

University of Western Sydney (UWS)

Progress report to the

Australian Universities Quality Agency (AUQA)

June 2008

Introduction

The Australian Universities Quality Agency (AUQA) undertook an audit of the University of Western Sydney (UWS) in October 2006. The public report on the UWS quality audit was released in February 2007.

The UWS audit report contained eight areas for commendation, nine affirmations and eight recommendations. These audit outcomes have been incorporated into the University's consolidated strategic action plan – *'Making the Difference'* – which was approved by the UWS Board of Trustees in December 2006.

The Report which follows identifies the actions being taken to address each of the UWS AUQA audit affirmations and recommendations, along with evidence concerning the quality of current implementation and performance.

The process used to respond to the audit report has had a number of key characteristics, all of which align with findings on effective change management in higher education. They include:

- The use of the UWS project methodology to ensure that each development has a clear implementation plan;
- Use of an action research approach as part of this methodology which includes targeted benchmarking with like institutions where solutions to the identified improvement area are working well;
- Taking into account changes in the higher education operating environment over the past 18 months.

The cycle one audit produced a range of positive outcomes for UWS:

- It identified a productive and efficient methodology for engaging staff in whole-of-institution change and ensuring that planned change is implemented effectively and sustained;
- It has made explicit the key purposes and the ways in which UWS can operate in a more systematic and focused way;
- It has contributed positively to morale;
- The key areas of UWS practice that are on the AUQA good practice database have been the subject of considerable national and international interest and have been one mechanism through which the University has developed its focused benchmarking agenda;
- The University has taken on a more systems thinking approach to its operation;
- There are a number of key cultural developments which have now become more embedded in daily practice across the University. These include taking an explicitly evidence-based approach to decision-making, giving more direct focus to assuring consistency in quality across campuses and the use of the PIRI cycle as a part of normal business;
- It has sharpened considerably the University's approach to planning, with a distinct shift towards setting up key directions and enabling locally relevant and feasible ways of actioning these directions to emerge;
- The recommendation that the University identify the distinctive learning experience of the UWS student has enabled the University to position itself well for its forthcoming funding compact with DEEWR.

We look forward to our Cycle 2 audit, and working with an audit panel with specific expertise in the themes we agree need to be addressed.

Janice Reid
Vice Chancellor
University of Western Sydney

CONTEXT, STRATEGY & DIRECTION

Affirmation 1: AUQA affirms UWS' efforts to develop an integrated framework for coordinating and streamlining all levels of university planning, and facilitating the monitoring of performance against plans.

Actions	Progress	Relevant weblinks
<p>The University's integrated strategic action plan '<i>Making the Difference</i>' (MTD) was endorsed by the Board of Trustees in December 2006.</p> <p>The plan integrates the University's vision, its earlier Learning & Teaching, Research and Engagement Plans and its AUQA outcomes. The MTD Plan identifies five key focus areas for action comprising a total of 17 key strategic imperatives.</p> <p>A new peak committee - the UWS Strategy and Quality Committee (SQC) - has been constituted to give oversight to and ensure the integration of all strategy, quality and review activities.</p> <p>To ensure effective implementation of the plan, each senior executive has a performance plan which includes milestones and targets. The University has also developed a computer-based tracking system to monitor the implementation progress of the plan.</p>	<p>Implementation of the '<i>Making the Difference</i>' plan commenced in early 2007, using a team-based, project management methodology.</p> <p>A delegated staff member from each senior executive's office is responsible for updating the MTD database in consultation with the senior executive member and the team leader for each project. A progress report is prepared for the UWS Strategy & Quality Committee on a regular basis. This is then reported to the Board of Trustees, the Strategy and Resources and the Audit and Risk Management Committees.</p> <p>In October 2007 the UWS SQC held a review of progress in implementing the plan using the MTD tracking base data. It made recommendations for further consolidation and linking of the action projects underway and these recommendations were adopted by the UWS Executive and endorsed by the Board of Trustees and have been implemented.</p> <p>The Board of Trustees examines progress in implementing the MTD strategy twice yearly. It continues to review the 'vital signs' reports on performance at the same time. The University has produced a new, integrated and simplified Review Policy which is being implemented during 2008 and monitored by the UWS Strategy and Quality Committee. College, Divisional and School planning is directly linked to the overall KPIs and the 17 key imperatives that make up the MTD strategy.</p>	<p>The new Strategic Plan '<i>Making the Difference</i>'</p> <p>Terms of Reference for the UWS Strategy & Quality Committee</p> <p>Link to latest MTD report</p> <p>Link to Reviews Policy</p>

GOVERNANCE, MANAGEMENT & RESOURCING

Affirmation 2: AUQA affirms the various measures UWS is exploring to support its self-sufficiency agenda.

