USQ

AUSTRALIA

University of Southern Queensland

Quality Audit: Progress Report

February 2005

A description of the progress made by USQ in Addressing the Recommendations of the *Report on the Audit of the USQ* (October 2002) Published by the Australian Universities Quality Agency (AUQA)

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Executive Summary and Overview

The *Report of the Audit of the University of Southern Queensland* was released by the Australian Universities Quality Agency (AUQA) in October 2002. This report is accessible from the following URL: http://www.auqa.edu.au/qualityaudit/sai_reports/index.shtml The Audit Report described the outcomes of the quality audit of USQ conducted by AUQA during 2002 (refer to section 1 below). In its report AUQA afforded USQ a number of commendations for areas of good practice (refer to section 2 below) and made a number of recommendations for continuous improvement in USQ's operations (refer to Section 3 below).

USQ's *Quality Audit: Progress Report* discusses the progress that USQ has made in progressing its Planning, Quality and Review Framework during the time of the AUQA Audit and the role that the Audit Report has had in shaping that progress. The establishment of AUQA in 2000 reflected a certain aspect of the maturing of the Australian higher education sector. It also sent a wake-up call to Australian universities that as highly complex multi-million dollar organisations they needed to place quality management and continuous improvement front and centre in their thinking across all aspects of their operations. Subsequently, the impact of AUQA on the Australian higher education sector has been profound in encouraging and supporting the sector to be ever more rigorous in the way that it plans, implements and reviews its operations with continuous improvement as its ultimate goal.

This positive impact is certainly evident at USQ. Armed with the Audit Report, USQ embarked on an extensive consultations process in 2003-4 that resulted in the approval by USQ Council in June 2004 of *USQ Directions* – a high level planning document that has set the directions and the outlook for the institution for the coming five years. The *USQ Directions Implementation Plan* soon followed which detailed the timetable and responsibility for actions across the full range of organisational activities which are aimed at better positioning USQ to fulfil its Mission.

Central to these initiatives has been the revision of USQ's Vision, Mission and Values statements through inclusive processes, the establishment of the role of Pro-Vice-Chancellor (Planning & Quality) to provide leadership and to drive planning, quality and review at USQ, and the introduction of a more rigorous Planning, Quality and Review Framework which is better informed through the improved use of management information and which places a particular emphasis on acting on the outcomes of review ('closing the loop'). A greater integration of different levels of planning, the incorporation of workforce planning in all strategic planning exercises and the introduction of a five-year rolling timetable of review for all Departments and organisational sections are amongst the major actions being implemented through USQ Directions. Explicit University-wide Quality of Service Standards will also be introduced in 2005.

Improving management and structure has been a key theme of USQ Directions reforms, as implemented through the development of an institutional leadership statement, the restructuring of senior management to strengthen academic leadership and management, and the introduction of rigorous 360 degree performance management for supervisors at all levels based on clearly stated aims and measures. A review of the University's Financial Strategy and Budgeting Process will see the introduction of incentives funding in core areas of business in 2005-6.

Quality assurance processes have been enhanced through the introduction of mid-term academic program review, the roll-out of the Strategic Management Information System (SMIS) which places a strong emphasis on benchmarking and cross-institutional comparisons, and the establishment of a Learning & Teaching Support Unit which brings together learning & teaching support and assessment, performance management and academic staff development functions. A new approach to Graduate Attributes is under development by Academic Board (see Attachment 3). Quality assurance with respect to external partners and off-campus operations is being addressed through a thorough review of business planning and contracts development, the development of a robust internationalisation strategy, the introduction of improved processes for tutor review and development, and the establishment of the role of Pro-Vice-Chancellor (International Quality) to oversee developments in these areas.

Very importantly, a major emphasis has been given to improving communication and information flow across the University. USQ Directions itself was based on an extensive consultations process involving all stakeholders over a nine-month period based on large and small group meetings, broad e-mail and web-based input and discussions, and the wide availability of issues papers and analyses. As well, USQ Directions business features strongly in institutional publications and communications channels, an e-mail based USQ Directions newsletter is distributed monthly through the Vice-Chancellor's Office with opportunities invited for input and discussion, all USQ Directions-related materials are published widely on the web and the Vice-Chancellor has a timetable for regular open meetings with Departments and organisational sections specifically to discuss institutional directions and progress. Two major planning meetings were conducted in 2004 on the topics of learning & teaching and research. Each meeting involved over 60 delegates and wide consultation, and has resulted in continuing academic forums. The Learning & Teaching Enhancement Committee established in 2004 has set up a number of working parties based on an open invitation to staff who wish to participate and contribute. The Strategic Management Information System (SMIS) is being rolled out in SharePoint Portal which, in addition to supporting the SMIS as a data repository and analysis tool, is providing additional functionality which will facilitate more effective information management, communications and collaboration across campus. Finally, as part of a recent ICT Review at USQ, conferencing capabilities will be upgraded during 2005-6 to provide all USQ staff members with improved interpersonal communications and meetings capabilities no matter where they are located.

USQ is proud of the progress it has made and looks forward to its second AUQA Audit which is expected in 2007.

1. Introduction

The Australian Universities Quality Agency (AUQA) was established in 2000. One of its roles has been to arrange and manage a system of periodic audits of quality assurance arrangements relating to the activities of Australian universities. (Full details of the AUQA audit process are available in the AUQA Audit Manual available at the following URL: http://www.auqa.edu.au)

In mid-2001, the University of Southern Queensland (USQ) was notified that it would be the first university to receive a substantive audit by AUQA. USQ immediately adopted a policy of full participation, and full and open cooperation with the AUQA process, appreciating its importance in promoting continuous improvement in the Australian higher education sector. USQ was involved in audit activities from late 2001 to mid-2002, culminating in the submission of *USQ*Portfolio, an offshore audit visit by AUQA representatives to USQ partners in Thailand, Malaysia and Singapore in June 2002, and a four-day audit visit by the AUQA Audit Panel to USQ Toowoomba campus in July 2002.

The *AUQA Report of the Audit of USQ* was released on 16 October 2002 and made publicly available on the AUQA website - http://www.auqa.edu.au. USQ received 14 commendations and was asked to respond to 22 recommendations in this Report. (Note that the practice of noting some recommendations as 'affirmations' which had already been identified as issues by the institution itself, had not yet been introduced by AUQA at the time of USQ's audit.) The reporting process as specified at the time by AUQA was for an Action Plan to be submitted by the University to AUQA three months after the release of the Audit Report and for a Progress Report to be submitted two years later. USQ worked to meet these reporting requirements. [1]

The *USQ Immediate Post-Audit Action Plan*, developed under the auspices of the USQ Quality Advisory Committee (a subcommittee of the Vice-Chancellors Committee) was submitted to AUQA on 10 February 2003. For each of the issues raised in the *AUQA Audit Report of USQ,* the *USQ Post-Audit Action Plan* provided an 'initial reaction' and planned 'immediate action'.

Implementation of the Action Plan has occurred throughout 2003-2004. Also during this period, the University has continued to be vocal in its support of AUQA and been active in supporting the AUQA processes by sharing its experiences with other universities and cooperating with AUQA in conducting several workshops on portfolio preparation for staff from other Australian universities.

[1] Note that on 4 June 2004, AUQA announced changes to its reporting requirements – dropping the need for an Action Plan in future audits and requiring a Progress Report to be submitted 18 months after audits and made publicly available on institutional websites. These amendments are now included in the updated AUQA Audit Manual.

