1. **BACKGROUND**

At the last meeting of Senate (24 May 2005), members were provided with a proposed timetable for reporting, which included provision of the following information to this meeting:

- Details of University preparations to date.
- Overview of Portfolio chapter drafts to date (particularly the chapter on governance).
- Summary of self-identified areas for improvement to date.
- List of governance recommendations highlighted in AUQA reports on other universities audited to date.

The above information is provided in the following sections and supporting appendices.

2. **DETAILS OF UNIVERSITY PREPARATIONS TO DATE**

2.1 **Audit Date**

The on-site visit for Murdoch’s WOIA will take place from Tuesday 29 November through Thursday 1 December 2005 inclusive.

2.2 **Audit Panel**

Professor Alex Radloff, an AUQA auditor and Dean of the Faculty of Life Sciences at RMIT, has agreed to Chair the Review Panel. The proposed timeline for preparation of the Review Panel Report has been adjusted to accommodate both the availability of the Chair and to have the Panel Report available in time for Murdoch’s AUQA audit in May 2006. Mr Len Scanlan, retired Queensland State Auditor-General and Mr Terry Budge, an external Senator, have also agreed to serve on the Panel. The fourth and final member appears close to confirmation.

2.3 **Audit Road Shows**

The Pro Vice Chancellor (Academic) concluded her series of road shows on 29 April 2005.

Road shows were presented to the following groups:

**Staff Groups**

- Heads of Schools, Office Directors, Division of Arts, Division of Health Sciences, Division of Science and Engineering, Peel Campus, Rockingham Campus

**Committees**

- Academic Council, Academic Policy Committee, Assessment Committee, Classroom Management Group, Committee on University Entrance, Lecturer Promotions and Probationary Committee, Professorial Promotions and Probationary Committee, Research and Development Board, Research Degrees and Scholarship Committee, Senate
2.4 Audit Interviews

Interviews have been conducted using templates approved by the Academic Quality Audit Committee following consultation with relevant stakeholders. For Schools and Offices, interviews have been conducted with the Head/Director and other staff as they felt appropriate. Committee interviews have been conducted with the Committee Chair and Secretary/Executive Office, except for Senate and its Standing Committees.

To date interviews have been conducted, or partially completed (those with an*), with the following Schools, Offices and Committees:

**Schools:** Biological Sciences and Biotechnology, Chiropractic*, Education*, Kulbardi Aboriginal Centre, Law*, Media Communication and Culture, Nursing, Psychology and Veterinary and Biomedical Sciences

**Offices:** Central Student Administration, Development and Alumni, Division of Arts Divisional Office, Division of Health Sciences Divisional Offices, Division of Science and Engineering Divisional Office, Financial Services, Graduate Centre, Human Resources, Internal Audit and Risk Management, IT Services Legal and Governance, Library, Murdoch International, Policy and Planning, Prospective Students’ and Admissions Centre, Records Management and Archives, and Research and Development

**Committees:** Academic Policy Committee, Academic Quality Audit Committee, Audit and Risk Management Committee*, Committee for Reviewing of Centres and Areas of Research Strength, Committee on University Entrance, Lecturer Promotions and Probationary Committee, Professorial Promotions and Probationary Committee, Promotions Appeals Committee, Regional Campuses Steering Committee, Research and Development Board, Research Degrees and Scholarship Committee, Resources Committee*, Senate*

The remaining interviews to be conducted before the end of the month include:

**Schools:** Chiropractic (Part II), Education (Part II), Engineering Science, Institute for Sustainability and Technology Policy, School of IT, Social Sciences and Humanities

**Offices:** Corporate Communications and Public Relations

**Committees:** Academic Council, Assessment Committee, Chancellor’s Committee, Classroom Management Group, Environmental Committee, Governance and Nominations Committee, Honorary Awards and Ceremonial Committee, Legislation Committee, Senior Executive