Actions	Progress	Relevant weblinks
Campus Development	<p>The University is exploring diverse and innovative funding opportunities arising from its land holdings. The Campus Development Committee, a standing committee of the Board of Trustees, chaired by a Deputy Chancellor, provides strategic oversight to a portfolio of property development projects which will generate both lump sum payments and ongoing income streams for the University. Income from the development projects will be sequestered for the University’s strategic initiatives and campus capital projects. A number of projects are well advanced:</p> <ul style="list-style-type: none"> • Following a conceptual planning phase the University has undertaken an extensive process to select a preferred proponent from the private sector to redevelop a parcel of land at Westmead no longer required for teaching since the establishment of the Parramatta campus. An exclusive Negotiations Agreement was signed by the University and Lend Lease Developments on the 3 October 2007. Both parties are now working to obtain rezoning of the site and necessary planning approvals from State Government. The University is expecting to realise in the order of \$35million from the development. • The University has undertaken a planning process with Landcom, to identify development options for a portion of the Campbelltown campus and an adjacent parcel owned by Landcom. Following a detailed environmental assessment of the site, a masterplan and development control plan has been prepared. The plan proposes an integrated precinct including a vibrant campus with a mixture of academic and research related business enterprise uses, a residential community and a large open space network with areas for active and passive recreation for the benefit of the campus and the local community. The planning documents have been lodged with Council and were on public exhibition until the 30th November 2007. The project is expected to generate in the order of \$40million for the University. 	

GOVERNANCE, MANAGEMENT & RESOURCING

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<p>Onshore International student income</p> <p>In developing the 2008-2010 budget and projections the University has targeted the achievement over the next three years of a growing operating surplus.</p>	<ul style="list-style-type: none"> • A 28 hectare parcel of land at the Penrith campus is in the process of being rezoned for sale. The rezoning submission has been finalised following a lengthy planning process. It is anticipated that rezoning will be formally approved by planning authorities by mid 2008. The University will then take the site to the market and expects to generate in the order of \$15million. <p>On-shore international student income: The University has also planned for strong growth in the area of international onshore fee paying students. The international student income for 2007 was \$40,6M. The targets are in 2008 \$44.1M and in 2009 \$48.5M. The achievement of these targets is now supported by an International Student Enrolment Plan, the move to a simpler and more competitive fee structure, an on-line enquiries/application processing system that ensures offers to students are turned around more quickly than previously. There has also been an additional targeted investment in the International Office. The University has also developed an International Business Plan to guide progress in this area.</p> <p>This approach is in accord with the strategic intent of the University to build up to an operating surplus equivalent to 5% of revenues within the medium to long term. Such surpluses are not only a sign of sound financial health (which are benchmarked by DEEWR and the Office of Auditor General NSW) but they are also required to enable the University to invest in the required level of infrastructure development and key strategic operational initiatives into the future. The University is focusing on going well beyond a “break-even” budget.</p>	
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TEACHING, LEARNING AND STUDENT SUPPORT

Recommendation 1: AUQA recommends that UWS extend its benchmarking to a national and international peer group chosen in the light of its proposed learning and teaching profile.

Actions	Progress	Relevant weblinks
<p>At the time of the AUQA audit UWS had a formal benchmarking agreement with Monash University to exchange student survey data and share best practices.</p>	<p>UWS has an ongoing benchmarking relationship with Monash University in the area of tracking and improving learning and teaching and it aims to extend the current Memorandum of Understanding. It is also developing a multicampus benchmarking relationship with Monash and a national network of multicampus universities which is jointly applying for Australian Learning & Teaching Council (ALTC) funding and developing a quality management framework for such universities.</p>	
<p>In early 2007, UWS initiated a range of benchmarking and joint development initiatives with Griffith University. This University was chosen because it is multi-campus and has a similar mission and operating context to UWS.</p>	<p>In June 2007, a group of UWS senior staff visited Griffith University and discussed the possibilities of benchmarking. Both universities are multi-campus, have a wide dispersal of load, similar mission and a commitment to address key issues of access, equity and student retention. 20 joint development projects with Griffith are currently underway in the following areas: planning and quality; learning, teaching and assessment; research and scholarship performance; student administration and services; L&T leadership; and workload management.</p>	<p>Griffith Benchmarking Projects</p>
<p>Development of a national benchmarking framework for Quality Management in the area of Community Engagement</p>	<p>UWS has played a key role in developing a Community Engagement Framework based on extensive benchmarking (local and international). The framework was reviewed at the Australian Universities Quality Forum (AUQF) in 2007. It has been made available to the 32 member Australian Universities Community Engagement Alliance (AUCEA) and to AUQA as a resource for building standards and benchmarking processes around quality management.</p>	<p>Link to National Framework QM in Community Engagement</p>
<p>UWS is an active participant in the Canadian Quality Network of Universities (CQNU).</p>	<p>In mid 2007 the Dean of Indigenous Education visited two members of the CQNU - The Universities of Manitoba and British Columbia - along with two Australian Universities (Curtin and Edith Cowan) all interested in benchmarking around the area of Indigenous education. The four universities</p>	

TEACHING, LEARNING AND STUDENT SUPPORT

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<p>Benchmarking on the introduction of an Indigenous graduate attribute</p> <p>In early 2008, UWS also initiated benchmarking relationship with Charles Darwin University (CDU) in the area of retention and the Indigenous Student Experience</p>	<p>strongly endorsed the proposed UWS policy and strategy and commended UWS on its innovative approach to Indigenous education. A range of specific initiatives are now underway at UWS as a result of this benchmarking.</p> <p>In November 2007 the UWS PVC (Quality) attended the national meeting of CQNU Vice-Presidents for benchmarking discussions on joint initiatives in university engagement, change leadership, quality improvement for learning and teaching and the development of a 'Green Campus'.</p> <p>UWS is benchmarking with three Australian universities which are also working to introduce an Indigenous graduate attribute – Curtin, Edith Cowan and Charles Darwin University.</p> <p>The UWS Pro Vice Chancellor, Quality visited CDU in April 2008 to formalise a UWS - CDU benchmarking relationship. An extensive benchmarking review of retention was completed. A series of key action projects were generated and are currently being addressed. Specific issues concerning Indigenous education and retention have been integrated into this process. Actions areas include: enhancing course design to support transition into tertiary studies; optimising the quality of course delivery; development of integrated support and administrative services; the introduction of joint tracking and improvement systems and attention to shaping a change capable culture to underpin implementation of the initiatives.</p>	<p>UWS Green Campus strategy</p>
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TEACHING, LEARNING AND STUDENT SUPPORT

Affirmation 3: AUQA affirms the Academic Senate's decision to review the assessment practices as a priority for 2007.