During this time, an important initiative has been the development of *USQ Directions*. This involved a nine-month planning consultation process from October 2003 involving all stakeholders, that culminated in the endorsement of the high level planning document *USQ Directions* by the USQ Council at its June 2004 meeting (Attachment 1). The actions identified in *USQ Directions* have been operationalised in the *USQ Directions Implementation Plan* which was approved by the Vice-Chancellor's Executive Committee at its meeting of 18 October 2004. The principles developed in *USQ Directions* have informed the development of the *USQ Strategic Plan 2005-2009*. This latter document, which includes fully revised USQ Vision, Mission, Values and Goals, was endorsed by USQ Council at its meeting of 28 February 2005. The development of faculty, organisational section and other plans is proceeding during 2005.

The USQ Directions process has resulted in considerable activity and change (Attachment 2) - including major reviews of institutional financing and budgeting, ICT governance and services, and business planning and contracts development; the instigation of activity-based costing (ABC) for all academic programs; major planning exercises in both learning & teaching and research during 2004; and a restructuring of executive management. The latter process has seen the establishment of the position of Pro-Vice-Chancellor (Planning & Quality) to oversee the further development of USQ's integrated Planning, Quality and Review Framework.

The *USQ AUQA Progress Report* charts USQ's progress in implementing the *USQ Immediate Post-Audit Action Plan*. It also reflects the continued development of USQ's Planning, Quality and Review Framework over the period 2003-2004 and the wider implementation of *USQ Directions*.

USQ looks forward to its next AUQA audit round in 2007 and trusts the experience will be as valuable to institutional development as the first audit round has been.

A Note on References to USQ Directions in this Report

Throughout this Progress Report reference is made to the outcomes of the USQ Directions Planning Process conducted during 2003-4. The high level planning document *USQ Directions* is available to staff through a secured site: http://www.usq.edu.au/vc/default.htm

The document *USQ Directions Implementation Plan*, which lists the actions, responsibilities and timelines emerging from the USQ Directions process is a public document accessible from the following URL: http://www.usq.edu.au/vc/default.htm

Throughout this document the term 'KSA' refers to a 'Key Strategic Area', of which 16 were identified in USQ Directions (Attachment 1).

2. Commendations Afforded USQ in the AUQA Audit Report

USQ acknowledges the commendations made by AUQA in its Audit Report of USQ as listed below. The University is pleased to have been invited to contribute to AUQA's Good Practice Database in the areas covered by Commendations 1, 2, 3, 6 and 10. The AUQA Good Practice Database is accessible from the following URL: http://www.auqa.edu.au

1. AUQA commends USQ for its Strategic Management Information System (SMIS), noting the value reports from SMIS may add to the University's strategic decision-making.
2. AUQA commends USQ for operating a system of reaccreditation to ensure that its programs remain valid and viable.
3. AUQA commends USQ for its achievements and successes in the area of flexible learning, and particularly in its robust processing systems for DE [distance education] materials.
4. AUQA commends USQ for its determination to maintain educational standards when delivering to offshore student markets, through the application of assessment and examination policies identical to those applied in Australia.
5. AUQA commends USQ for successfully fostering research excellence through its research centres.
6. AUQA commends USQ for its suite of comprehensive, robust and timely policies and procedures for ethics, biosafety and research conduct.
7. AUQA commends USQ for its investments in staff development for research, such as Academic Development Leave and compulsory supervisor training.
8. AUQA commends USQ for its highly successful engagement with its communities through an extensive array of mechanisms.
9. AUQA commends USQ for its high level responsiveness to student inquiries through a wide range of accessible points of contact.
10. AUQA commends USQ for the Peer-Assisted Learning Scheme (PALS) service, which is an example of innovative and good practice in supporting students with their academic endeavours.
11. AUQA commends USQ for the professional manner in which its student services have developed a rich, well coordinated, supportive and creative learning environment for students seeking opportunities to enhance their learning.

12. AUQA commends the University for its Building Upon Individual Learning & Development (BUILD) project, both in terms of the professionally-informed nature of the project itself, and also in terms of the manner in which the project is being trialled within the University prior to full implementation.
13. AUQA commends the Library for maintaining and acting upon a client feedback process that has resulted in demonstrable improvements in key areas of service performance.
14. AUQA commends USQ for its ongoing development and application of innovative technology-based solutions to student learning needs. In this area USQ provides the sector with significant leadership.

3. Progress towards addressing issues raised in the AUQA Quality Audit of USQ

Please note that at the time USQ undertook its audit the concept of 'affirmations' was not yet in use – recommendations only were given.

Issue	Action
Recommendation 1 That USQ fully utilise its quality assurance process, as described in the first Chapter of *Strategy*USQ, to ensure that there is common understanding of quality throughout the University. In addition, that the University effect "uniform excellent application" of quality assurance by increasing leadership responsibility for the implementation and monitoring of quality processes.	**Addressed through strengthening Quality infrastructure and through USQ Directions** Prior to USQ Directions, USQ took several steps to strengthen its Quality infrastructure including the formalisation of the role of the Quality Advisory Committee, the expansion of the former Planning Manager's role to include quality, enhancing the reporting on quality processes in Operational and Resource Management Plans (ORMPs) and continuing the development and roll-out of the Strategic Management Information System (SMIS) – refer to Commendation 1. The USQ Directions process in 2004 saw the establishment of the Pro Vice-Chancellor (Planning & Quality) role (KSA11), the development of a more rigorous and integrated Planning, Quality and Review framework for USQ including explicit University-wide Quality of Service Standards (KSA12) and the instigation of a range of reviews of services and processes - refer to Attachment 2. A range of strategies are also underway to improve the quality management of learning & teaching, such as the establishment of the Learning & Teaching Enhancement Committee (LTEC) (KSA6) – refer to the discussion below under Recommendation 18..
Additional Comments: On page 13 of the Audit Report, the Audit Panel noted the need for more coordinated planning at the local level.	**Addressed through USQ Directions** As part of the upgrade of the Planning, Quality and Review Framework which is a major initiative of USQ Directions, all faculties and organisational sections are required each year to develop local plans which nest with the University Strategic Plan. Planning templates and institutional performance indicators (embedded in SMIS) have been developed for this purpose. The USQ Strategic Plan 2005-2009 was approved by USQ Council at its meeting of 28 February 2005 and local plans from all faculties and organisational sections will now be required by mid-2005.

Issue	Action
Recommendation 2 That, as part of its quality assurance process, USQ develop its review system to require all aspects of the University (including offshore programs) to be regularly reviewed, perhaps on a five year cycle, and progress on implementing agreed recommendations reported back to VCC.	**Addressed through USQ Directions** Actions identified in USQ Directions KSA12 which are currently being implemented include: ● *Academic Board to develop a more rigorous process for program review that involves a regular review and evaluation cycle.* ● *Consideration to be given to the creation of a second Deputy Chair Academic Board role to be concerned with Review functions.* As part of the upgrade of the Planning, Quality and Review Framework which is a major initiative of USQ Directions, all faculties and organisational sections will be reviewed on a five-year rolling timeframe. This timetable will commence in 2005 with the appointment of a Quality Review Officer reporting to the Pro Vice-Chancellor (Planning & Quality). The reviews will include a consideration of international operations. A major planning conference on internationalisation is planned for USQ for August 2005. This is being preceded by a retreat involving USQ International staff and major stakeholders during April. A range of reviews have emerged as part of the USQ Directions implementation – refer to Attachment 2. During 2004 major reviews have been conducted in the areas of executive management structure, finance and budget, ICT governance, contracts development, Purchasing Policy, Travel Policy and learning & teaching support infrastructure – the latter has seen the establishment of the Learning & Teaching Enhancement Committee (LTEC) and plans well advanced to establish the Learning & Teaching Support Unit.
Recommendation 3 That USQ continue to develop its suite of performance measures to provide indicators of progress against a broad spectrum of activity, and that the University seek external points of reference, including internationally, in order to gain a more comprehensive interpretation of them.	**Addressed through USQ Directions** Actions identified in USQ Directions KSA12 include: ● *The full roll-out of the Strategic Management Information System (SMIS) and its associated University-wide intranet (USQIndex) to be fast-tracked to support planning, quality and review processes institution-wide. SMIS to include an extensive suite of institutional performance indicators.* A full range of measures, performance indicators and key performance indicators has been developed to support the USQ Strategic Plan 2005-2009.