The Academic Quality Audit Committee agreed that this exercise not be conducted for the recently discontinued Equity and Equal Opportunity Committee, the Information Technology Steering Committee and the new Student Appeals Committee.
For Senate and its standing committees, it was agreed that the interviews would be conducted with the Secretary/Executive Officer and the report then discussed with the Chair and circulated to members prior to final sign off by the Chair. Initial meetings have been held with the Executive Assistant to the General Counsel & University Secretary re Senate. The following process has been agreed with the General Counsel & University Secretary to complete the data gathering exercise for Senate: a meeting including the General Counsel & University Secretary, Assistant University Secretary and Quality Audit Co-ordinator will be held on Friday 24 June 2005 to discuss additional information to be included in the reports. The Assistant University Secretary and Quality Audit Co-ordinator will aim to finalise the reports the following week and submit to the Chancellor and Pro Chancellor on Friday 1 July 2005.

All interviews will be concluded by the end of June.

Interviews with Schools have often required two visits to complete the data gathering exercise, while those with Offices and Committees have generally been completed in one session. The feedback on the process has generally been positive.

2.4 School, Office and Committee Reports

Information gathered during these interviews will be turned into reports as soon as possible. Following sign off by the relevant Head/Director/Chair, the reports will be published on the Quality web site and circulated to each of the Pro Vice Chancellor working parties developing information for the Performance Portfolio chapter on their respective operational goal. Further details are provided in section 3.

2.5 AUQA Audit

The University will undergo its AUQA audit in May 2006. The exact date is subject to negotiation. The AUQA Performance Portfolio has to be submitted three months prior to the visit, i.e. in February 2006. As many staff are on leave in December and January, Schools, Offices and Committees will be requested to update their WOIA reports in September/October 2005 to include data as at 31 August 2005, actions taken to address the self-identified opportunities for improvement and any other relevant updates. As soon as the thrust of the WOIA recommendations are made known following the Panel’s visit, these will be circulated for consideration/action and inclusion in the AUQA Performance Portfolio.

Preparations for the two audits will interlink. Based on an audit at the end of May, the key dates are:

<table>
<thead>
<tr>
<th>DATE</th>
<th>WOIA</th>
<th>AUQA</th>
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<tbody>
<tr>
<td>April – June 2005</td>
<td>Data collection</td>
<td></td>
</tr>
<tr>
<td>July – August 2005</td>
<td>Preparation/finalisation of WOIA</td>
<td>Performance Portfolio</td>
</tr>
<tr>
<td>16 August 2005</td>
<td>Senate consideration of draft</td>
<td></td>
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<tr>
<td></td>
<td>Performance Portfolio/ delegation of authority to full Senior Executive to approve final document.</td>
<td></td>
</tr>
<tr>
<td>September 2005</td>
<td>Submission of Performance Portfolio to WOIA Panel</td>
<td>Schools, Offices and Committees to update their WOIA report to</td>
</tr>
</tbody>
</table>
### Detailed Information

<table>
<thead>
<tr>
<th>DATE</th>
<th>WOIA</th>
<th>AUQA</th>
</tr>
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<tbody>
<tr>
<td>October 2005</td>
<td>Organise interview schedule and Panel requirements. Brief staff members on potential questions/issues that might be raised during the Panel visit.</td>
<td>reflect data as at 31 August 2005 and any other significant developments/changes. Develop Action Plans for WOIA self-identified opportunities for improvement.</td>
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<tr>
<td>November 2005</td>
<td></td>
<td></td>
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<tr>
<td>29 November – 1 December 2005</td>
<td>On-site Panel visit.</td>
<td></td>
</tr>
<tr>
<td>5 – 9 December 2005</td>
<td>Visit to selected partner(s), if any.</td>
<td></td>
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<tr>
<td>December 2005</td>
<td>Preparation of WOIA Panel Report</td>
<td>Preparation/finalisation of AUQA Performance Portfolio</td>
</tr>
<tr>
<td>January 2006</td>
<td>Finalisation of WOIA Panel Report</td>
<td>Submission of Performance Portfolio to AUQA Panel</td>
</tr>
<tr>
<td>February 2006</td>
<td>WOIA Panel Report released internally</td>
<td>On-site Panel visit</td>
</tr>
<tr>
<td>May 2006</td>
<td></td>
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</table>

Detailed information on the activities being undertaken to prepare for the audits are available on the University’s new Quality web site, accessible at the following url: [https://www.murdoch.edu.au/quality/](https://www.murdoch.edu.au/quality/). There is a link to this site from Murdoch’s home page.