Actions	Progress	Relevant weblinks
Review of the UWS Assessment Policy	<p>In 2007 the UWS assessment policy was successfully benchmarked, reviewed and completely rewritten. An awareness campaign including forums and seminars has been conducted with high attendance. Staff participation and satisfaction rates have been high and there has been a high level of engagement and awareness of the policy renewal process (more than 300 UWS staff and other stakeholders were involved in the review process during 2007). A UWS Assessment Guide is being written to reflect the new policy and support its implementation.</p> <p>In 2008 the introduction of the new policy is being accompanied by a targeted staff development strategy, using the new Assessment Guide as a key resource. Support for this process has been identified as a key accountability of the UWS Teaching Fellows in 2008, supported by the UWS Heads of Program Network.</p> <p>The University has a range of student surveys which will be used to track and improve the quality and consistency of assessment practices.</p>	<p>UWS Assessment policy</p>

TEACHING, LEARNING AND STUDENT SUPPORT

Affirmation 4: AUQA affirms that UWS continue to develop the use of WebCT in all programs and work to ensure its use by all academic staff.

Actions	Progress	Relevant weblinks
<p>Upgrading the UWS online learning (WebCT) to Campus Edition 6, called vUWS</p>	<p>UWS continues to have one of the highest participation rates in online learning in the southern hemisphere. In 2007 the University successfully upgraded its online learning system from WebCT to Campus Edition 6 (vUWS). The new edition has more online learning features and gives more focus to active learning. A systematic staff skills development program is underway. This has involved the use of on-line training modules, workshops and a network of mentors. Staff attendance and satisfaction rates with this program are high. A number of e-learning projects have been funded under the UWS Learning & Teaching Action Plan which is part of the MTD Strategy.</p> <p>The conversion from WebCT to Campus Edition (vUWS) has been successful. The University aims to increase further the use of online learning for all units of study.</p> <p>A new E-learning/blended learning strategy is currently under development and is to be the subject of a University-wide forum in 2008. This is being supported by targeted benchmarking with multicampus universities such as Griffith University.</p> <p>Based on a range of student feedback surveys between 2004 and 2007, online learning at UWS has been ranked high on importance and performance. The UWS Student Satisfaction Survey 2009 will monitor further progress on the new initiative.</p>	<p>Learning and Teaching action plan 2006- 2008</p> <p>About the new vUWS</p> <p>Surveys, results and actions taken as a result</p>

TEACHING, LEARNING AND STUDENT SUPPORT

Recommendation 2: AUQA recommends that UWS define the desired distinguishing characteristics of the UWS student experience and develop a whole-of-institution strategy to implement and track the progress of this strategy.

Actions	Progress	Relevant weblinks
<p>The focus is on making direct links to the whole of university community engagement strategy.</p> <p>Over the period 2006-8 the university is implementing its Learning and Teaching action plan with increased emphasis on engaged learning and engaged research. This is a key focus in the integrated MTD strategy.</p>	<p>UWS is defining the distinctiveness of the student experience through the systematic development of a program of engagement with Greater Western Sydney. This engagement is realised through teaching and research, and is implemented through the whole-of-university community engagement strategy. Flexible, responsive and learner-focused pathways' programs underpin this strategy. Engagement is one of the five themes of the Learning & Teaching Action Plan 2006-2008, under which a number of improvement projects have been funded. Particular attention is now being given to Indigenous issues and to those issues of social, economic or environmental sustainability of particular relevance to Greater Western Sydney in the context of each UWS course, disciplinary and professional area.</p> <p>Active involvement of staff is being achieved through funded engaged learning projects in areas such as translation, law, community service, Indigenous communities, nursing, animal handling, languages, and others. As part of this strategy the College of Business has introduced a capstone engagement unit which is to be undertaken by every student in the new Bachelor of Business and Commerce.</p> <p>A draft definition of the distinguishing characteristics of UWS student experience has been developed and refined and will be part of the UWS Learning & Teaching strategic plan from 2009.</p>	

RESEARCH AND RESEARCH TRAINING

Affirmation 5: AUQA notes the commitment of UWS to high quality research concentrations as indicated by the investment in research and affirms UWS' development of strategies to ensure research activity is supported by appropriate workload allocations and clearly defined research foci.