Issue	Action
Recommendation 3 (continued)	● *A suite of performance measures be developed to provide indicators of progress against a broad spectrum of activity, and to advise on the effective use of competitive comparisons and benchmarking as continuous improvement tools. List to include an Economic Denominator for USQ.* The Strategic Management Information System (SMIS) has been designed to incorporate external reference as a standard feature. This builds on some longstanding benchmarking systems employed at USQ. For example, Human Resources has been a member of an external benchmarking group since 1992 (the InfoHRM Benchmarking program coordinated by HRM Consulting); while the Library participates in national Library Use Surveys under the auspices of the Council of Australian University Librarians (CAUL) which publishes institutional comparative data. InfoHRM is forming the basis for a comprehensive workforce planning data system for the University, supporting the action in USQ Directions KSA14 for workforce planning to be built into all strategic planning processes. USQ is developing an 'Economic Denominator' based on an extensive Activity-Based Costing (ABC) exercise conducted on all USQ academic programs during 2004. ABC methodologies will form an ongoing input into USQ's planning and budgeting processes and are currently being used to inform a major review and rationalisation of USQ's academic profile. ● *Evaluative studies of student performance to be used more effectively as a basis for strategic decision-making.* This action will be a major focus for the Learning & Teaching Support Unit being established in 2005 (KSA6).
Recommendation 4 That USQ undertake evaluative studies of student performance and responds to this information in its strategic decision-making.	**Addressed through USQ Directions** USQ Directions KSA7 includes a range of relevant strategies: ● *Incentives for achieving agreed learning & teaching outcomes to be built into the University's budgeting processes for the Faculties.* The University revised its Financial Strategy in 2004. A new budgeting process which incorporates principles developed in USQ Directions is being phased in over 2005-6.

Issue	Action
Recommendation 4 (continued)	● *Strategies to be developed to position USQ to better use evaluative studies of student performance as an effective basis for strategic decision-making.* As already noted, such activities will be a major focus for the Learning & Teaching Support Unit being established in 2005. ● *Strategies for enhancing student support at USQ to be considered based on input from the student body.* Such considerations are ongoing, but will be enhanced through the activities of the Learning & Teaching Support Unit from 2005 and the continuing maturation of the Strategic Management Information System (SMIS).
Recommendation 5 That USQ consider using the Faculty of Engineering and Surveying project as a blueprint for inculcating "Attributes of a USQ Graduate" into its other programs.	**USQ's approach to graduate attributes currently under extensive review** At the time of writing, the Academic Program Committee (APC) of Academic Board is in the process of a major review of USQ's approach to Graduate Attributes which now makes Recommendation 5 somewhat outdated. A USQ Discussion Paper entitled: 'Beyond the Generic: A conceptual model for the development, implementation and evaluation of the attributes of a USQ graduate' (Dowling 2004) is available separately. This paper describes the conceptual framework and process for the development of a new Graduate Attributes Policy for USQ which will be pursued by Academic Board through 2005. (Refer to Attachment 3.)
Additional Comments: On page 15 of the Audit Report, the Audit Panel suggested the inclusion of a graduate attribute which encompassed aspects of internationalisation.	**'Global Citizenship' to feature as a major facet of USQ's new conceptualisation of its graduate attributes** 'Global Citizenship' is being introduced as a major facet of USQ's new conceptualisation of its approach to graduate attributes – refer to the discussion under Recommendation 5 above.

Issue	Action
Recommendation 6 That USQ consider the possibility of assigning multidisciplinary course teams to all courses, and that these teams have an ongoing responsibility for the courses, whether they are currently being re-accredited or not.	**Current Situation** At a minimum, a Course Team consists of the Examiner and the Moderator of the course, both with well defined roles and responsibilities as specified in the Academic Regulations 5.1. The team includes any other academic staff teaching into the course whether from the same discipline, Faculty or from another Faculty. Additionally, if the course is taught externally or online, the Course Team will include an Instructional Designer (ID) and a Materials Development Officer (MDO) from USQ's Distance and e-Learning Centre (DeC). Technical staff are included on the Team as required. There is no doubt that Course Teams are extremely active in the period when a course in being developed and in the period leading up to major events such as program re-accreditation or major course rewrites, and may be relatively less active at other times. However, there are no times when Course Teams are considered as inactive and activities requiring Course Team participation are numerous and ongoing. USQ would argue that the current cycle of activity – based on Course Teams meeting when needed – is entirely appropriate and most efficient in terms of the utilisation of available resources. **Emerging Directions** One acknowledged limitation of the current process rests with on-campus programs lacking input from instructional designers (IDs). USQ is addressing this situation in a number of ways: • Each faculty now has an allocated Instructional Designer (ID). This has promoted IDs working across programs in all delivery modes, which is increasingly occurring, and changed the role of the ID from "a designer of study packages" to "a faculty education adviser". • A Working Party of the Budget Monitoring Group, with representation from the faculties and DeC, is developing more cost-effective and responsive methods of materials production for each delivery channel. • The role of IDs in faculties is a regular agenda item at monthly DeC-Faculty Liaison meetings.

Issue	Action
Recommendation 7 That, with respect to its re-accreditation process, USQ consider: (a) whether seven years is an appropriate time frame given the fast pace of change in some disciplines and markets; and (b) incorporating a formal requirement for external review to inform the re-accreditation process.	**Addressed through USQ Directions** It should be noted that with regard to part (a) the seven years is, as stated, the maximum time for re-accreditation. Many examples of shorter re-accreditation times exist. For example, the Faculty of Engineering & Surveying operate on a five year cycle to fit in with the accreditation requirements of the relevant professional body. It is also the prerogative of any faculty to submit their programs for re-accreditation at any time sooner than seven years if there has been substantial change (more than the 10% per year allowed in the regulations) since the last accreditation. In considering this issue in the wake of the AUQA Progress Report, both the Program Review Committee (PRC) and the Academic Program Committee (APC) of Academic Board supported the maintenance of seven years as the maximum period for re-accreditation but advised the need for a formal mid-term review for all programs. Relevant actions identified in USQ Directions KSA12 which are currently being implemented include: • *Academic Board to develop a more rigorous process for program review that involves a regular review and evaluation cycle. An emphasis has been given to the introduction of a formal mid-term review process as a key feature.* • *Consideration to be given to the creation of a second Deputy Chair Academic Board role to be concerned with Review functions.*