### 3. OVERVIEW OF PERFORMANCE PORTFOLIO

A detailed outline of the Performance Portfolio structure is provided at Appendix A. For the initial stage of compilation, co-ordinators of the various content sections are being requested to include all relevant information and not be overly concerned about style or grammar. Although there are overall word limits, it is hoped this approach will ensure nothing vital is omitted, while also getting a feel of where there may be overlap and how best to handle this in terms of cross-referencing.

The Performance Portfolio will be formatted similarly to the November 2000 submission, with an evidence column on the right-hand side of the page including web links or hard copy evidence available to support each statement.

Information has been gathered for the governance chapter and, although presented in the intended format so that Senators might get a feel for the look of the final Performance Portfolio, has yet to be sifted and re-worked into a more reader-friendly format. It is anticipated that much of the information on timelines/legislative approvals will be included as an appendix to the Performance Portfolio. The initial draft is provided at Appendix B and members’ feedback is welcomed, particularly if there are any significant omissions.
4. SUMMARY OF SELF-IDENTIFIED STRENGTHS AND OPPORTUNITIES FOR IMPROVEMENT

As part of the preparation for the WOIA and AUQA audits, Schools, Offices and Committees are being supported to complete a data gathering and reflective exercise that will be used to validate statements made in the Portfolio and identify issues in advance of the Panel Visit. Along with information about current activities, compliance and Strategic Plan articulation, all Schools, Offices and Committees are asked to reflect on areas that they believe are their strengths and areas that they believe could be improved. Schools, Offices and Committees are then asked to sign off on the resultant report as an accurate record of that evaluation. Draft Strengths and opportunities for improvement identified during the School, Office and Committee discussions are provided in Appendix C. Please note that interview reports are either in preparation or not yet confirmed. Therefore all comments are unconfirmed at this stage and so should be treated only as indicative at this stage.

The list is for Senate information regarding the audit process. The comments will be managed at the organisational level. However, as the Performance Portfolio will include areas for improvement pertinent to Management and the institution generally, it was felt important that Senate was aware of the process behind this, and some of the observations/findings that are emerging. Thus when the portfolio is finalised, there are no surprises for Senate members.

Once all Schools, Committees and Offices complete the data gathering and reflective exercise, the strengths and opportunities will be prioritised and validated. So, for example when multiple areas identify a similar opportunity for improvement, it will become an opportunity for improvement across the whole university. If an area is alone in identifying an opportunity for improvement it may be that it is a local issue (and while valid, may not be fore-grounded in the university-wide Portfolio, or may indicate a variable take up or communication strategy across the University. This would in turn identify an area for improvement in uniform compliance/understanding etc.

Areas for improvement that appear to be emerging as University-wide issues are listed below. We should not expect that all issues will be resolved prior to any Panel Visit. However demonstrated identification and continuing efforts to improve will be well regarded.

- Developing a better understanding across campus of the budget model, drivers affecting funding, and processes to more effectively manage and plan in the various areas. The Office of Financial Services and Office of Policy and Planning are currently working to improve this.
- Issues around effective performance development, linkage with promotion, awareness of induction and HR policy. The Office of Human Resources is currently working to improve this.
- Issues of policy maintenance, lack of understanding on where to find policies, policy custodianship and maintenance. The Executive Manager of the Office of the Vice Chancellor is currently working to improve this.
- Cross-campus concern regarding facilities, space and timetabling. The SEG, Office of Commercial Services, along with the Classroom Management Group are constantly working on this.
• Issues of quality and quality assurance in units *per se* and unit materials. The Office of the PVC(A) and various Academic Council committees are working on strategies to ensure compliance with Academic Council policies and the TLC is currently engaging in strategies to engage academics in quality improvement of units.