Actions	Progress	Relevant weblinks
<p>The new Pro Vice Chancellor (Research) commenced duty on 15 January 2007. A framework has been developed for the allocation of a Research Investment Fund (RIF). The RIF represents a Board of Trustees anticipated investment of \$50M over 10 years.</p>	<p>The investment plan continues the principles of selectivity and concentration for UWS activity in research with the goal of generating a “credible, coherent and self-sustaining research profile for the University.” The University is focusing its investment primarily on the development of strong and viable research groups in selected disciplinary and/or interdisciplinary areas, especially around issues of social, economic and environmental sustainability in the distinctive context of Greater Western Sydney. A proposal went to the December 2007 Board of Trustees meeting with a recommendation for funding over the 2008-2010 Triennium based on these principles.</p> <p>This proposal was approved by Executive and in January 2008 Research Centre Directors were advised of their 2008 allocation and any provision for salaries for 2009 and 2010.</p> <p>RIF funding has made a provision for the establishment of a dedicated IT User Support Officer in support of Research Centres' specialised hardware and software requirements. We plan to have this position advertised by mid year.</p> <p>The senior researchers recruited & employed during the last twelve months using RIF funds were among those Chief Investigators named in our recent success with Australian Research Council (ARC) funding programs for 2008. UWS was awarded 12 Discovery Grants totalling \$3,755,509 plus UWS Researchers were named on three other projects that will be administered by other organisations.</p> <p>In 2007 the University was awarded \$1,052,207 with 5 Linkage Grants and a</p>	

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further \$69,700 in one Linkage International Grant. Total Funding in the 2008 round is \$5,267,416 which positions UWS as 16 out of 40 institutions receiving National Competitive Grants. In the previous 2007 round UWS' position was 25th.

In the ARC Discovery Indigenous Researchers Development awards UWS was the most successful university in Australia winning 3 of these awards with total funding of \$390,000. The audited 2006 Higher Education Research Data Collection for UWS showed University Research Centres accounting for 60% of the external research income generated by the University.

Areas where further work is necessary

The PVCR, in conjunction with the Office of Research Services, is developing a refined Research Activity Index. The current Register of research activity has been a useful tool for collecting data, reporting on research activity and indeed, driving research activity. However there have been some negative perceptions in terms of the terminology used. For example if thresholds are not met then researchers, in spite of carefully chosen terminology, are perceived to be 'not research active' which of course has a negative connotation to the researcher. There has also been feedback that there needs to be different criteria for each college on the basis of what are appropriate performance expectations in particular disciplines.

With this in mind the current system will be refined and the terminology changed to ensure recognition of research activity at all levels. The proposed system will accommodate separate thresholds for different staff levels and appropriate discipline benchmarking. Executive Deans in consultation with the Associate Deans (Research) are setting appropriate

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	<p>thresholds for their College.</p> <p>The Research Office is undertaking modelling on the basis of several threshold scenarios to enable the most appropriate Index to be set.</p> <p>The proposed Research Activity Index (RAI) for UWS will use a point system, similar to the index used by Monash University, Edith Cowan University and others. This proposal being developed will be submitted for consideration by Executive in mid 2008.</p> <p>The DVC Corporate Strategy & Services is currently reviewing workload processes for Academic staff with a view to simplifying the current processes. The Pro Vice-Chancellor Research is providing input to this review and has suggested the goal is to have a body of enthusiastic academic staff, who effectively balance their roles and commitments as teachers, scholars, researchers and administrators.</p> <p>The PVCs (Research, Learning & Teaching, Engagement and Quality) have also formed a working party and are currently developing a draft set of performance expectations for each of their portfolios for discussion. Such expectations should feed into the recruitment process; workloads; any performance and career review and development processes; and the promotion process.</p> <p>This project has now evolved into Strategy 8 of the “Our People 2015” Program: Academic Agenda and Academic Promotion. The Academic Agenda proposal has been presented briefly to the Executive, the Strategy and Quality Committee and the Senior Staff Forum. Currently the PVC Research and PVC Engagement are preparing a series of forums across the University to promulgate the principles and to get feedback from staff.</p>	
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RESEARCH AND RESEARCH TRAINING

Recommendation 3: AUQA recommends that UWS further develop the business development office and associated University systems to promote income generation from consultancies, commercial research and other external sources.

Actions	Progress	Relevant weblinks
<p>The University has completed a review of the functions of the business development office and has established a new "Innovation & Consulting Group" (I&C Group) reporting to the Deputy Vice Chancellor (Academic & Enterprise). The new Director was appointed and commenced work on Monday 26 November, 2007.</p>	<p>The UWS I&C Group has university-wide responsibility for all consultancies, commercial research and tendering. This new group is creating strong working relationships with the other areas also reporting to the DVC (A&E), including the UWS Office of Research, International Office, Development Office and PVC Engagement.</p> <p>The new Director will initially work to define an operational plan for the UWS I&C, clarify the required functions and roles to deliver on the operational plan and recruit to fill those roles.</p> <p>The University has improved the management of consultancies and has implemented a clear policy for academic staff that covers reporting requirements. "The External Work policy".</p>	<p>Link to External Work Policy</p>

RESEARCH AND RESEARCH TRAINING

Recommendation 4: AUQA recommends that UWS develop an effective strategy to increase higher degree research (HDR) enrolments and completions without jeopardising quality, and ensure that all HDR students have appropriate facilities and support regardless of campus location.