Issue	Action
Recommendation 7 (continued)	**Role of Faculty Advisory Boards formalised** With regard to part (b) it must be noted that at the time of the AUQA Audit, the re-accreditation process required feedback from both students, employers and, where appropriate, professional bodies. However, the Academic Board at its meeting of 30 July 2003 passed a resolution to strengthen the process further by formalising the role of Faculty Advisory Committees for providing an external perspective on proposed program developments. This resolution passed to Faculties for action. Faculty Advisory Committees meet at least every two years. The membership of these committees includes "at least six persons external to Council and staff of the University who would broadly reflect the interests of potential employers of graduates from the Faculty, the professional or other relevant associations, practitioners in the relevant areas, academic expertise in the relevant field and, where appropriate, the broader community." One of the committee's roles is: "to advise on operational and proposed academic programs in terms of the University's guidelines and such performance indicators as may be adopted by Council." Although this is not done solely "to inform the re-accreditation process" it has created a dynamic where Advisory Committees have not hesitated to provide constructive input on both current and proposed programs. **External Representation on the Program Accreditation Team** Under USQ regulations it is compulsory to include two persons from a related industry or professional field on the program accreditation team. However, although the inclusion of an external academic was a requirement up the mid-1990s, the requirement was at that time changed to make this requirement optional. A major reason for this change in regulations relates to the commercial-in-confidence nature of the program development process.

Issue	Action
Recommendation 8 That USQ review its management of partnerships, particularly with a view to: (a) improving mechanisms for assessing prospective partners; (b) integrating of quality assurance provisions, including periodic review, into the agreements; and (c) involving relevant academic staff.	**Addressed through USQ Directions** Major actions from KSA2 are as follows: ● *A broad-based internationalisation strategy and strategic plan for international activities to be developed.* Under the leadership of the Pro Vice-Chancellor (International Quality), a USQ International Strategy Statement is being developed and will be available by mid-2005. ● *Business planning and contracts development / management for off-campus teaching contracts to be reviewed.* This action is being rigorously pursued by the Pro Vice-Chancellor (International Quality). At the time of writing, a stock-take is being conducted of existing contracts with a view to developing a set of partnership and contract principles to guide future developments. A dedicated protocol for reviewing proposals from prospective partners has been developed. Mechanisms for assessing new partners now include the use of the Dunn and Bradstreet Company Profiling Service, written assessment of prospective partners provided by the Australian High Commission and Austrade in the country of the prospective partner, and a review by relevant academic staff. In addition, processes have been introduced to ensure a better integration of activities between USQ International and the Faculties, and to secure a more strategic benefit from staff travel.

Issue	Action
Additional Comments: On page 18 of the Audit Report, the Audit Panel suggested that with regard to USQ's use of learning & teaching data, that: "There are unexploited opportunities to gain additional benefits from this information, such as using aggregate results to identify professional development needs that may assist in planning the University's professional development program."	**Addressed through USQ Directions** The following action was identified under USQ Directions KSA6: ● *Consideration to be given to the establishment of an organisational entity with possible roles in learning & teaching evaluation, staff development and innovation in learning & teaching.* Under the leadership of the Pro Vice-Chancellor (Learning & Teaching) this action is resulting in the establishment in 2005 of the Learning & Teaching Support Unit which will include academic, professional development and survey statistics staff, and report to the Pro Vice-Chancellor (Learning & Teaching) within the Academic Division. A major focus of this Unit will be to ensure that data on learning & teaching performance is used to effectively inform the University's professional development program. This, in turn, will feed into the BUILD performance management process to provide a sounder basis for the strategic linking of staff needs with professional development activities.
Recommendation 9 That USQ establish a systematic plan to ensure consistency and ongoing communication among all Distance Education tutors (both onshore and offshore) prior to and throughout the delivery of a course.	**Pursuing a dedicated process of tutor review** Since the time of the audit USQ has established the role of Pro Vice-Chancellor (International Quality) and, in addition, established the position of Manager, International Activities in the Faculty of Business. In the Faculty of Business, there is a dedicated process of tutor review which includes collection of tutor details sought from partners; review of tutor CVs by appropriate academic staff; the provision of course and USQConnect website access to approved tutors; and the establishment of communication lines between course examiner and approved tutors. USQ examiners are required to contact all tutors regularly throughout semester to provide advice regarding content, strategy and assessment. In Week 5 all tutors are contacted to ensure they are accessing the site and USQ Examiner and asked to report any difficulties they may be experiencing. USQ Examiners are also asked for feedback about tutors. Any problems are either followed up with the partner or USQ Examiner; and at the conclusion of semester USQ Examiners are asked again for their feedback on tutors and information is forwarded to partners. At the time of writing, a working party with representatives from all sections of USQ are reviewing the existing tutor support model. There are examples of visiting tutors to USQ for 1 - 12 weeks of professional consultation and professional development. USQ academic staff, when conducting USQ International Teaching Schools, also work with tutors at selected partners during their overseas stay.

Issue	Action
Recommendation 10 That USQ explore opportunities for integrating and sharing evaluative information with its offshore agents.	**'Account Managers', project teams and management information** The Audit Panel itself noted that an excellent basis exists for pursuing this recommendation. As observed in the Audit Report on page 20*:* "The Audit Panel also noted that the support staff at offshore agencies are outstanding in their dedication to students and commitment to quality assurance and improvement. There is no doubt about the goodwill present on both sides to continue progressing these relationships in a constructive and positive manner." In addition to operational staff within USQ International and Faculty-based staff, USQ is working towards appointing dedicated Account Managers that liaise with partners on a regular basis and provide support through regular site visits – a minimum of several times per year for major partners . A part of their role will be to brief the partner on policy, practises and procedures of USQ that impact on the relationship. Importantly, every Account Manager will provide a quality assurance role in the relationship. Recently Project Teams have been established to ensure that all aspects regarding operational matters with a major education partner are addressed in an efficient and effective way through the involvement of all USQ parties interacting together and with the education partner regularly. By the end of 2005 agreement will be reached regarding the format of the international program's Management Information System and it is intended that MIS information will be shared with education partners annually. This will involve analyses of data relating to: financial performance; program and course enrolments, progression and retention, grade distribution, student assessment outcomes; administrative processes; and the quality of USQ-partner relationships. For major education partners the process will involve an annual review process which will include a specific visit to the partner. During this review process education partner activities will be measured against academic, administrative and commercial benchmarks previously communicated to the partner. The Annual Review will make recommendations regarding strategic and operational matters. A brief report will be produced for each partner, a draft of which will be submitted to the partner for comment. The Annual Review process, which includes management information systems designed to provide information that can be shared with education partners, is currently being piloted by the Faculty of Business and is expected to be fully implemented by 2007.

Issue	Action
Additional Comments: On pages 20-21 of the Audit Report, the Audit Panel expressed concern about USQ beginning to devolve some assessment to its delivery partners.	**Devolved assessment** USQ was in the process of revising its Assessment policies at the time of the AUQA Audit. New policies and regulations on Assessment were adopted by Council on 19 August 2002, after the time of the AUQA Audit, and approved for implementation from Semester 2, 2003. USQ states emphatically that the employment of contracts in a select number of instances which devolve responsibility for some aspects of assessment to delivery partners does not represent a major shift in policy or a lowering of standards. Each is selected on the basis of it providing a significant benefit to the learning process. In the few instances where contracts allow for some assignments to be initially marked by local staff, assessment is identical to that required for the course offered elsewhere, a comprehensive moderation process is undertaken, and all examinations (in English) are marked by USQ staff – with a pass of the examination being required to secure a pass for the course. Importantly, all overseas staff concerned are screened in terms of their qualifications and experience by USQ, and professional development is undertaken to ensure that these staff understand and are able to comply with USQ's expectations of them. As an example, for 'TOPNZ' conducted with the Open Polytechnic of New Zealand, the moderation arrangement provides for the NZ partner to do all first and second year assessments with strong moderation from USQ to ensure equivalent assessment; and for USQ to do all final year assessments. USQ will also be gradually moving to a similar model over a period of time at USQ Dubai - where all academic staff employed are USQ staff – and will explore the model in other centres where rigorous quality assurance processes can be assured.

