the quality of its research output as part of its septennial review.</li> <li>♦ The assessment will be conducted by a panel of internationally-recognised experts, appointed on the advice of the school and the Executive Dean. The panel will include at least two international members.</li> <li>♦ Research outcomes will be assessed against benchmarks of international and national excellence. The focus of the assessment will be on the quality of the research and its standing in the international and national arenas and will not consider the volume of output or levels of activity.</li> <li>♦ The assessment will consider the research output of all staff employed at Academic Level B (Lecturer) or higher for at least two years.</li> <li>♦ Each eligible staff must submit three pieces of work from the most recent five years.</li> <li>♦ The Chair of the quality assessment panel will be responsible for compiling a short report of the panel's findings, which will include an overall quality rating for the school. Where appropriate, separate ratings for different discipline groups within a school can be given. The ratings would represent a judgement of quality only; it would not be weighted to reflect output volume or activity.</li> <li>♦ The Chair will also travel to UQ and sit on the school review committee. He/She will participate in all aspects of the review but retain as a particular focus the unit's research performance, assisting the review committee to integrate the quality assessment panel's findings with the broader performance-related information that is made available by the review process.</li> <li>♦ All analysis and ratings will refer to the school or discipline groups as a whole. Individual performance will not be discussed as part of the school review.</li> </ul> <p>The exercise will be piloted on two schools due for review in 2005; <i>The School of Human Movement Studies (23-27 May)</i> and the <i>School of Physical Sciences (25-29 July)</i>.</p> <p><b>ACTION ONGOING</b></p>

## UQ 2003 AUQA AUDIT REPORT – REPORT ON ACTION PLAN IMPLEMENTATION

Recommendations (REC) / Improvement Suggestions (IS)	Action Plan & Action Taken
<p><b>REC</b> <i>Research centres: Centre/School relations</i> <i>Ref: Report s.3.4.1, p.31</i></p> <p>8. That in line with expressed intent, UQ 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.</p>	<p>The DVC(R) will follow-through this issue in discussions with Executive Deans and Heads of Schools. Action plans will incorporate institutes and centres at all levels.</p> <p><b>Action:</b> Executive Deans and Heads of Schools via the DVC(R) <b>Accountability:</b> DVC(R)</p> <p>The relationship between centres and schools has been better defined through a series of discussions in various fora, including a joint workshop for Faculty Research Directors and Managers of Innovation and Commercial Development in May 2004. The appropriate strategies for managing these relationships vary on a case by case basis. Additionally, the University's commitment in 2005 to channel all funds received as a result of the 2005 HECS fee increases towards the improvement of teaching quality will make possible further progress. One expected outcome is that the additional resources will enable schools to make the integration of centre staff into the teaching programs more viable.</p> <p><b>ACTION ONGOING</b></p>
<p><b>REC</b> <i>Reviews of centres</i> <i>Ref: Report s.3.4.2, p.31</i></p> <p>9. That UQ address the need, revealed in its own self-review, to monitor the timely review of faculty and school centres.</p> <p><b>IS</b> <i>Reviews of centres</i> <i>Ref: Report s.3.4.2, p.31</i></p> <p>The Panel formed the view that the review and termination processes for centres could usefully be better structured, with formal review and decision criteria.</p>	<p>A schedule for reviews of faculty and school centres is in place in all faculties, and review progress reports have been received. The Office of the DVC(R) has implemented procedures to ensure that reviews of faculty centres occur at designated intervals and that review outcomes are reported appropriately.</p> <p><b>Action:</b> Executive Deans and Heads of Schools via the DVC(R) <b>Accountability:</b> DVC(R)</p> <p>The Policy and Procedures on the Establishment, Approval, Administration and Review of Institutes, Centres and Units (HUPP 1.30.6) has been reviewed and amendments were approved by Senate in March 2003. School centres are reviewed triennially and faculty centres are reviewed every five years. Both school and centre reviews are the responsibility of the Executive Deans.</p> <p>University centres and institutes are reviewed under the auspices of the Review of Schools and Academic Disciplines policy (1.40.2) on a seven year cycle.</p> <p>New procedures for the scheduling of centre reviews were implemented by the DVC(R) in early 2004. The Office of the DVC(R) keeps a central record of all centres that are due for review and monitors the schedule. Executive Deans report to the DVC(R) regarding the review outcomes and provide annual updates regarding the future schedule.</p> <p><b>ACTION COMPLETE</b></p>