Actions	Progress	Relevant weblinks																													
<p>UWS has begun to increase steadily its HDR load, on the basis of securing more high quality candidates. The University has awarded 40 Honours' Scholarships in 2008 each worth \$5000.</p>	<p>Honours Scholarships have been awarded to current UWS students who will be commencing their final Honours year in 2008 and have demonstrated academic excellence in their studies. The scholarships were awarded on academic merit to those students with a GPA of 5 or above. This initiative is intended to create a pathway to research degrees.</p> <p>The Vice Chancellor has announced further investment in HDR scholarships - both domestic and international.</p> <p>The Research Studies Committee has investigated the resources issue and implemented a common process across UWS for accessing candidature funds. There is now a standard form "Candidature Project Funds Application Form" with a set of guidelines for funding support on the Current Research Student Web site.</p> <p>Across the period 2004-2006, UWS has secured measurable improvement in its Postgraduate Research Experience Questionnaire (PREQ) outcomes, particularly in relation to key areas of underperformance: Intellectual Climate and Infrastructure.</p> <table border="1" data-bbox="779 1093 1458 1385"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">UWS%</th> <th colspan="2">SECTOR %</th> </tr> <tr> <th>2004</th> <th>2006</th> <th>2004</th> <th>2006</th> </tr> </thead> <tbody> <tr> <td>Overall Satisfaction</td> <td>71.8</td> <td>83.8</td> <td>83.7</td> <td>84.7</td> </tr> <tr> <td>Intellectual Climate</td> <td>49.4</td> <td>59.4</td> <td>57.6</td> <td>63.0</td> </tr> <tr> <td>Infrastructure</td> <td>55.7</td> <td>66.2</td> <td>68.5</td> <td>72.7</td> </tr> <tr> <td>Supervision</td> <td>67.1</td> <td>74.5</td> <td>72.8</td> <td>76.1</td> </tr> </tbody> </table>		UWS%		SECTOR %		2004	2006	2004	2006	Overall Satisfaction	71.8	83.8	83.7	84.7	Intellectual Climate	49.4	59.4	57.6	63.0	Infrastructure	55.7	66.2	68.5	72.7	Supervision	67.1	74.5	72.8	76.1	<p>VC announcement on HDR scholarships</p> <p>UWS Essential Resources for HDR Candidates and the Candidature Project Funds Application form</p> <p>Postgraduate Annual Course Reports</p>
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RESEARCH AND RESEARCH TRAINING

Recommendation 4: AUQA recommends that UWS develop an effective strategy to increase higher degree research (HDR) enrolments and completions without jeopardising quality, and ensure that all HDR students have appropriate facilities and support regardless of campus location.



The UWS Research Student Satisfaction Survey (RSSS) was administered in late 2007 with 279 respondents out of 706 currently enrolled. The top ten items on importance have remained relatively stable between 2005 to 2007 with an overall upwards trend in performance ratings.

Given the successful embedding of quality assurance processes in terms of HDR places and scholarship and rankings, UWS has been able to move towards a second semester intake - in both 2006 and 2007

Application numbers for higher degree research student place and stipends have increased in the latest round (2008). It is anticipated that rebuilding load will occur steadily across the 2008-2010 period.

Quality Assurance

UWS purchased the licence in late 2007 for an online training package for Postgraduate Research Students from the University of Melbourne as a one-off payment that may be used for as many students as required. It has been purchased by several other Australian universities and the University of Edinburgh. The product was adapted in consultation with the UWS Student Learning Unit (SLU), Teaching Development Unit (TDU), the Library and E-Learning staff to contextualize the content and ensure the design of the program is complementary to the current UWS Online Workshops. It will be referred to as "Postgraduate Essentials". There are six units which will run from the beginning of April until mid June. E- Learning will monitor participation and the program will be evaluated. A long term aim is to include video presentations by UWS staff.

Postgraduate Essentials went live on 7 April 2008. The first two modules are available to commencing enrolled candidates and facilitated by SLU.

[UWS Research Student Satisfaction Survey report](#)

RESEARCH AND RESEARCH TRAINING

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	<p>A duplicate site, without facilitation, will be available initially for supervisors and later to all interested staff members. A face-to-face workshop has been developed to show candidates how to operate the system if they require it. The Office of Research Services is monitoring compliance and will be running regular reports.</p> <p>Areas which are the focus of further work In October 2007 the UWS Research Committee established a Higher Degree Research (HDR) Student Pathways working Party to be chaired by the Dean of Research Studies. This working party will look at enhancing pathways between Honours and HDR.</p>	
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ENGAGEMENT AND SERVICE

Recommendation 5: AUQA recommends that UWS develop appropriate systems to implement the Indigenous education commitment including redeveloping the resource plan and giving consideration to adding a graduate attribute.

Actions	Progress	Relevant weblinks
<p>UWS Integrated Indigenous Education Strategy 2008-2010 has been developed and endorsed.</p> <p>The 'Our People 2015' staffing strategy includes an "Indigenous Employment and Engagement" project. This project is addressing the development of programs to support Indigenous employment and covers both education and employment opportunities.</p>	<p>The plan deals with Access & Student Support, Learning & Teaching (including a graduate attribute), Indigenous Research, Engagement & Outreach, Indigenous International Engagement, Cultural Recognition, Recruitment & Communication, Employment & Professional Development and Indigenous Cultural Recognition.</p> <p>Recruitment of high profile staff is complete in some of these areas of accountability and underway in others.</p> <p>In late 2007, UWS implemented its inaugural Indigenous Student Satisfaction Survey. The findings of the survey are being used to identify further improvement priorities of the Badanami Centre for Indigenous Education. At the same time a university-wide Indigenous Education Strategy Forum was held to test and identify how best to implement the University's key plans for the area.</p> <p>The strategy has been benchmarked and endorsed with universities in Canada and Australia who are performing successfully in the area. An additional benchmarking project is being formulated with Charles Darwin University. The Strategy has since been developed into the Badanami Centre for Indigenous Education's Operational Plan 2008-2010</p>	<p>Indigenous Education Strategy 2008-10</p> <p>Indigenous Student Satisfaction Survey</p>
<p>A UWS Indigenous Education Policy has been in operation since 29 February 2008</p>	<p>The UWS Indigenous Education Policy was endorsed by the UWS Board of Trustees on 27 February 2008.</p>	<p>Indigenous Education Policy</p>
<p>UWS Indigenous Advisory Council</p>	<p>The UWS Indigenous Advisory Council Terms of Reference were endorsed by the UWS Board of Trustees on 27 February 2008.</p>	<p>Indigenous Advisory Council Terms of Reference</p>