Issue	Action
Recommendation 11 That USQ review whether the role and methods of moderators, as developed in respect of courses where the examiners are USQ staff members, are appropriate when applied in respect of courses where the examiners are not USQ staff members.	**Addressed through new policies on Assessment** USQ policy does not allow the appointment of non-staff members to the role of examiner - section 5.1 of the University Calendar specifies an 'examiner' as: *"A University staff member appointed by a Dean …."* (http://www.usq.edu.au/SECARIAT/calendar/Part5/2002%20Regs%20from%20Handbook/5-1.pdf) New policies and regulations on Assessment (adopted by Council on 19 August 2002, after the time of the AUQA Audit, and approved for implementation from Semester 2, 2003) have provided for strengthened quality assurance in relation to moderation – refer to discussion above. USQ policy states that all USQ Examiners must be USQ staff. USQ staff perform all assessment except in arrangements where rigorous quality assurance processes are in place to ensure the maintenance of standards. The range of arrangements employed are described below: Alternative arrangement 1: For a select group of USQ partners, local partner staff are involved in marking assignments. However, USQ staff mark all examinations, remain the examiners and award the final grade and a strict process of moderation is employed for assignment items marked by non-USQ staff. USQ also reserves the right to mark all assignment items and will do so where moderation suggests a quality concern. Where moderation is used, USQ examiners moderate a stratified sample of 10% of assessment items (between 10-30 items) selected from the high, middle and low categories of marks. In the event that the group of students is 10 or less, then all papers will be provided by the education partner and marked at USQ. For new partnership arrangements, USQ conducts all assessment marking in the first year of a new partnership. If USQ is convinced that the quality of the program will not be compromised then an interim arrangement is undertaken where the partner staff mark assignments which are then fully re-marked by USQ staff, with feedback being provided to ensure that the partner has a sound understanding of the expectations of the USQ examiners. If this arrangement proceeds successfully then an arrangement involving moderation of non-examination assessment items will be considered. USQ states emphatically that the employment of contracts in a select number of instances which devolve responsibility for some aspects of assessment to delivery partners does not represent a major shift in policy or a lowering of standards. Each is selected on the basis of it providing a significant benefit to the learning process.

Issue	Action
Recommendation 11 (continued)	In the few instances where contracts allow for some assignments to be initially marked by local staff, assessment is identical to that required for the course offered elsewhere, a comprehensive moderation process is undertaken, and all examinations (in English) are marked by USQ staff – with a pass of the examination being required to secure a pass for the course. Importantly, all overseas staff concerned are screened in terms of their qualifications and experience by USQ, and professional development is undertaken to ensure that these staff understand and are able to comply with USQ's expectations of them. Alternative arrangement 2: 'TOPNZ' conducted with the Open Polytechnic of New Zealand, represents a slightly different arrangement based on the high quality of staff made available by the Open Polytechnic. Here, the moderation arrangement provides for the New Zealand partner to do all first and second year assessments with strong moderation from USQ to ensure equivalent assessment; and for USQ to do all final year assessments. Alternative arrangement 3: A joint venture arrangement at Kangda involves two USQ academic staff members (on leave without pay) in the positions of Academic Dean and Head of Degree Program. Current USQ staff also visit Kangda for a semester of teaching - so there is an extensive knowledge of USQ assessment policies and standards. In this arrangement staff mark ALL assessment items and samples of all are forwarded to USQ Toowoomba for moderation. Alternative arrangement 4: USQ in Dubai is moving towards full operation as a branch campus of USQ with all staff hired in accordance with USQ staffing policies and regulations. In this situation a co-leadership model is being developed. Under this model, USQ in Dubai academic staff deliver identical curriculum to that at USQ in Toowoomba in on-campus mode. They may make minor modifications to course content to reflect the local environment, but these modifications must be moderated (agreed to) by the relevant USQ in Toowoomba examiner. Given that USQ Dubai operates on a different calendar, staff must write new in-term assessment items and a new final examination, all of which must be pre-moderated by the relevant USQ in Toowoomba examiner. In writing new in-term assessment items and examinations, USQ in Dubai academics must follow the assessment schedule for their course albeit with some flexibility as to the actual objectives that are addressed in each assessment item and examination. Reference is made to: http://www.usq.edu.au/resources/5.6.pdf Hence, in effect, the USQ in Toowoomba examiner is moderator for the USQ in Dubai version of their course. In addition to writing new assessment items and examinations, USQ in Dubai staff must mark all assessment items and examinations. (continued)

Issue	Action
Recommendation 11 (continued)	USQ in Toowoomba examiners are responsible for (post) moderation of the marking. Alternative arrangement 5: For the USQ MBA Mandarin program offered in China and Taiwan, case samples of assessment items are moderated at USQ by mandarin speaking staff who are USQ examiners.
Recommendation 12 That USQ develop formal Moderation Guidelines (or a consolidated section on Moderation in the Assessment Policy and Regulations) for application across all modes and study options.	**Addressed through new policies on Assessment** Although several faculties, including the Faculty of Business, already had detailed procedures specified, USQ had recognised that that the statements covering the role of examiner and moderator in the University regulations at the time of the AUQA Audit were overly general and required attention. As a result, USQ was in the process of revising its Assessment policies at the time of the AUQA Audit. New policies and regulations on Assessment were adopted by Council on 19 August 2002, after the time of the AUQA Audit, and approved for implementation from Semester 2, 2003 – refer to discussion above. In addition, individual Faculties have also taken measures to strengthen the moderation role. For example, the Faculty of Business has developed quality policy for moderation that apply irrespective of mode of study.
Recommendation 13 That USQ consider developing a risk identification and management process, prior to the commencement of teaching, for programs delivered in languages other than English.	**QA practices for programs offered in languages other than English** It must be appreciated that USQ is involved with just one program taught in a language other than English and has no plans to enter into new programs. The program in question is a Mandarin program that has deliberately been limited to two locations with a single partner – although a third location is being considered for 2005. Rigorous quality assurance processes are in place. The Faculty of Business has employed two foreign language (Chinese) academic staff whose brief includes, but is not limited to, acting as a liaison point between course examiners and offshore tutors. USQ staff visit the partners regularly and the partners also visit USQ's Toowoomba campus. Ongoing communication channels are maintained through e-mail and the web. USQ staff have delivered specific programs to off-shore partners on the development of study skills, USQ expectations and on western views on plagiarism.