## UQ 2003 AUQA AUDIT REPORT – REPORT ON ACTION PLAN IMPLEMENTATION

Recommendations (REC) / Improvement Suggestions (IS)	Action Plan & Action Taken
<p><b>IS</b>  <i>Postgraduate Students Support</i>  <i>Ref: Report s.3.6.3, p.33</i></p> <p>Students feel there are some noticeable gaps [in school resources], with access to IT and other basic facilities being variable, especially where departmental facilities have been centralised after restructuring.</p> <p>The scope of the [Integrated Skills] Program is good, and staff commonly require students to do components of it, but many students are not aware of the full range of opportunities it can provide, and it does not appear to be 'integrated' in any meaningful sense.</p>	<p>It is recognised that there are identifiable discrepancies across the University in terms of postgraduate student access to services and facilities, applying to both HDR and coursework students, in the case of the latter group, especially where the rapid growth in postgraduate coursework numbers has not been factored into space and resource planning. The Director Graduate School and the Executive Deans will take the Audit feedback into account in actions to meet identified targets. The Director Graduate School will review postgraduate infrastructure and resourcing guidelines in 2004.</p> <p><b>Action:</b> Director Graduate School; Executive Deans  <b>Accountability:</b> DVC(R); Committee of Executive Deans</p> <p>Faculties and schools report critical space and/or budgetary constraints, allowing usually only for the provision of shared offices for HDR students, although full-time students will usually have a desk, chair, drawers, filing cabinets, locker and PC, and access to internet, email, local telephone, print and photocopying facilities, and tea room. Schools have variously established research precincts; undertaken a phased refurbishment of HDR student spaces to achieve more efficient use of existing space; introduced 'hot-desking' arrangements; formulated funding guidelines to support all HDR students; considered ways to provide more flexible access to existing ICT facilities. One faculty reports that its Postgraduate Studies Committee is responsible for setting good practice standards and monitors the provision of postgraduate student support across the faculty against those standards. Another faculty will develop guidelines on minimum standards of resources/infrastructure for its HRD students. Another faculty will undertake an audit of HDR infrastructure in 2005 and will also undertake a student satisfaction survey in 2005 with the aim of enhancing the quality of the research environment through an expanded range of faculty-based activities and coordination.</p> <p>In 2004, the UQ Graduate School conducted a significant review of space needs. A document outlining space needs for research students and a 10-Year Plan was submitted to the Space Planning and Management Committee for discussion at the February 2005 meeting. Research student infrastructure and resources has been established as a major policy item on the agenda for Postgraduate Studies Committee in 2005.</p> <p>The Integrated Skills Program was further developed in 2004 with seminars and workshops concentrated during Graduate Student Weeks each semester, and Research Week held in late September 2004. A similar program is planned for 2005. For details visit:  Graduate Student Week (Semester 1):  <a href="http://www.uq.edu.au/grad-school/?page=16198">http://www.uq.edu.au/grad-school/?page=16198</a>  Graduate Student Week (Semester 2):  <a href="http://www.uq.edu.au/grad-school/?page=12362">http://www.uq.edu.au/grad-school/?page=12362</a>  Research Week:  <a href="http://www.uq.edu.au/grad-school/?page=12954">http://www.uq.edu.au/grad-school/?page=12954</a></p> <p><b>ACTION ONGOING</b></p>

**UQ 2003 AUQA AUDIT REPORT – REPORT ON ACTION PLAN IMPLEMENTATION**

<b>Recommendations (REC) / Improvement Suggestions (IS)</b>	<b>Action Plan &amp; Action Taken</b>
<p><b>IS</b>  <i>Coursework Graduate Students</i>  <i>Ref: Report s.3.6.4, p.34</i></p> <p>Coursework graduate students report concerns relating to lack of working spaces, large class sizes, ability of teachers, third year courses being included within graduate programs and supervision and grading oriented towards students with a lower level of English ability. UQs AB has established a working party to review the development of and the maintenance of standards in postgraduate coursework programs. The Audit Panel endorses this action.</p>	<p>The Postgraduate Coursework Working Party has aimed to deal with the issue of the inclusion of later year undergraduate courses in postgraduate coursework programs through affirmation of: existing UQ policy on the level of course offerings in postgraduate courses; the need for compliance with relevant AVCC statements; and the need for recoded undergraduate courses included in postgraduate programs to be differentiated in terms of teaching and assessment modes.</p> <p>The policy on English language proficiency should deal with concerns about grading oriented towards students with a lower level of English ability.</p> <p><b>Action:</b> President, Academic Board  <b>Accountability:</b> Academic Board</p> <p>Few schools are able to provide dedicated space to postgraduate coursework students because of space restrictions. Schools have recognised the need to address this – some already provide dedicated study space, or access to computer laboratories with specialised software and printing facilities; others are investigating options to provide a ‘home’ for these students. The Teaching &amp; Learning Space Committee is considering the needs of postgraduate coursework students in its 10-year Program for the Enhancement of Teaching and Learning Space.</p> <p>The Report of the Postgraduate Coursework Awards Working Party was considered by Senate in October 2004. Recommendation 8 in the Report addressed reported concerns:</p> <ul style="list-style-type: none"> <li>♦ Undergraduate courses included in postgraduate program lists be rebadged at the postgraduate level and differentiated from undergraduate courses in terms of mode of teaching and/or assessment</li> <li>♦ Students enrolled in a postgraduate coursework award must complete a minimum of 75% of courses at the postgraduate level; at the Executive Dean’s discretion, a postgraduate coursework award student may include no more than 25% of advanced undergraduate courses toward the program</li> <li>♦ From 1 January 2005 only postgraduate level coded courses be included in postgraduate coursework program lists</li> <li>♦ Schools comply with the AVCC statement “Universities should indicate clearly any undergraduate components in postgraduate courses”. In the case when postgraduate students might be required to take classes with undergraduate students, this information should be included in the relevant course profile and in promotional material.</li> </ul> <p>The Working Party’s recommendations have been incorporated into a revised HUPP policy (3.20.6). A review of compliance with the policy will be undertaken in mid-2005.</p> <p>The President, Academic Board is organizing a special meeting to examine specific issues with coursework doctoral programs at UQ.</p> <p>A policy on English Language Proficiency Admission Requirements for University Programs was approved by Senate in November 2004. The revised English language proficiency requirements will apply from 2005, except that the revised requirements for entry to postgraduate research award programs will apply from 2006.</p> <p>There is no longer discretion to waive or vary English language proficiency requirements for admission to University of Queensland undergraduate, postgraduate coursework and research award programs or non-award study. The policy affirms the University’s commitment to provide concurrent English language support to all international and Australian students of non-English speaking background.</p> <p><b>ACTION ONGOING</b></p>