ENGAGEMENT AND SERVICE

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<p>UWS Indigenous Graduate Attribute</p>	<p>In late 2007, Badanami Centre for Indigenous Education benchmarked its current approaches and planned developments with the Indigenous programs, courses, units and graduate attributes being delivered in a selected range of Australian universities.</p> <p>In April 2008, a paper on the development of a UWS Indigenous Graduate Attribute and its implementation was drafted. This paper was presented to the Education Committee of Academic Senate in May 2008.</p> <p>The Education Committee of Academic Senate endorsed the proposal in May 2008. Consultation on the implementation strategy for this initiative will continue over the rest of 2008 with College Academics.</p>	
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ENGAGEMENT AND SERVICE

Affirmation 6: AUQA affirms that in keeping with the 2005 internal review, UWS redevelop a whole-of-university community engagement strategy and align associated University systems to ensure it is implemented across the University.

Actions	Progress	Relevant weblinks
<p>During 2007 and early 2008, UWS advanced its strategic agenda for engagement through the following actions:</p> <p>Organised existing engagement-related units and positions into the Office of University Engagement (OUE) which is charged with a “whole of university” mission to facilitate the engagement strategic plan.</p> <p>Appointed an Associate Dean-Engagement (half-time) and a Community Engagement Facilitator (full-time) for each College.</p> <p>Appointed a full-time Pro Vice-Chancellor (Engagement).</p> <p>Appointed a Manager Schools Engagement</p> <p>Awarded the 2007 Regional Community Grants.</p> <p>Held a planning retreat with the Regional Council to reflect on five years of work and to recommend revisions/improvements in terms of reference</p>	<p>Fully implemented.</p> <p>All Positions filled on or before May 2007.</p> <p>Pro Vice Chancellor in place as of 21 May 2007.</p> <p>Hired in February 2008.</p> <p>Grant awards distributed in July 07. Completed April 2008; final reports due July 2008.</p> <p>Proposal for improvements to the Regional Council was forwarded to the UWS Executive in May 2008.</p>	

ENGAGEMENT AND SERVICE

Affirmation 6: AUQA affirms that in keeping with the 2005 internal review, UWS redevelop a whole-of-university community engagement strategy and align associated University systems to ensure it is implemented across the University.

<p>The Office of University Engagement facilitated College planning and progress on their specific “Making the Difference” strategic priorities for engaged teaching and research.</p>	<p>12 workshops and seminars have been held to facilitate planning for engaged learning and research activities. Two of three colleges have completed strategic action plans for 08-10.</p>	
<p>Created an Engagement Strategy and Quality Committee.</p>	<p>In place and working actively, with Terms of Reference, as of August 07.</p>	
<p>Launched a review of Promotions policy regarding recognition of engagement</p>	<p>Senior administrator workshop held in Sept 07. PVC-E held a University workshop on the scholarship of engagement in Dec 07. USA visiting scholar in January 08 provided three workshops for academic staff on three campuses. PVC-E and PVC-R will hold five focus groups on Promotions Policy reform during May-June 08. Draft revisions to be developed by August 08.</p>	
<p>Developed an Engagement Strategy that integrates engagement into the teaching and learning action plans of the University and Colleges</p>	<p>Approved by UWS Executive in August 07 as guide for the distribution of Board-approved special initiatives funds allocated for 08-10. Activity will be in five focused areas:</p> <ol style="list-style-type: none"> 1. Integrate Engagement strategies with existing strategies and initiatives launched by the Learning and Teaching Action Plan and the Research Investment Fund Strategy. 2. Support a small set of significant, multi-year engagement projects that drive the growth of engagement activities and institutional capacity, and are reflective of existing priorities for teaching and research improvements. 3. Increase institutional capacity for engaged research and teaching through a variety of staff and organizational development and recognition strategies. 4. Enhance community voice and partnership participation in the UWS engagement agenda through an effective communication and recognition practices. 	

ENGAGEMENT AND SERVICE

Affirmation 6: AUQA affirms that in keeping with the 2005 internal review, UWS redevelop a whole-of-university community engagement strategy and align associated University systems to ensure it is implemented across the University.