Issue	Action
Recommendation 14 That USQ take steps to ensure students are receiving accurate, consistent and sufficient information concerning the accreditation status of the programs in which they are intending to enrol, having regard to their local context and reasonable suppositions.	**USQ a registered provider with CRICOS** USQ is a registered provider with the Commonwealth Register of Institutions and Courses for Study for International Students (CRICOS) and carries the provider number 00244B. Students successfully completing USQ programs receive the same testamur as awarded to Australian graduates from the same program. USQ does not offer programs in a way that would compromise any Australian accreditations awarded. **USQ Official Information Policy and Procedures** A 2005 Quality Improvement Fund initiative will see the development of a USQ web site which will provide information to students on current status of accreditation in national contexts. USQ takes all reasonable steps to ensure that its students are well informed and supported making decisions. (1) USQ has in place a 'Policy on Student Advice, Student Welfare and Pastoral Support' which is published as 6.7 of the University Calendar and available at: http://www.usq.edu.au/resources/6-7.pdf which commits: "The University of Southern Queensland, through its student advisory and welfare services, [to] seek to provide all students with knowledge of the University, its facilities, services, policies and procedures; … [including] descriptions and availability of programs and courses." Specifically with regard to external students the Policy states the following commitment: "The Distance [and e-Learning] Centre will ensure that external students receive fast and accurate responses to their inquiries. All student enquiries received will be recorded into and out of the Distance Education Centre. The Distance Education Centre will advise academic staff in Faculties of queries received from students. It is expected that responses will be made to students without unnecessary delay. The Distance [and e-Learning] Centre will monitor the handling of student queries to ensure that responses are made as soon as practicable." (2) The University Handbook (available at http://www.usq.edu.au/handbook/current) is the single source of official information about the programs offered by USQ. Other mechanisms of providing information to students regarding programs, for example Program Search (http://apps.usq.edu.au/usqwebsite/aspnet/programfinder/Default.aspx) and Program Information Booklets (available in print format only) all use information from the Handbook repository, which is in essence an XML database.

Issue	Action
Recommendation 14 (continued)	For any program to be included in the Handbook, it must have been accredited by the University as part of the accreditation procedures detailed in the University Calendar 4.2 Program Accreditation Procedures (http://www.usq.edu.au/corporateservices/calendar/part4.htm). Faculty staff who maintain the Handbook database are aware of this requirement, as are the e-Publishing Officer and e-Publishing Manager who are responsible for final editing and publishing approval of the Handbook. In rare and exceptional circumstances, and only with approval of the Deputy Vice-Chancellor (Academic and Global Learning), a new program which is awaiting final accreditation may be included in the Handbook, but with clear annotation that the program is yet to be accredited. In the past, this has only happened when a program has been through the normal accreditation process and minor amendments to some aspect of the accreditation documentation has been sought by Academic Board before final approval for accreditation can be given. In addition, any program which is being phased out, that is its accreditation is due to lapse once all current students have completed, is annotated as such in the Handbook - refer to http://www.usq.edu.au/handbook/current/CBFS.html for an example.
Recommendation 15 That, in preparing for the next iteration of its Research and Research Training Management Plan, USQ consider how to appropriately extend its support of research activities as a means for both increasing the research quantum and further enhancing its teaching programs.	**Addressed through USQ Directions** A range of strategies supporting research are built into USQ Directions KSA8 – including research incentive funding, a research development fund and a new research centre's strategy based on the development of multidisciplinary research concentrations with an emphasis on external partnerships. In addition, a specific action is identified for the conduct of a review of research support infrastructure at USQ – with considerations to include the establishment of an appropriately resourced Statistics and Research Methodology Consulting Service**.**

Issue	Action
Recommendation 16 That, in order to raise the level of research activity throughout the University, USQ consider developing a University-wide strategy for incorporating research in workload management for staff.	**Addressed through USQ Directions** Each faculty has addressed this issue in its own way; however, the need for an institution-wide approach has been recognised. A specific action is identified in USQ Directions KSA8 (concerning research) for flexible work arrangements to be explored, which is elaborated on in KSA13 (concerning workplace relations) as: ● *The introduction of more flexible and satisfying academic career paths derived from the Boyer[2] model of scholarship to be considered.* In addition, KSA14 calls for: ● *Workforce planning to be built into all strategic planning processes.* USQ conducted a Research Planning Conference in November 2004 where these workload issues were discussed in some depth. As an outcome of this Conference, USQ has confirmed its commitment to moving to develop a USQ Research Strategy by March 2005 based on the identification of a limited number of multidisciplinary research concentrations and with an emphasis on partnerships. Working parties have arisen as a result of the Research Planning Conference, which are including a detailed consideration of the workplace planning and performance management approaches required in line with the actions stated under KSA13 and KSA14 of USQ Directions. In March 2005, a major discussion paper on the future of research at USQ was released entitled *Towards a Research Strategy at USQ*. The paper is available at: http://www.usq.edu.au/researchinfo/a-planning/default.htm

[2] Boyer *"... proposes abandoning the old paradigm of research versus teaching for the following new paradigm: faculty should be engaged in the scholarship of discovery, integration, application, and teaching."* – see: http://www.uu.edu/centers/faculty/bookreviews/review.cfm?ID=9

Issue	Action
Additional Comments: While acknowledging USQ's success in employing its research centre's policy, the Audit Panel suggested on page 25 of the Audit Report that USQ explore: "a wider range of strategies for fostering research."	**Addressed through USQ Directions** USQ Directions KSA8 lists a number of strategies for fostering and expanding research at USQ. These include: a new Research Centres Strategy to be developed by March 2005 based on the establishment of a limited number of multi-disciplinary research concentrations around key themes and with an emphasis on partnerships, a review of research support infrastructure including the establishment of an appropriately resourced Statistics and Research Methodology Consulting Service, building incentives for achieving agreed research outcomes into the University's budgeting processes for the Faculties, and exploring flexible work arrangements for academic staff to better accommodate the University's research objectives. USQ Directions KSA9 commits USQ to establishing a Research Development and Commercialisation Precinct on the Toowoomba campus to serve as a 'shop front' for presenting the capacity of the University to its communities. This will provide a platform for Government agencies and private companies to move on to campus for development and commercialisation purposes. A Business Development Manager position is being established for commencement in 2005.
Recommendation 17 That USQ consider developing a research capabilities database for public dissemination, as a means of furthering research linkages with the community.	**Research Database development** The Pro Vice-Chancellor (Research) has initiated a project through the Office of Research and Higher Degrees to build a database of research capabilities and performance to support the new institutional funding model which will include research incentives for the Faculties. The creation of a publicly available 'research capabilities database' has been included as part of the aims of this project. The research performance database will be completed during the third quarter of 2005 to support the introduction of the research incentives element for the 2006 budget and the research capabilities element will be fully developed during 2006.

Issue	Action
Additional Comments: On pages 26-27 of the Audit Report, the Audit Panel noted opportunities available for improving research infrastructure and for using research data more effectively in planning.	**Addressed through USQ Directions** USQ Directions KSA8 has directed the conduct of a review of research support infrastructure including the establishment of an appropriately resourced Statistics and Research Methodology Consulting Service, building in incentives for achieving agreed research outcomes into the University's budgeting processes for the Faculties, and exploring flexible work arrangements for academic staff to better accommodate the University's research objectives. These developments will be supported by improved research data collection and use through the maturing of Peoplesoft (which had just gone live at the time of the AUQA Audit) and the Strategic Management Information System (SMIS), the infoHRM Human Resources database, and the development of institutional performance indicators for the 2004-5 planning process.
Recommendation 18 That USQ investigate ways of encouraging and supporting the individual efforts of staff researching their own teaching practices for the benefit of the staff and USQ as a whole: (a) both in terms of adding to USQ's research publication and income effort; and (b) to its general ability to inform and improve its teaching practices and, therefore, the learning experiences of students.	**Addressed through USQ Directions** USQ Directions KSA6 provides a comprehensive list of actions that are currently being implemented and that will impact directly on this area: • *A learning and teaching enhancement mechanism to be created for monitoring, reviewing and supporting the quality of learning and teaching – which has resulted in the establishment of the Learning & Teaching Enhancement Committee.* • *A USQ L&T Quality Funding Scheme to be established from 2005 with an initial budget of $150,000-$200,000 per annum; with the aim of funding projects which promote innovation and excellence in learning and teaching.* • *Consideration for a research concentration in learning and teaching.* • *Consideration for the establishment of an organisational entity with possible roles in learning and teaching evaluation, staff development and innovation in learning and teaching – which is resulting in the establishment of the Learning & Teaching Support Unit in 2005 involving academic, professional development and survey management staff.* • *Strategies to be investigated for improving the formal teaching qualifications of academic staff.* • *The roll-out of the BUILD performance management process to be fast-tracked to provide a sounder basis for the strategic linking of staff needs with staff development.*