• Wide acknowledgement of the benefits of risk management leading to the desire for more regular engagement with this process.

• Possible issues of equivalence across locations in academic and non-academic support and facilities for students.

5. **AUQA GOVERNANCE RECOMMENDATIONS ON OTHER UNIVERSITIES AUDITED TO DATE**

A list of AUQA governance recommendations on other universities audited to date is provided at Appendix D.

6. **NEXT MEETING OF SENATE**

It is anticipated that a close to final draft of all chapters, based on the detail provided in appendix A, will be provided to the next meeting of Senate on 16 August 2005. At this point, we will be asking Senate to consider delegating final sign-off on the portfolio to the Senior Executive Group.

Professor Jan Thomas
Pro Vice Chancellor (Academic)

16 June 2005
APPENDIX A

DETAILED OUTLINE OF PERFORMANCE PORTFOLIO

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Glossary
Abbreviations/Acronyms
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   2.2 University Organisational Structure
   2.3 University Management Structure
       2.3.1 Senior Executive
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       2.3.2 Review of Management and Organisational Structure
   2.4 University Governance
       2.4.1 Murdoch’s Committee Structure
       2.4.2 Distinction between Governance and Management at Murdoch University
       2.4.3 Review of Committee Structure
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           (c) Academic Council Standing Committees
           (d) Induction and Performance Management of Academic Council and Associated Standing Committee Members
           (e) Review and Improvement of Processes and Functions
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   2.6 Opportunities for Improvement in Organisational, Management Structure and Governance
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3.1.2 Murdoch University Strategic Plan 2003 – 2007 – Development and Approval
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3.1.7 Murdoch University Strategic Plan 2003 – 2007 Review and Improvement

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3.2.1 Overview of Financial Context
3.2.2 Overview of Budget Methodology (link to 2005 Budget Book)
3.2.3 Relationship between Strategic Priorities and Budgeting Methodology
3.2.4 Review and Improvement of Budget Processes and Functions

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3.3.3 Approval Processes
3.3.4 Policy Custodians
3.3.5 Policy Dissemination
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4. INSTITUTIONAL QUALITY IMPROVEMENT AT MURDOCH UNIVERSITY

4.1 November 2000 Whole-of-Institution Audit
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4.2.2 AOU Review Recommendations
4.2.3 Actions and Outcomes

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5.3 Current Educational and Course Profile

5.3.1 Trend Load Data

5.3.2 Trend Cohort Data

5.4 Future Direction of the Course Profile

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5.6.2 QA of Process

5.7 Students – Administration and Non-Academic Support

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5.7.4 Central Student Administration

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5.7.7 Examinations and Graduations

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5.7.10 Equity

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(e) Offshore

(f) External

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5.8.3 Student Learning

5.8.4 Flexible Learning (detail here)

5.8.5 First Year Experience Project, Including Small Group Teaching (detail here)

5.8.6 External Studies

5.8.7 Elite Athlete Friendly University
5.9 Academic Staff – Support and Resources

5.9.1 Tertiary Teaching Course (detail here)
5.9.2 Academic Work Matters Series (detail here)
5.9.3 Other Staff Development Programs (detail here)
5.9.4 Probation and Promotions Policies (detail here)
5.9.5 Graduate Attribute Mapping Tools (detail here)
5.9.6 School Development Process (detail here)

5.10 Implementation of Education Goal

5.10.1 Key Strategy A1 – Provide a student-centred learning environment for all students.
   (a) School Development Process (A1.1) (refer to 5.9.6)
   (b) First Year Experience (A1.2) (refer to 5.8.5, but may need extra)
   (c) Flexible Learning Model (A1.3) (refer to 5.8.4)
   (d) Teaching Staff with Teaching Qualifications and Active Professional Development in Teaching (A1.4) (refer 5.9.1 to 5.9.3)
   (e) Postgraduate Coursework Students’ Experience (A1.5) (detail here)
   (f) Facilities and Administrative Services (A1.6) (refer 5.7 and 5.8.1, but will need detail on CMC and cross-reference to Office of Commercial Services)
   (g) Electronic Resources (A1.7) (refer 5.7)
   (h) “Learning Common” for First Year Students (A1.8) (detail here)
   (i) Measures – CEQ, SRR, SPR – trend data (detail here)