<p>Development of a quality management framework for engagement</p> <p>Launched benchmarking process for engagement.</p> <p>Completed and launched a Strategic Plan for Schools Engagement and an Action Plan for Schools 2008</p> <p>Revised Community Engagement Database and instrument to improve effectiveness and benefit to staff and partners</p>	<p>5. Ensure quality and inform continuous improvement in engagement through research and evaluation projects including implementation of quality engagement management framework.</p> <p>The PVC, Engagement and the PVC, Quality worked with other universities to develop a quality management framework for engagement that will be published in a journal in 08. This framework has guided our strategy for infrastructure, policy and strategy development as described above.</p> <p>Completed design of benchmarking framework May 08. Institutional data collection to be completed by August 08.</p> <ul style="list-style-type: none"> • Activated a representative community reference group to inform plans. • Conducted research on schools needs. • Inventoried existing school partnerships. • Launched action plan for 08 in May 08. • Launched an after-school tutoring program April 08 • Launched an ebuddy program May 08 • Developed a plan for training UWS students to be tutors and mentors; implementation second semester 08 • Monitoring every program for impact/results/improvement <p>A partnership between the Office of Planning & Quality, OUE, and the UWS Information Technology Division is underway to revise, shorten, and strengthen the University’s engagement data collection instrument and to design software to facilitate a higher rate of completion and accuracy of the data provided by staff and community partners.</p> <p>Design in trial testing as of May 08.</p>	<p>School Strategic Plan 2008-10</p>
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INTERNATIONAL ACTIVITIES

Recommendation 6: AUQA recommends that UWS reconsider the approach to offering transnational UWS award programs to ensure that the UWS reputation is strong and that quality is assured in practice.

Actions	Progress	Relevant weblinks
<p>UWS has not entered into any new transnational programs since its AUQA audit in October 2006</p>	<p>Since the AUQA process was undertaken, UWS has not entered into any new transnational programs that are offered offshore.</p> <p>UWS has agreed that it needs to identify strong international partners who have a synergy with the vision and strategic priorities of UWS.</p> <p>The University has adopted a set of principles for the development of a new offshore academic program policy which will be finalised soon.</p> <p>The relationships that are developed will involve research, teaching and exchange objectives. UWS considers that articulation arrangements are initially a positive way to provide international students who study at partner institutions to progress to UWS. In all instances as potential partners are identified reputation, risk and opportunity are all evaluated.</p>	

HUMAN RESOURCES AND ADMINISTRATIVE SYSTEMS

Affirmation 7: AUQA affirms the attention UWS is giving to aligning human resources with strategic priorities for its future through projects such as Our People 2015.

Actions	Progress	Relevant weblinks
<p>The 'Our People 2015' staffing strategy has been endorsed by the UWS Board of Trustees and implementation of the following nine action projects that make up the strategy is underway.</p> <ol style="list-style-type: none"> 1. Recruitment and Selection 2. Indigenous Employment and engagement 3. Climate, culture and employer branding 4. Workforce planning and alignment 5. Employee retention and relationships 6. Performance and career development 7. Reward and recognition 8. Academic Agenda, and promotion 9. Organisational leadership 	<p>In September 2007, UWS was successful in its application for a DEEWR Workplace Productivity Program (WPP) grant, receiving \$2,927,000 to enable implementation of the 'Our People 2015' strategy.</p> <p>Significant work has taken place in developing the program methodology, the program charter and the project structure for each of the nine strategic items. The overall implementation of the Our People 2015 strategic program is being managed through the Special Projects Unit with each of the nine strategic action items being lead by a Project Leader. Each project will be supported by a working team and a consultation group. A Program Advisory Group (PAG) is also being established as a cross reference group to provide consistent advice on matters that may affect more than one project. The PAG will comprise "experts" across specific functional areas of UWS.</p> <p>Key actions to date include:</p> <p>Formulation of the project plans for each of the nine strategic action projects is complete. Working teams and consultation groups for each project are in place. Introductory workshops have been conducted for all working teams and consultation groups. Project leaders have now held their inaugural meetings with project working team members. Benchmarking and research exercises are currently underway for a number of projects.</p> <p>An holistic e-recruitment system has been selected through tender. Implementation of the system has commenced. Work has also commenced in investigating implementation of a casual employment management tool/system.</p> <p>An appointment has been made to the new position of Director, Indigenous Employment. The Director has significantly progressed the development of</p>	<p>Our People Final Strategy document</p> <p>Program and Project Charter and Structural Plan</p>

HUMAN RESOURCES AND ADMINISTRATIVE SYSTEMS

Affirmation 7: AUQA affirms the attention UWS is giving to aligning human resources with strategic priorities for its future through projects such as Our People 2015.

	<p>the UWS Indigenous employment strategy - Ten 12 month Indigenous traineeships in business administration have been offered by a pilot group of 8 UWS business units, with trainees commencing in April 2008.</p> <p>As an aid to succession planning, UWS has offered an Early Voluntary Retirement scheme to academic staff. This, coupled with further succession planning strategies recently implemented particularly throughout the College of Business, have allowed the rejuvenation of the UWS academic workforce and its realignment with organisational, College and School goals and objectives.</p> <p>An indicative pricing document has been received from Talent 2, providers of the UWS Human Resources Information System (HRIS), to supply and implement technology solutions for system enhancements identified as part of the WPP bid. Discussions are currently underway to facilitate the tender process.</p>	
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HUMAN RESOURCES AND ADMINISTRATIVE SYSTEMS

Affirmation 8: AUQA affirms the establishment of a university workload system to ensure consistent application and alignment with University strategic priorities.