Issue	Action
Recommendation 19 That USQ establish a formal academic staff induction program, with emphasis on teaching in all USQ's study options.	**Addressed through new program development and USQ Directions** Under the leadership of the Academic Staff Development Advisory Committee, from February 2003 USQ has offered a two-day induction program entitled: 'Teaching & Learning Workshop for Academic Staff'. All new full-time, fractional and casual academic staff are supported to attend this workshop. In addition, several USQ Directions actions are resulting in an enhancement of the University's professional development and induction programs; including the establishment of the Learning & Teaching Enhancement Committee and the Learning & Teaching Support Unit (KSA6), the maturing of the BUILD performance management process (KSA14) and the requirement for workforce planning to be built into all strategic planning processes from 2005 (KSA14).
Recommendation 20 That USQ give consideration to developing means by which to address the interrelated issues of: (a) the systematic induction to university teaching of academic staff; (b) an ongoing staff development program informed by the discourse of university teaching improvement; (c) harnessing the benefits of individual teachers' research for the benefit of the entire University; and (d) conducting research into developing teaching and learning systems.	**Addressed through USQ Directions** With regard to points (a) and (b), reference is made to the discussion with respect to Recommendation 19 above. This work builds on the progress made under the leadership of the Academic Staff Development Advisory Committee to formalise and expand the academic induction and professional development program during 2003-4. This has involved improved central coordination, a stronger link to institutional strategy, and an alignment with staff performance appraisal and performance management processes. With regard to points (c) and (d) reference is made to the discussion with respect to Recommendation 18 above, particularly with regard to the consideration being given to the establishment of a multidisciplinary research concentration in learning & teaching and to the establishment of the Learning & Teaching Support Unit which together match precisely the suggestion made by the Audit Panel on page 35 of the Audit Report for "… a core group of staff dedicated to researching and disseminating HE pedagogy." Overall, the Learning & Teaching Support Unit (LTSU) will operate from February 2005 with the following aim: 'To enhance the learning and teaching environment for students and staff by improving student learning experiences and outcomes through ongoing evaluation of the learning/teaching environment and systematic continuous improvement in standards of delivery of the curriculum and teaching standards.'

Issue	Action
Recommendation 21 That USQ seek to develop and provide support for a range of cross-organisational networking opportunities and fora as a means for promoting the reality of USQ as a learning organisation.	**Addressed through USQ Directions** Reference is again made to the discussion with respect to Recommendation 18 above. In addition it should be noted that two major institutional planning conferences were conducted in 2004, one addressing learning & teaching and the other research and research training. Active staff networks, academic forums and working groups have arisen from each event. A third planning conference to support the development of USQ's Internationalisation Statement is scheduled for June 2005. The Learning & Teaching Enhancement Committee (LTEC) has taken its membership from across the institution and is working through a number of working groups also with wide membership. As at February 2005 there are 11 projects underway, involving more than 80 academic and general staff and students from both the Toowoomba and Wide Bay campuses. Information about these projects, including contact information for each of the project managers, is available online at the following URL: http://www.usq.edu.au/learnteach/enhancement/projects.htm. The project teams meet regularly (usually fortnightly) and are also involved in active e-mail discussions about the projects. Each team reports on a monthly basis to LTEC, providing updates on activities, seeking advice on matters of concern and making recommendations for action. Several of the projects are nearing completion, with final recommendations expected by April 2005, while others are medium- to long-term projects which will progress throughout the year. A major point of discussion to be taken up by the working groups established in the wake of the recent Research Planning Conference is a consideration of how areas of research concentration will contribute to income generation and collaboration across the University. The Pro Vice-Chancellor (research) now releases regular newsletters on Research at USQ – available at: http://www.usq.edu.au/researchinfo/a-bulletins/default.htm The Final Report of the Review of ICT Governance and Services approved by the Vice-Chancellor's Committee in November 2004 has made major recommendations for improved conferencing facilities as a basis for facilitating networks both within and outside the University.

Issue	Action
Additional Comments: On page 36 of the Audit Report, the Audit Panel encouraged USQ to expand on its leadership programs.	**Addressed through BUILD and USQ Directions** USQ has developed leadership competencies as part of its Building Upon Individual Learning & Development (BUILD) performance management reforms. USQ Directions KSA11 is devoted to the development of a sound leadership culture at USQ. The following actions are currently being implemented: ● *A statement on strategic leadership to be developed by the Vice-Chancellor.* ● *An emphasis to be placed on leadership and management training for managers at all levels.* ● *The structure and function of the Senior Executive to be reviewed to reflect University goals – this has resulted in the executive restructure that saw the creation of five Pro Vice-Chancellor and Dean positions during 2004.* ● *A system of 360 degree performance appraisal to be introduced for all managers and supervisors as an integral element of the Building Upon Individual Learning & Development (BUILD) performance review process – this process will commence in 2005.* ● *A review of the University's committee structures to be pursued, with a view to improving their efficiency and effectiveness, and ensuring that the burden that participation places on committee members is reasonable and justifiable.* ● *The development of the USQ Policy on Inclusive Practice instigated by the Committee for Student Support and Equity to be fast-tracked.* The emphasis on these developments is not restricted to senior management. Importance is being given to the development of developing effective leadership teams across the institution.

Issue	Action
Recommendation 22 That USQ develop guiding principles for managing staff workloads and require Faculties to tailor these to their unique requirements, and that the effectiveness of these principles be reviewed at an appropriate period after implementation.	**Addressed through USQ Directions** USQ Directions KSA14 is requiring: ● *Workforce planning to be built into all strategic planning processes from 2005*. This is supported by actions from USQ Directions KSA13, including: ● *The introduction of more flexible and satisfying academic career paths derived from the Boyer model of scholarship*[3] *to be considered.* ● *Strategies to be considered that recognise excellence in general staff, based on broad criteria*.

[3] Boyer *"... proposes abandoning the old paradigm of research versus teaching for the following new paradigm: faculty should be engaged in the scholarship of discovery, integration, application, and teaching."* – see: http://www.uu.edu/centers/faculty/bookreviews/review.cfm?ID=9

Attachment 1

Structure of USQ Directions - http://www.usq.edu.au/vc/default.htm

The 16 Key Strategic Areas (KSA 1-16) are listed under each of the nine elements of the USQ Activity Structure (a. – i.). These are grouped further into one of three categories: IDENTITY, CORE BUSINESS and ORGANISATIONAL ENVIRONMENT.