**UQ 2003 AUQA AUDIT REPORT – REPORT ON ACTION PLAN IMPLEMENTATION**

<b>CHAPTER 4 – INTERNATIONAL ACTIVITIES</b>	
<b>Recommendations (REC) / Improvement Suggestions (IS)</b>	<b>Action Plan &amp; Action Taken</b>
<p><b>REC</b> <i>Objectives in Internationalisation</i> <i>Ref: Report s.4.1, p.35</i> 10. That UQ determine its desired direction in respect of its international activities and finalise its incipient internationalisation plan.</p>	<p>The DVC (I&amp;D) will ensure that the Audit feedback is incorporated in the final Internationalisation Plan. <b>Action:</b> DVC (I&amp;D) <b>Accountability:</b> DVC (I&amp;D)</p>
	<p>The DVC(I&amp;D) has led the development of the University’s Internationalisation Plan, which has included the establishment of a Reference Group of key stakeholders. Feedback from the University’s quality audit was relayed to the Reference Group. <b>ACTION ONGOING</b></p>
<p><b>IS</b> <i>Objectives in Internationalisation</i> <i>Ref: Report s.4.1, p.35</i> Attention to quality assurance and quality improvement in international activities is less comprehensive than in research, teaching and community relations. ... UQ is encouraged to operate as effectively in the international area as say in the research area.</p>	<p>The DVC (I&amp;D) will ensure that quality assurance and improvement mechanisms are in place for international activities, and will incorporate these into the Internationalisation Plan implementation strategies. <b>Action:</b> DVC (I&amp;D) <b>Accountability:</b> DVC (I&amp;D)</p>
	<p>Objectives 9 (A policy framework that supports and promotes sustainable international activities) and 10 (A management framework that underpins excellence in internationalisation) of the draft Internationalisation Plan explicitly address the issue of quality assurance, although every effort has been made to ensure that the theme of quality underpins all objectives and their supporting strategies and actions. When approved and adopted, the Internationalisation Plan will be subjected to regular monitoring and review against performance indicators. <b>ACTION ONGOING</b></p>

**UQ 2003 AUQA AUDIT REPORT – REPORT ON ACTION PLAN IMPLEMENTATION**

<b>Recommendations (REC) / Improvement Suggestions (IS)</b>	<b>Action Plan &amp; Action Taken</b>
<p><b>IS</b>  <i>Objectives in Internationalisation</i>  <i>Ref: Report s.4.1, p.36</i></p> <p>The Panel commended the systematic approach to supporting staff in the achievement of UQs internationalisation objectives, but considers that strategies are needed to achieve greater staff coverage of these activities.</p>	<p>The DVC (I&amp;D) will liaise with the Chair USDC on strategies to embed the achievement of UQs internationalisation objectives in a wider range of staff development programs. These strategies might be incorporated in the Internationalisation Plan implementation strategies.</p> <p><b>Action:</b> DVC(A)/Director TEDI and International Director via DVC (I&amp;D)  <b>Accountability:</b> DVC (I&amp;D)</p> <p>Staff development activities for academic and administrative staff engaged in international activities have been incorporated into the Internationalisation Plan (refer Strategies 1.5, 1.6, 4.7, 10.5 of the draft Internationalisation Plan). An accompanying implementation plan is currently being developed. The DVC(I&amp;D) has undertaken targeted consultations with key committees and management stakeholders, including with the Deputy Vice-Chancellor (Academic) as Chair of the USDC.</p> <p>TEDI has offered situated programs on internationalisation as part of its situated approach to professional development. Several schools have invited TEDI staff to attend school and faculty T &amp; L committee meetings or to present workshops organised by the schools. For example, in 2004 one faculty had identified, as one of its TQA initiatives, a focus on internationalisation and all schools were required to develop a project as part of the funding initiative. TEDI staff assisted with the identification of ways in which internationalisation could be addressed, and with the provision of resources. Invitations for TEDI staff to attend school T &amp; L committees followed.</p> <p>As part of the 2005 USDC program, two workshops have been scheduled, coordinated and presented by TEDI staff: <i>International and Inclusive Education</i> and <i>Cultural Diversity and Inclusive Practice</i>. The second of these will use print and Web resources developed by Flinders University and adapted for UQ use under licence.</p> <p>The International Education Office has scheduled two workshops on <i>International Marketing Briefing</i> and has noted that staff should contact the International Education Office for Cultural Sensitivity and Visit Protocol. As part of the Equity and Diversity series of USDC programs there are four <i>Cross Cultural Awareness</i> programs offered, as well as a number of <i>Diversity Discussions</i>.</p> <p>In 2004, the Staff Development Coordinator meetings included a number of sessions on the need for programs and examples to be culturally-appropriate and presented sensitively and for the relevance of these matters to be brought to the attention of participants.</p> <p><b>ACTION ONGOING</b></p>

## UQ 2003 AUQA AUDIT REPORT – REPORT ON ACTION PLAN IMPLEMENTATION

Recommendations (REC) / Improvement Suggestions (IS)	Action Plan & Action Taken
<p><b>REC</b> <i>International Activities Management</i> <i>Ref: Report s.4.2, p.37</i></p> <p>11. That UQ implement the recommendation of its 2002 Internal Audit Report and develop guidelines and procedures relating to the implementation of international arrangements.</p>	<p>The recommendation from the 2002 Internal Audit Report on Overseas Operations has been fully implemented. The effectiveness of the guidelines and procedures relating to the implementation of international agreements will be monitored.</p> <p><b>Action:</b> International Director <b>Accountability:</b> DVC (I&amp;D)</p> <hr/> <p>The Recommendation to Negotiate form has been reviewed and a new version is now in use. A draft set of procedures to be used for the initiation, implementation, management and review of agreements is being developed to support the review of policy noted above. Student Exchange agreements now undergo an annual review process which was implemented in 2003.</p> <p>The role of 'Manager International Development' has been changed to 'Manager International Relations'. The responsibilities of this role include greater emphasis on ensuring that relationships with external partners are developed and managed in an appropriate manner.</p> <p>As a result of an IED review, the database has been updated so that all expired, cancelled or superseded agreements are now held in an accessible archive table. IED has contacted faculties and academic staff regularly to ascertain the activity levels of agreements which are due for renewal in order to ensure that the information is up-to-date.</p> <p>In addition, the Office of the DVC(I&amp;D) is rationalising and consolidating existing policy in this area with a view to providing a clearer policy framework.</p> <p><b>ACTION ONGOING</b></p>
<p><b>REC</b> <i>Teaching and Learning</i> <i>Ref: Report s.4.3, p.37</i></p> <p>12. That UQ 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.</p>	<p>The DVC (I&amp;D) and DVC(A) will confer on appropriate strategies for achieving a broader understanding throughout the UQ community of the concept of 'internationalisation', how it can be achieved at UQ, and the meaning and significance of an internationalised curriculum. They will also explore mechanisms for implementation through the Teaching &amp; Learning and University Staff Development Committees.</p> <p><b>Action:</b> DVC (I&amp;D) in consultation with the DVC(A) and, via the DVC(A), Executive Deans <b>Accountability:</b> DVC (I&amp;D); DVC(A); Committee of Executive Deans</p> <hr/> <p>The draft Internationalisation Plan includes the following strategy:</p> <p style="padding-left: 20px;">1.5 Within the context of the University's academic staff development framework, develop support and promote staff development programs that develop and extend staff understanding and significance of an internationalised curriculum.</p> <p>This strategy is supported by an action to develop and conduct teaching and learning workshops that clarify and promote a shared understanding of the concepts of an internationalised curriculum and international learning experiences. Final consultation on the Internationalisation Plan is underway, including with the DVC(A) on the appropriateness of and support for this strategy.</p> <p><b>ACTION ONGOING</b></p>