5.10.2 Key Strategy A2 – Provide coursework curricula that are pedagogically sound, academically coherent, robust and relevant for society and the learner.
   (a) School Development Process (A2.1) (refer to 5.9.6 above)
   (b) Evaluation of Undergraduate Courses Policy (A2.2) (refer 5.13.5)
   (c) Systematic Academic Quality Assurance of Coursework Units (A2.3) (detail here)
   (d) Implement Employer Advisory Groups as Part of School Development Process (A2.4) (refer to 5.9.6)
   (e) Measures – CEQ (refer to 5.10.1 (i))

5.10.3 Key Strategy A3 – Enable graduates to achieve good employment outcomes.
   (a) Provide Structures Workplace Learning Opportunities for Coursework Students (A3.1) (detail here)
   (b) Develop and Promote Clear Statements of Graduate Attributes as Part of School Development Process (A3.2) (refer to 5.9.6, plus may need more)
   (c) Implement Employer Advisory Groups as Part of School Development Process (A3.3) (refer to 5.9.6)
   (d) Increase Utilisation of Developmental Transcripts (A3.4)
   (e) Establish New Course Initiatives in Areas with High Employment (A3.5)
   (f) Measures – GDS (detail here)
5.10.4 Key Strategy A4 – Enhance the quality of courses.
   (a) Review Quality of Course Profile through Implementation of *Evaluation of Undergraduate Courses* Policy (A4.1) (refer 5.13.5)
   (b) Establish QA Cycles Based on Feedback from the Whole-of University Experience (WUE) Surveys (A4.2) (detail here)
   (c) Benchmarking Exercises (A4.3) (detail here)
   (d) Provide Courses with Professional Accreditation (A4.4) (refer to 5.6.2)
   (e) Improve the Quality of the Learning Environment for Students in Courses through the School Development Process (A4.5) (refer to 5.9.6)

5.10.5 Key Strategy A5 – To provide ongoing learning opportunities for graduates and the community.
   (a) Increase the Availability of Coursework Units as Continuing Education Offerings (“single courses”) (A5.1) (detail here)
   (b) Increase the Number of Short Course Offerings (A5.2) (detail here)
   (c) Provide Postgraduate Courses and Modes of Delivery that Suit Market Needs (A5.3) (detail here)
   (d) Increase the Unit Offerings Approved and Offered through Open Learning Australia (goal from Resources) (A5.4) (detail here)

5.10.11 Implementing the Defining Themes in Education
   (a) Equity and Social Justice
      (i) Strategy and Governance – Equity Plan, Committees
      (ii) Equity Targets – trend data here
      (iii) Enabling Courses
      (iv) Graduate Attributes
      (v) Offerings
      (vi) Monitoring, Review and Improvement
   (b) Sustainability
      (i) Offerings
      (ii) Review and Improvement
   (c) Global Responsibility
      (i) Offerings
      (ii) Graduate Attributes
      (iii) Monitoring, Review and Improvement
   (d) Innovation and Entrepreneurship
      (i) Offerings
      (ii) Sponsored Chair
      (iii) Monitoring, Review and Improvement

5.12 Indicators Used to Monitor Education
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5.12.2 GDS – trend data here
5.12.3 SPR - trend data here
5.12.4 SRR - trend data here
5.12.5 WUE - trend data here
5.12.6 FYE - trend data here
5.12.7 Course Quality Index