IDENTITY		
a. Culture, Identity and Purpose	KSA1.	USQ as Australia's Leading Transnational Educator
b. Internationalisation, Commercialisation and Market	KSA2.	Developing a Comprehensive Internationalisation Strategy for USQ
b. & c.	KSA3.	Building USQ
CORE BUSINESS		
c. Student Profile and Learning & Teaching	KSA4.	Enhancing the Rigour of the Academic Profile
	KSA5.	Establishing Appropriate Models to Support Learning & Teaching
	KSA6.	Further Supporting Learning & Teaching
d. Learning Support and Student Care	KSA7.	Maximising Student Performance and Success
e. Research, Research Training and Professional Practice	KSA8.	Building USQ's Research Strengths: The September 2004 Planning Conference
e. & f.	KSA9.	Establishing a Research Development and Commercialisation Precinct
f. Community Service and Engagement	KSA10.	Building University Cities
ORGANISATIONAL ENVIRONMENT		
g. Leadership, Management and Governance	KSA11.	Leadership Culture
	KSA12.	Establishing an Institutional Planning, Quality and Review Framework
h. Human Resource Management	KSA13.	Sustaining a Workplace Which Values, Recognises and Rewards its Staff
	KSA14.	Securing Effective Workforce Planning and Staff Development
i. Financial and Physical Resource Management	KSA15.	Developing a Financial Strategy, and Budget Principles and Processes to Support the New Strategic Plan
	KSA16.	Maximising Efficiency

Attachment 2

Checklist of Reviews and Initiatives Underway or Directed in USQ Directions

	Develop, Introduce or Fast-track …	**Review …**
KSA1	Identification of USQ's core focus	
KSA2	Broad-based USQ Internationalisation Strategy	Business planning and contracts development
KSA3	Strategies for achieving growth targets Wide Bay development strategies Springfield Business Plan	
KSA4	Proposals invited for new programs, eg: Architecture & Built Environment; Social Sciences; Law; USQ Wine School	Academic profile Course rationalisation Business and academic planning for new programs
KSA5	Appropriate models to support L&T	
KSA6	Learning & Teaching Enhancement Committee Learning & Teaching Quality Fund Learning & Teaching Enhancement Unit	
KSA7	Enhanced role for OPACS and KNL	Use of student performance information Student support strategies
KSA8	USQ Research Centres Policy Statistics & Research Methodology Consultancy Service	Research support infrastructure
KSA9	Research Development and Commercialisation Precinct Business / Research Incubator	
KSA10	Senior management responsibility for community engagement to be assigned	

(continued)

	Develop, Introduce or Fast-track …	**Review …**
KSA11	Statement on Strategic Leadership 360 degree performance appraisal for senior managers USQ Policy on Inclusive Practice	Structure of senior executive Committee effectiveness Role of professoriate
KSA12	Integrated Planning, Quality and Review Framework Explicit University-wide Quality of Service Standards Roll-out of SMIS and USQIndex Performance Indicators Project	
KSA13	Flexible work arrangements for academic staff Recognition of excellence in general staff	
KSA14	BUILD performance management system Workforce planning to be incorporated into all planning activities	Staff development
KSA15	USQ's Economic Denominator(s) – as part of performance indicators development	Financial strategy Budgeting process
KSA16	Improvement of practice across full range of activities as identified in consultations Policies, systems and processes reviewed for efficiency	Review of ICT governance and services Purchasing Policy Travel Policy

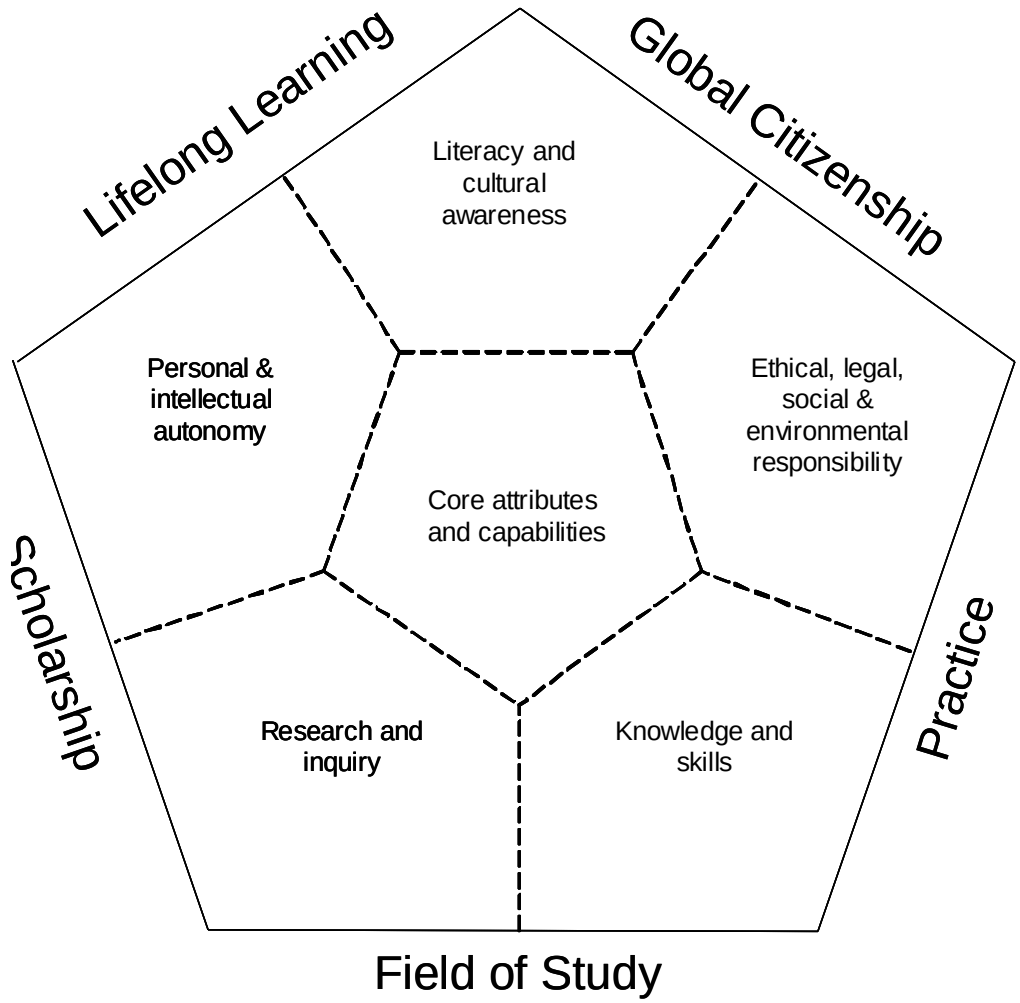
Attachment 3

Towards A New Conceptual Model for Graduate Attributes at USQ

(Adapted from the USQ Discussion Paper entitled: 'Beyond the Generic: A conceptual model for the development, implementation and evaluation of the attributes of a USQ graduate' (Dowling 2004) available separately.)

In November 2004, Academic Board endorsed the concepts outlined in a discussion paper entitled: *Beyond the Generic: A Conceptual Model for the Development, Implementation and Evaluation of the Attributes of a USQ Graduate* (Dowling 2004). The conceptual model being developed is based on five overarching qualities of a USQ graduate and six key clusters of graduate attributes and capabilities which Faculties will address at the program level.

This new conceptual model is represented in the following diagram.



The Program Pentagon is a flexible model that will enable a Program Development Team to define the attributes and capabilities that are appropriate for a graduate of a program, or of a particular program/major combination. Once these are defined they can be used to inform the development and implementation of the curriculum.

This model will be developed by Academic Board during 2005.