**UQ 2003 AUQA AUDIT REPORT – REPORT ON ACTION PLAN IMPLEMENTATION**

<b>Recommendations (REC) / Improvement Suggestions (IS)</b>	<b>Action Plan &amp; Action Taken</b>
<p><b>IS</b>  <i>International students in Australia</i>                      Ref: Report s.4.5.1, p.38</p> <p>Overseas postgraduate students interviewed by the Audit Panel were positive about the academic support they have received, and about the residences, but less positive about help for themselves and families to settle into Brisbane.</p>	<p>The DVC (I&amp;D) has established a reference group to assess and document student support services for international students. The project aims to identify services that need improving and gaps in service provision. The goal is to develop action plans in association with key stakeholders to improve experiences at UQ for international students.</p> <p><b>Action:</b> International Director; Director ICTE; Director Student Support Services via Academic Registrar  <b>Accountability:</b> DVC (I&amp;D); DVC(A) via the Academic Registrar</p> <hr/> <p>An initial examination of the 2001 QJES report was undertaken and a report provided to the International Working Group. This review, along with previous reviews undertaken on international student support, provided a basis for specifying terms of reference for a review of international student support at UQ. A reference group was established to oversee the progress of the project which met in early August 2003. Following this, consultation took place with faculties and other members of the University community to obtain feedback on services provided to international students. A draft report has been prepared which documents current practices within the University, identifies gaps in service provision and provides recommendations. The draft report has been submitted to the Reference Group and their feedback and comments will now be considered with a view to finalisation and implementation of the report's recommendations. The Academic Registrar and Director Student Support Services are members of the DVC(I&amp;D)'s reference group.</p> <p><b>ACTION ONGOING</b></p>
<p><b>IS</b>  <i>Students Overseas</i>                      Ref: Report 4.5.2, p.39</p> <p>The Mt Eliza Business School/UQ alliance provides for cross-representation of MEBS on UQ faculty committees and UQ staff on MEBS bodies. Attention needs to be paid to this arrangement to ensure that it occurs and is effective.</p>	<p>This is a useful cautionary note. UQ will remain vigilant of cross-representational arrangements. Note will also be taken of any relevant recommendations arising from the recent AACSB accreditation.</p> <p><b>Action:</b> Executive Dean BEL Faculty and Head Business School via DVC (I&amp;D)  <b>Accountability:</b> DVC (I&amp;D)</p> <hr/> <p>The Mt Eliza/UQ Alliance formally ended in April 2004. Professor Ian Zimmer, Executive Dean BEL Faculty, stepped down from the Mt Eliza Board in April 2004.</p> <p><b>NO FURTHER ACTION</b></p>

**UQ 2003 AUQA AUDIT REPORT – REPORT ON ACTION PLAN IMPLEMENTATION**

<b>CHAPTER 5 – COMMUNITY PARTNERSHIPS</b>	
<b>Recommendations (REC) / Improvement Suggestions (IS)</b>	<b>Action Plan &amp; Action Taken</b>
<p><b>IS</b>  <i>Community Relations Objectives</i>                      Ref: Report s.5.1, p.40                      UQ is a new presence in Ipswich and Gatton, and is actively planning its role around those campuses. Otherwise, the Audit Panel sensed that the community outreach is not so much a result of explicit strategy but happens more 'because UQ is the longest-established university in Queensland'. UQ may like to reflect on whether there is scope for a more structured approach, particularly in Brisbane, that permeates the University.</p>	<p>The VC's Executive will consider whether a Community Relations strategy is required to provide a strategic approach to UQs community relations objectives in Brisbane.  <b>Action:</b> DVC(A) for VC's Executive  <b>Accountability:</b> VC's Executive</p>
	<p>The Vice-Chancellor has established an external review of the University of Queensland's interactions with its wider communities, involving a review of the Marketing and Communications, Development and Dean of Students' Offices and of alumni and community relations generally. The need for a community relations strategy will be referred to the External Review.  <b>ACTION ONGOING</b></p>