5.13 Processes for Monitoring and Improvement
5.13.1 Academic Organisational Unit Reviews (refer to Chapter 4.2)
5.13.2 TLC Surveys of Units (cross-reference to TLC section – 5.8.2)
5.13.3 School Development Process (refer to 5.9.6)
5.13.4 External Accreditations (detail here)
5.13.5 Evaluation of Undergraduate Courses Policy Implementation (detail here)
5.13.6 Demand/Load Analysis by Senior Executive
5.13.7 Academic Quality Reports by Pro Vice Chancellor (Academic) to Academic Council and Senate
5.13.8 Executive Dean Reports to Academic Council
5.13.9 Analyses of Equivalence
5.13.10 Monitoring of Ethical Scholarship

5.14 Education Strengths
5.15 Opportunities for Improvement in Education

6. RESEARCH AND RESEARCH TRAINING
6.1 Research and Research Training Goal, Murdoch University Strategic Plan 2003 – 2007

6.2 Context and History of Research and Research Training at Murdoch University
6.2.1 Characteristics of Research and Research Training at Murdoch – Research excellence with focus on interdisciplinary collaboration with industry and public sector, technology transfer, commercialisation of IP
6.2.2 30 Years of Research – Murdoch’s Research Profiles
6.2.3 Establishment of Present Pro Vice Chancellor (Research) Portfolio

6.3 Research Organisational Management
6.3.1 The Division of Research and Development
   (a) Graduate Centre – recruitment, administration and services
   (b) Industry Liaison Office
   (c) Grants and Information Office
   (d) Research Ethics
   (e) MurdochLINK
   (f) Murdoch Westscheme Enterprise Partnership (MWEP)

6.4.2 Research and Development Committees
   (a) Research and Development Board
   (b) Research Degrees and Scholarship Committee (RDSC)
   (c) Committee for Reviewing of Centres and Areas of Research Strength (CCARS)
   (d) Animal Ethics Committee
   (e) Human Ethics Committee
   (f) Institutional Biosafety Committee
(g) Divisional Research and Development Committees

6.4 Strategic Research Directions
6.5 DEST, Industry and Public Sector and Joint Funding of Research

6.6 Research and Research Training Activities
6.7 Managing Research Performance

6.8 Implementation of Research and Research Training Goal

6.8.1 Key Strategy B1 – To Focus into Areas of Recognised and Growing Research Strength.
   (a) Mid-term assessment and possibly amendment of recognised and emerging areas of research strength
   (b) Review of resource allocation to designated areas of strength.
   (c) Succession plan for research leaders in areas of research strength to strategically recruit and retain research active staff of national and international standing.
   (d) To identify researchers who are potential leaders and provide support for their research and leadership development through the Research Leadership Fellowship Scheme
   (e) Academy for Advanced Studies for internationally recognised researchers. Finalise inaugural lists of members and Fellows and articulate role of the Academy.

   (a) Improve the recruitment of external Australian and international postgraduate students.
   (b) Enhance the quality of postgraduate supervision and research infrastructure for postgraduate research students.
(c) Enhance marketing of areas of research strength to increase number and quality of postgraduate research students in them.

(d) Increase rate of completions and reduce time taken to complete.

6.8.3 Key Strategy B3 – To Extend Existing Research Relationships, and Foster New Ones, with External Partners.

(a) Identify and communicate to Murdoch researchers all opportunities and schemes available under Backing Australia’s Ability 2.

(b) Build research information networks with WA Office of Science and Innovation and other WA Universities through regular meetings of PVCR’s and Chief Scientist WA.

(c) Develop and build further research collaborations with industry and government by identifying synergies with industry requirements and Murdoch’s ARS.

(d) Enhance communication with other research agencies and major national facilities including ARC, NHMRC, CSIRO, ANSTO, APAC, Australian Synchrotron Facility.

(e) Provide support through R&D division for preparation of major applications and research tenders.


(a) Raise awareness of the commercial value of intellectual property within the Murdoch University research community.

(b) Provide internal support structures and assistance for researchers interested in assessing commercial prospects for their intellectual property.