Actions	Progress	Relevant weblinks
<p>The process to implement an enabling workload system is well underway. The parameters to guide the system will frame the workload clause in the Academic Enterprise Agreement negotiated in 2008.</p> <p>The workload discussions and system are being expanded to provide for the development of an academic employment profile - from initial appointment, to development and promotion to workload and recognition and reward.</p>	<p>The workload principles have been finalised and are now part of the University's policy framework.</p> <p>A forum of senior staff and Executive members discussed and agreed to the approach and underpinning framework for workload allocation and management. The outcomes of this forum will inform the developments relating to academic staff engagement with the University and within this their workload allocation.</p> <p>Consultations with staff and their representatives are planned for Semester one.</p> <p>A working party of the PVC Engagement, PVC Research, PVC Learning and Teaching, DVC Academic & Enterprise and Human Resources is meeting regularly to progress the academic staff profile project under the broad umbrella of the Our People project.</p>	<p>Our People Final Strategy document</p>

HUMAN RESOURCES AND ADMINISTRATIVE SYSTEMS

Recommendation 7: AUQA recommends that UWS develop and implement for all staff a more rigorous system of performance review and evaluation.

Actions	Progress	Relevant weblinks
<p>Comprehensive review of the career development and performance management programs for general staff</p>	<p>A new program for General Staff replaced the previous performance management processes in October 2007.</p> <p>The purpose of the Annual Planning and Career Development program is to provide a structure to help plan, manage, evaluate and develop individual performance. The program is designed specifically to assist an individual's career development and improve the organisation's performance through:</p> <ul style="list-style-type: none"> • the ongoing joint clarification of work related goals and objectives and confirmation of their alignment with the MTD strategies • providing a structure for individual performance planning • two-way, regular, open and constructive feedback on performance • recognition of achievements and acknowledgment of outstanding performance • facilitating the effective management of probation • initial identification of possible unsatisfactory performance • informing decisions for the approval of incremental advancement • support, encouragement and action on professional and personal career development plans. <p>Managers and supervisors of General Staff are required to have completed the performance review process for their staff by November 2007.</p> <p>Participation in the performance management and development processes remains a requirement for all staff through the workplace agreements and University policy, forming an essential component of the contract of employment. Managers and supervisors are required to submit performance management process details through Alesco for each staff member, which also provides regular reports to senior management on program compliance</p>	<p>Performance Planning and Career Development Process & Documentation</p>

HUMAN RESOURCES AND ADMINISTRATIVE SYSTEMS

Recommendation 7: AUQA recommends that UWS develop and implement for all staff a more rigorous system of performance review and evaluation.

<p>Review of the performance management processes for academic staff</p>	<p>and outcomes.</p> <p>The review of performance management processes for Academic Staff has commenced, and includes both the current Academic Performance Planning and Review (APPR) system and the current workload agreement system. Consultation with management and staff is ongoing, with system enhancements planned for development and implementation during the first half of 2008. A compliance process will also feature as part of the overall review.</p>	
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HUMAN RESOURCES AND ADMINISTRATIVE SYSTEMS

Affirmation 9: AUQA affirms that UWS continue to monitor its indicators of student satisfaction with student administration services, and consider ways to increase access to core enrolment-related services and make further improvements to client service.

Actions	Progress	Relevant weblinks
<p>Using a range of Student Surveys and other feedback mechanisms to measure the student experience including their satisfaction of student administration services</p> <p>Improve enrolment-related services through enhanced functionality in MySR (Student Record) and assistance to students in using MySR.</p>	<ul style="list-style-type: none"> • Continued monitoring of results from the UWS Student Satisfaction Survey (SSS). SSS results for the Student Administration area continue to show a positive and upward performance trend. • Continued monitoring of the MySR feedback survey and refinement of MySR as the on-line self-service enrolment system. • Additional targeted email communications with students about enrolment related matters have been instituted. • Hands-on assistance with on-line enrolment is provided in supported computer labs when Academic Advising sessions are scheduled prior to semester and continued during semester via the Student Centres. Student Centre staff also provide direct assistance to students encountering problems using MySR. • The MySR Helpline has been continued. • MySR has been enhanced to provide additional information to students about their enrolment and fees with the introduction of an on-line Statement of Account that reflects the enrolment and HECS/fees owing soon after changes to enrolment. • A major wide-ranging review of student centres, the services they should deliver and how they should be delivered to improve client service was completed on schedule in December 2007 and the implementation plan endorsed by Executive in April 2008. • Student focus groups have been conducted on several campuses to ask students what services they use, their level of satisfaction, areas for improvement, what services they need and how they would like those services delivered. • The UWS Student Administration area is involved with an extensive benchmarking project in 2007-8 with its equivalent areas at Griffith University and other universities with innovative practice in student centre 	<p>Access to various student surveys, results and actions taken to improve student experience can be accessed at:</p> <p>Surveys, results and actions taken</p> <p>MySR help</p>

HUMAN RESOURCES AND ADMINISTRATIVE SYSTEMS

Affirmation 9: AUQA affirms that UWS continue to monitor its indicators of student satisfaction with student administration services, and consider ways to increase access to core enrolment-related services and make further improvements to client service.

services. Particular focus is being given to assuring quality of service in a multi-campus context.

- New model student centres, that are student centric and welcoming, are being planned in conjunction with Capital Works and Facilities.

Areas where further work is necessary

- Review of student centres outcomes are being implemented in 2008.
- Targeted contact with students, via email and text messaging, to be refined during 2008.