**UQ 2003 AUQA AUDIT REPORT – REPORT ON ACTION PLAN IMPLEMENTATION**

<b>Recommendations (REC) / Improvement Suggestions (IS)</b>	<b>Action Plan &amp; Action Taken</b>
<p><b>IS</b>  <i>Community Outreach – Schools</i>  <i>Ref: Report s.5.2.1, p.41</i></p> <p>There is some feeling, both within and without UQ, that the University targets the leading secondary schools, and more attention should be paid to those in lower socio-economic groups. Action in this area could assist UQ in meeting its equity objectives, particularly in 'participation'.</p>	<p>The DVC(A) will review UQs marketing to secondary schools in consultation with the Dean of Students, the Directors of OMC and SASD, and Equity Director</p> <p><b>Action:</b> DVC(A)  <b>Accountability:</b> DVC(A)</p> <p>In the context of UQs strategic priority to continue to attract the State's best secondary students to the University, it is important to maintain good relationships with major feeder schools. However, contact is also maintained with all schools in Queensland and Northern New South Wales. All schools are offered the opportunity to visit the University; and UQ staff visit careers markets throughout the State where they are able to speak with school students in the surrounding areas.</p> <p>An analysis of contacts made with Queensland state schools during 2003-2004 shows a substantial amount of contact with schools from the lower end of the socio-economic spectrum. Specifically:</p> <ul style="list-style-type: none"> <li>♦ rural schools were visited in 2004 and it is envisaged they will again be visited in 2005. A proportion of the schools are situated in areas where a significant proportion of students have low rates of University entry or are from financially-disadvantaged backgrounds</li> <li>♦ in addition to special entry arrangements for Indigenous Australian students, the University also has designated 100 special entry places available for socio-economically disadvantaged students through the UQ-Link program.</li> <li>♦ As part of the <i>University of Queensland Equity and Diversity Plan</i>, UQ will enhance its outreach to socio-economically disadvantaged students by the following actions:             <ol style="list-style-type: none"> <li>1.1 In conjunction with State education authorities, develop relationships with low SES schools (including rural and isolated schools) to:                 <ol style="list-style-type: none"> <li>1.1.1 Assist students from low SES background to understand the benefits of tertiary education against other school leaving alternatives; and</li> <li>1.1.2 Promote study at UQ as a realistic and feasible option.</li> </ol> </li> <li>1.2 Develop a targeted Outreach Program to improve access to the University for students from low SES backgrounds.</li> <li>1.3 Establish a special-entry scheme which offers a proportion of publicly-supported places to low SES applicants who fall two OP Bands below general admission cut-offs</li> </ol> </li> </ul> <p>Further, the introduction of Commonwealth Learning Scholarships and fee-pay scholarships and the upward revision of UQ funded scholarships to meet living costs will help in the recruitment of more students from lower socio-economic groups.</p> <p><b>ACTION ONGOING</b></p>

**UQ 2003 AUQA AUDIT REPORT – REPORT ON ACTION PLAN IMPLEMENTATION**

<b>CHAPTER 6 – HUMAN RESOURCES</b>	
<b>Recommendations (REC) / Improvement Suggestions (IS)</b>	<b>Action Plan &amp; Action Taken</b>
<p><b>IS</b>  <i>Starting at UQ</i>  <i>Ref: Report s.6.2, p.44</i>                      Consistent with comments by overseas postgraduate students, some new staff remarked on a gap in assistance relating to settling in to Australia and Brisbane.</p>	<p>Human Resources will review the Recruitment and Appointment Procedures to ensure the systematic provision of assistance to new staff to settle in Australia and Brisbane  <b>Action:</b> Director Human Resources via DVC(A)/Secretary &amp; Registrar  <b>Accountability:</b> DVC(A); Secretary &amp; Registrar</p>
	<p>The introduction of UQs Induction Policy involved the development of an Induction website which was revised to include material then under the “Prospective Staff” heading on the main website and to establish links to external organizations such as Education Queensland, Brisbane City Council, real estate agencies and removalists, who provide a variety of services (over and above moving of personal and household effects) such as assistance with school enrolments, temporary and permanent accommodation.</p> <p>Publicity about these services needs to be improved. The Induction Website has been enhanced. The new section, Settling In, has been published. Further, the site for Prospective Staff has been expanded. The Manager, Accommodation is producing revised publications.</p> <p>Further recommendations about the Induction process were made by the committee which reviewed UQs personnel function in late July 2004. A response to the review report has been developed which sets out some proposals for change to be discussed at the USDC.</p> <p><b>ACTION ONGOING</b></p>
<p><b>IS</b>  <i>Starting at UQ</i>  <i>Ref: Report s.6.2, p.44</i>                      The panel endorses the practice of mentoring for new staff and suggests that it be implemented more consistently across UQ.</p>	<p>Human Resources will review the Induction Program to consider the wider application of mentoring for new staff across all categories.  <b>Action:</b> Director Human Resources via DVC(A)/Secretary &amp; Registrar  <b>Accountability:</b> DVC(A); Secretary &amp; Registrar; DVC(R)</p>
	<p>All new staff are to be offered the opportunity to enter a mentoring relationship. Recommendations to formalize the role of a Mentoring Officer in each school and Division have been assessed by the USDC but were not accepted because of concerns about over-formalisation of what is essentially a voluntary process. However, TEDI has continued development of training in the Mentoring at UQ program. A pilot of the proposed mentoring activities was initiated in semester 2, 2004 with participants in teaching and learning areas. It is proposed that a research area pilot also be conducted.</p> <p><b>ACTION ONGOING</b></p>

**UQ 2003 AUQA AUDIT REPORT – REPORT ON ACTION PLAN IMPLEMENTATION**

<b>Recommendations (REC) / Improvement Suggestions (IS)</b>	<b>Action Plan &amp; Action Taken</b>
<p><b>REC</b>  <i>Appraisal and Development</i>                      Ref: Report s.6.3, p.45                      13: That UQ act on the gap it has identified and enhance the nature and use of training for academic managers in the appraisal of general staff.</p>	<p>Human Resources will ensure that this 'refresher' program incorporates training for academic managers in the appraisal of general staff; and that academic staff are encouraged to attend the program.  <b>Action:</b> Director Human Resources via DVC(A)/Secretary &amp; Registrar  <b>Accountability:</b> DVC(A); Secretary &amp; Registrar</p> <p>Senior management have been considering this issue, in conjunction with the perceived need to ensure that academic staff who supervise general staff are also fully aware of policies and procedures relating to managing workloads, working hours, leave etc for general staff. This matter had been raised in the Report of the Workloads Working Party, resulting from the previous enterprise agreement for general staff.</p> <p>A draft program for a half-day workshop has been developed, covering issues of working hours, workloads and the conduct of the performance review. The program has been discussed with the Senior Executive and the decision taken to introduce this workshop in semester 2, 2005 after enterprise bargaining has been finalized and the range of new clauses relating to flexible working hours and the management of leave have been implemented.</p> <p><b>ACTION ONGOING</b></p>
<p><b>IS</b>  <i>Appraisal and Development</i>                      Ref: Report s.6.3, p.45                      General staff have difficulty in accessing external courses, and this needs some attention. As there is more reliance on general staff in universities these days, it is important to provide for their systematic development and for succession planning.</p>	<p>Human Resources will review access by general staff to external development courses.                      The University has put in place a new program to assist general staff members to prepare for more senior managerial roles.  <b>Action:</b> Director Human Resources via Secretary &amp; Registrar  <b>Accountability:</b> Secretary &amp; Registrar</p> <p>A review of access to external staff development courses reveals that there are three main providers: the AVCCs Staff Development Unit; the Association of Tertiary Education Managers (ATEM); Business Schools in Universities. Each year the USDC circularises all Heads, Directors and managers with a list of the offerings from AVCC and ATEM for that year and seeks nominees from general staff. A sub-committee assesses the nominees and selects attendees within the quotas imposed. This process is explained in the workshops on the Recognition and Development Program for General Staff at which supervisors who are going to conduct annual appraisal reviews are counselled to consider the training needs of their staff and nominate them as appropriate. Additionally, residential courses are offered by units such as the AGSM, Mt Eliza and the Macquarie Graduate School of Management which are open to UQ staff. This is normally a decision for the budget unit manager in consultation with staff.</p> <p>To prepare general staff more systematically to assume higher responsibilities the University introduced in 2003 the <i>Preparation for General Staff Managers Program</i>. A policy was developed with accompanying Guidelines. A coordinating committee, the University Staff Planning Committee (USPC), was convened, chaired by the Secretary and Registrar. Interested staff were invited to self-nominate. As well, supervisors of general staff were asked to nominate staff in their areas who showed the potential to progress one or two levels up into management roles. Some 87 staff have joined this program after an explanatory briefing by the Director, Human Resources in November 2003 which was attended by 130 staff. The initial training offering for participants has been an introduction to emotional intelligence and leadership. The first offering of the EI Module was very well received. A second offering of the Module was provided in late October 2004 for 27 nominees in the Program.</p> <p><b>ACTION COMPLETE</b></p>

**UQ 2003 AUQA AUDIT REPORT – REPORT ON ACTION PLAN IMPLEMENTATION**

<b>Recommendations (REC) / Improvement Suggestions (IS)</b>	<b>Action Plan &amp; Action Taken</b>
<p><b>IS</b>  <i>Appraisal and Development</i>  <i>Ref: Report s.6.3, p.45</i>                      The Audit Panel recommends enhancement in the provision of training and development for current and potential HoSs and heads of divisions.</p>	<p>The University has recognised the need for more consistent and focused professional development and training of current and potential Heads of Schools and Divisions. Proposals have been identified to achieve this goal. For example, the University has put in place a new program to assist general staff members to prepare for more senior managerial roles.</p> <p><b>Action:</b> Director Human Resources via DVC(A)/Secretary &amp; Registrar  <b>Accountability:</b> DVC(A); Secretary &amp; Registrar</p> <hr/> <p>A revised process for the induction of Heads of Schools was accepted by the USDC in 2003. In line with that, the recommended regular meetings for new Heads to meet with experienced Heads to compare practice have begun and will continue.</p> <p>The formal training program for Heads has been revised following acceptance by the Vice-Chancellor’s Executive of a report by the Director Human Resources, “Report on Study of Trends In Management/Leadership Development for Senior University Staff: Europe and the UK, 2003”. Sessions on <i>Staff Management Issues, Financial Management and Planning, and Marketing, Industry Relationships and Commercialisation</i> were introduced into the program in 2004.</p> <p>A new policy “Appointment, Preparation and Development of Senior Officers” (HUPP 1.20.3) has been developed and approved. It provides a more systematic approach to succession planning for the top 70 positions across the University, and gives effect to a specific recommendation in the above Report. Two senior officers have already attended the kind of overseas training opportunities envisaged.</p> <p><b>ACTION ONGOING</b></p>

**UQ 2003 AUQA AUDIT REPORT – REPORT ON ACTION PLAN IMPLEMENTATION**

<b>Recommendations (REC) / Improvement Suggestions (IS)</b>	<b>Action Plan &amp; Action Taken</b>
<p><b>REC</b>  <i>Appraisal and Development</i>  <i>Ref: Report s.6.3, p.45</i>                      14: That UQ enhance the training provided for graduate students and other sessional staff acting as tutors.</p>	<p>Human Resources and TEDI, in consultation with the DVC(A), are developing a training proposal for sessional staff, paying particular attention to the needs of sessional staff serving as tutors. The proposal will be submitted to the USDC.  <b>Action:</b> Directors Human Resources &amp; TEDI via DVC(A)  <b>Accountability:</b> DVC(A)</p> <hr/> <p>The objectives of the Working Party on Sessional Teaching have essentially been completed with a policy statement approved by Senate in November 2004 (HUPP 5.41.10)</p> <p>In meetings scheduled towards the end of 2004, all Executive Deans were advised on the need to provide appropriate sessional teacher and tutor training, commencing in 2005. The SBS Faculty has initiated a faculty-wide program modelled on the School of Psychology tutor training program. The Graduate Certificate of Education (Higher Education) has enrolled a number of postgraduate students in the 'new to teaching' program. The Faculty of Arts pays the fees of a number of their students who undertake this program.</p> <p>As part of the process of developing a training strategy for UQ sessional staff, a program on teaching and learning for sessional staff was trialled in the Faculty of Arts in semester 2, 2004 and will be available across all faculties from semester 1, 2005. TEDI staff are working with the relevant faculty contact person to develop and implement a 4-hour program as outlined in the policy documents. The program will focus on 'small-group teaching', 'effective lecturing' and 'survival skills in the lecture theatre for new teachers'. An introductory resource book has been developed and will be provided to sessional staff at the workshops and is available for tutors via a downloadable Weblink. All Heads of Schools were provided with a copy of the resource booklet and advised of the Weblink in November 2004.</p> <p>Web resources, including a teaching manual and induction template, will be developed for both staff and supervisors as a joint initiative between Human Resources and TEDI in 2005.</p> <p><b>ACTION ONGOING</b></p>

**UQ 2003 AUQA AUDIT REPORT – REPORT ON ACTION PLAN IMPLEMENTATION**

<b>Recommendations (REC) / Improvement Suggestions (IS)</b>	<b>Action Plan &amp; Action Taken</b>
<p><b>IS</b>  <i>Awards and Promotion: Confirmation</i>  <i>Ref: Report s.6.5.2, p.46</i></p> <p>(a) Several aspects of the logistics of the Academic Portfolio of Achievement process were criticised, and UQ could consider how to streamline it.</p> <p>(b) Otherwise, the system appears to be working well, and UQ may consider whether there is merit in providing for an analogous process of self-reflection for general staff.</p>	<p>(a) Human Resources will continue to keep the Academic Portfolio of Achievement under review with a view to streamlining requirements.  <b>Action:</b> Director Human Resources via President Academic Board (for the Appointments and Promotions Committee)  <b>Accountability:</b> President Academic Board</p> <p>(a) The Appointments and Promotions Committee annually reviews the Academic Portfolio of Achievement, and refines it as necessary to assist academic colleagues with its completion. This occurred in 2004. What UQ faces now is the need to adapt the current Portfolio for use by research-only staff, so that they have a simplified version adapted to their needs. At a workshop on performance review for senior managers in IMB in October 2003, these issues were debated and a version for research only staff is being developed. Further work is ongoing regarding appraisals and promotions processes for research-only staff.  <b>ACTION ONGOING</b></p> <p>(b) This is a reminder also to regularly review the Recognition and Development Program.  <b>Action:</b> Director Human Resources  <b>Accountability:</b> Secretary &amp; Registrar</p> <p>(b) In relation to general staff, UQ does not see great advantage in inserting into the Recognition and Development Program “an analogous process of self-reflection”. Rather the need that has been identified is for appraising officers/supervisors to carry out more systematic career reviews in conjunction with the annual review. The USDC has requested a proforma to be developed and made accessible via the Web so that individual staff can complete it and then discuss it with their supervisors, generally at the annual review. This will be a personal process, asking the individual to reflect upon their career direction and preferences and to identify options and specific steps which might be pursued. The Online Career Interview has been designed and trialled and will be released for use by Program participants before the end of February 2005.  <b>ACTION ONGOING</b></p>
<p><b>REC</b>  <i>Workload Management System</i>  <i>Ref: Report s.6.6, p.47</i></p> <p>15: That UQ consider undertaking a staff opinion survey to ascertain the views of staff on the existing policies, practices and support systems and to seek suggestions for further improvement (in particular, with a view to obtaining staff opinions and experiences of policy changes on workload).</p>	<p>The VC’s Executive will consider this proposal.  <b>Action:</b> DVC(A); Secretary &amp; Registrar  <b>Accountability:</b> VC’s Executive</p> <p>As an initial step, in 2003, Human Resources commissioned a staff survey, conducted by the School of Psychology, on work-family responsibilities. The May 2004 report guided enterprise bargaining negotiations on the duration of paid parental leave, and has been further considered by the Vice-Chancellor’s Executive in relation to provision of child-care facilities.  <b>ACTION ONGOING</b></p>

**UQ 2003 AUQA AUDIT REPORT – REPORT ON ACTION PLAN IMPLEMENTATION**

<b>CHAPTER 7 – ADMINISTRATIVE AND SUPPORT SERVICES</b>	
<b>Recommendations (REC) / Improvement Suggestions (IS)</b>	<b>Action Plan &amp; Action Taken</b>
<p><b>REC</b>  <i>Cybrary</i>  <i>Ref: Report s.7.2, p.49</i>                      16: That UQ 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.</p>	<p>The University Librarian, the Space Planning &amp; Management, Information Technology &amp; Services Policy &amp; Planning and Teaching &amp; Learning Committees will jointly consider the nature of the learning environment that UQ wishes to develop. Wireless capability currently exists on the Gatton and Ipswich campuses.  <b>Action:</b> University Librarian; DVC (I&amp;D); DVC(A)  <b>Accountability:</b> SDVC; DVC (I&amp;D); DVC(A)</p> <p>The University Librarian reports that wireless connectivity is now available from Libraries on the Ipswich, Gatton and St Lucia campuses. Roaming ports and wireless networks are now available to students in the following branch Libraries: Social Sciences &amp; Humanities; Ipswich; Dorothy Hill Physical Sciences &amp; Engineering; Architecture &amp; Music; Law; Duhig eZones; plus Tanjas Cloister Café and surrounding Great Court area. During 2005, the Library will work with ITS and Queensland Health to deploy wireless capability in Libraries at Royal Brisbane, Princess Alexandra and the Mater Hospitals. Additional computers have been added to eZones at St Lucia and in group rooms in the Social Sciences &amp; Humanities Library and the Law Library. Students are able to borrow laptops from AskIT on one-day loan at the St Lucia Ipswich campuses</p> <p>The DVC(A) reports that a September 2004 'space' seminar, facilitated by an international visitor, generated welcome discussion about the UQ campus environment and enthusiasm to engage in further discussion about the types of spaces that will facilitate student learning. These themes were pursued during Teaching &amp; Learning Week in November 2004 through a Workshop and Open Forum. Consideration is being given to continuing a 2005 research focus on educational environment design issues.</p> <p>The Teaching &amp; Learning Space Committee in October 2004 endorsed a recommendation from the Working Party on AV and ICT Standards in Teaching &amp; Learning Spaces that wireless connectivity be the minimum standard in all teaching and learning spaces. This standard will be adopted as new teaching spaces are developed or existing spaces are refurbished.</p> <p>The DVC(I&amp;D) reports that this recommendation was discussed at the SPAMC 17 August 2004 meeting. It was noted that the University was taking the following actions:</p> <ul style="list-style-type: none"> <li>◆ Collaborative learning centres (CLC) are being developed: construction of the St Lucia CLC will be completed in March 2005 and will be available for classes following testing of systems and introductory seminars for staff. The Gatton campus CLC will also be for available for use from 2005;</li> <li>◆ Actions to improve standards for teaching and learning space are occurring through the Lecture Theatre Refurbishment Program for both centrally-controlled and, in the future, faculty and school teaching space. The enhancement of the space would also involve upgrading services such as toilets and the space surrounding teaching areas if possible;</li> <li>◆ Actions to improve audio-visual (AV) teaching requirements through the AV &amp; ICT Standards Working Party;</li> <li>◆ Information Technology Plan and Information Technology Services Support Plan; and</li> <li>◆ Teaching and Learning Enhancement Plan (2003-2007).</li> </ul> <p><b>ACTION ONGOING</b></p>

**UQ 2003 AUQA AUDIT REPORT – REPORT ON ACTION PLAN IMPLEMENTATION**

<b>Recommendations (REC) / Improvement Suggestions (IS)</b>	<b>Action Plan &amp; Action Taken</b>
<p><b>IS</b>  <i>Other IT services</i>  <i>Ref: Report s.7.3, p.49</i></p> <p>Students appreciate and use my.UQ, with some who had not discovered it at an earlier stage suggesting that there be more introductions to the portal and how to use it in their first year. Students also commented that it would be useful if more staff understood the portal and the ways they could support students by using it as a vehicle for communication and providing resources.</p>	<p>OMC and SASD will consider how students, particularly first-year students, might be given a better introduction to my.UQ; and how staff might be educated in its use as a communication tool with students.</p> <p><b>Action:</b> Directors, OMC and SASD  <b>Accountability:</b> DVC(A); Secretary &amp; Registrar</p> <hr/> <p>OMC has worked closely with SASD and ITS during 2004 to ensure greater promotion of my.UQ. The following activities were undertaken:</p> <p><b>Enrolment Guides 2004 and 2005:</b> The inside front cover of the 2004 <i>Guide</i> featured a prominent notice about my.UQ and how it links with other IT services. The my.UQ service was again prominently featured in the 2005 <i>Guide</i> and the text for the my.UQ page was updated to ensure it contained the latest information about how to log on and use my.UQ.</p> <p><b>Orientation 2004 – Brochure:</b> A DL, six-fold, colour brochure was printed and included in 10,000 Orientation Packs distributed during Orientation 2004. An updated brochure will be distributed again in 2005 Orientation Packs.</p> <p><b>AskIT Training Sessions:</b> During 2004, a large number of special sessions were run at St Lucia, Ipswich and Gatton to provide students with training about a range of IT services, including the student portal. These sessions will be run again in 2005.</p> <p><b>Posters:</b> Approximately 50 A3 Posters were printed and distributed across UQ in 2004 for use in faculty foyers, libraries and student centres. Posters will again be distributed in 2005.</p> <p><b>Website Information:</b> The Current Students "homepage" and "IT services for students" were updated with links to the student section of the portal site.</p> <p><b>Academic and Advisory Staff:</b> The key role staff play in directing students to my.UQ was addressed by increased use of my.UQ for staff. In 2004, a brochure promoting the new staff portal was printed and distributed; it included reference to the student portal, and encouraged staff to introduce students to the site. This brochure will once again be distributed in 2005 and provided to Human Resources to be included in staff induction information.</p> <p><b>Proposals for 2005 and beyond:</b> As already mentioned a number of the promotional strategies adopted in 2004 will once again be used in 2005. In addition, market research has been commissioned by OMC to test student and staff response to UQ communications, including the student and staff portals. Feedback from this research will guide development, and effective promotion of, the portals. A final report on UQ communications is currently nearing completion.</p> <p><b>Measures:</b> Feedback via websites and the Student Experience Survey will be used as indicators of students' knowledge and use of my.UQ along with access statistics from the my.UQ website.</p> <p><b>ACTION ONGOING</b></p>

## UQ 2003 AUQA AUDIT REPORT – REPORT ON ACTION PLAN IMPLEMENTATION

Recommendations (REC) / Improvement Suggestions (IS)	Action Plan & Action Taken
<p><b>IS</b>  <i>Physical Environment</i>  <i>Ref: Report s.7.5, p.50</i></p> <p>Students provided examples of inadequate laboratory provision, poor teaching facilities, and obsolete equipment. UQ recognises that it has a challenge posed by old building stock, which needs bringing up to current requirements and expectations.</p>	<p>This matter will be referred to SPAMC.  <b>Action:</b> DVC (I&amp;D)  <b>Accountability:</b> DVC (I&amp;D)</p> <hr/> <p>SPAMC members have noted the decision of the Senate that a proportion of the additional income generated from increases in the Student Contribution Charge is to be used to improve teaching and learning facilities for undergraduate students. The Teaching &amp; Learning Space Committee has discussed the principles for deciding how the funds will be allocated.</p> <p>Additional funds have been allocated for the Enhancement of Teaching and Learning Space Program. The Program has been amended to include both centrally and faculty-administered teaching and learning space. The Teaching &amp; Learning Space Committee has developed guidelines for faculties and schools to use when collecting information regarding the condition of teaching space. The Committee then prioritises refurbishment. The intention is to improve the quality and usefulness of teaching space; funds will not be used for general maintenance purposes. A high priority will be given to proposals that rationalise and improve the use of space and that will lead to better teaching outcomes.</p> <p><b>ACTION ONGOING</b></p>

**Note:** In November 2004, the name of the Personnel Services Division was changed to Human Resources Division. All references to Personnel Services in this document have been changed.

### Glossary:

ABSC	Academic Board Standing Committee	HDR	Higher Degree Research (students)
APPC	Academic Programs Policy Committee	HUPP	Handbook of University Policies and Procedures
APRC	Academic Programs Review Committee	SASD	Student and Administrative Services Division
BACS	Biological and Chemical Sciences (Faculty)	SDVC	Senior Deputy Vice-Chancellor
BEL	Business, Economics and Law (Faculty)	SPAMC	Space Planning and Management Committee
CEQ	Course Experience Questionnaire	T & L	Teaching and learning
DVC(A)	Deputy Vice-Chancellor (Academic)	TEDI	Teaching and Educational Development Institute
DVC(R)	Deputy Vice-Chancellor (Research)	TLEP	Teaching and Learning Enhancement Plan
DVC(I&D)	Deputy Vice-Chancellor (International & Development)	USDC	University Staff Development Committee
FEO	Faculty Executive Officer	VC	Vice-Chancellor