(c) Seek out commercial opportunities for Murdoch intellectual property and raise the awareness of researchers of the Westscheme Enterprise Partnership, Sci Ventures and other venture capital funds as vehicles for building the value of their commercial research through licensing agreements.

(d) Raise awareness of University consulting policy and actively seek out opportunities for research consultancies.

6.9 Implementing the Defining Themes in Research and Research Training

6.9.1 Equity and Social Justice

6.9.2 Sustainability

6.9.3 Global Responsibility

6.9.4 Innovation and Entrepreneurship

6.10 QA of Research and Research Training at Murdoch University

6.10.1 DEST – Institutional Assessment Framework (Formerly DEST Profiles Data Collection).

6.10.2 Internal Reporting (Audit, SEG, Academic Council, Senate).

6.10.3 QA of Research and Research Training Across Campuses and Across Different Student Cohorts.

6.10.4 Quantitative and Qualitative Data – Research, Research Training and Supervision Performance Outcomes
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6.12 Opportunities for Improvement in Research and Research Training

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7.2 Context and History of Regional Engagement at Murdoch University
   7.2.1 Community Service and Regional Engagement – what we mean and how they interact
   7.2.2 Founding Commitment
   7.2.3 1992 Mission Statement
   7.2.5 1995 – Academic Promotion Recognition of Community Service Activities (up to 10%)
   7.2.6 Strategic Focus for Community Service – initially development of Rockingham Campus (planning from 1996 onwards)
   7.2.7 Establishment of Pro Vice Chancellor (Regional Development) Portfolio (June 2002)
   7.2.9 Establishment of Office of Development (2003). (Development Office activities included in Resource Management chapter)
   7.2.10 Development of Peel Campus (2004 onwards), including regional places and CDP funding
7.3 Office of the Pro Vice Chancellor (Regional Development)
   7.3.1 Broad Statement in Terms of Regional Engagement
      (a) University Committees - Regional Campuses Steering Committee, Rockingham Campus Advisory Committee, Peel Campus Advisory Committee and Regional Advisory Committee – TOR and inter-relationships. (The RCAC and PCAC have external stakeholder members)
   7.3.2 Regional Engagement through Education
      (a) Development of Courses to Meet Community Needs
      (b) Enabling Courses/ Indigenous support courses/ Articulations/ “Combo” courses with TAFE, Regional Entry Scholarships
      (c) Rockingham Campus, including Teacher Education Program
      (d) Peel Campus, including CASR Application and IT Support Application with City of Mandurah
      (e) Kwinana Industries Education Partnership
      (f) Partnerships with industry to develop courses (including Real World Science Project with KIEP and CSBP Science Curriculum project)
      (g) Partnership with Fairbridge Village
      (h) Other Regions
7.3.3 Regional Engagement through Research
      (a) Relationship with Kwinana Industries Council
(b) Relationship with Peel Development Commission (including MWEP at Peel and development of proposed Peel Waterways Institute)
(c) ARC Linkage Grants, CRC Activities (e.g. Parker Centre for Hydrometallurgy with Alcoa and CRC for Sustainable Tourism in the Southwest)

7.3.4 Regional Engagement through Community/Industry/Government Relationships and Sharing of Infrastructure and Facilities, e.g. Libraries
(a) Award-winning partnerships (Prime Minister’s award for Rockingham Regional Community Library and Premier’s award for Peel Education and TAFE campus)
(b) MOU with City of Mandurah
(c) MOU with Challenger TAFE and Department of Education and Training for Kwinana Education Precinct
(d) Community and Industry Support, e.g. Professorial Chairs, Scholarships, Equipment, etc.
(e) Participation in External Committees and Forums – PVC (RD) and other Senior Staff
(f) Public Presentations and Events
(g) Murdoch University Sponsorships
(h) Support for Community Groups, Organisations

7.4 Implementation of the Regional Engagement Goal

7.4.1 Key Strategy C1 – To actively promote the vital importance of and the benefits and relevance of higher education and training for those seeking careers in a knowledge economy.
(a) Provide Courses that meet the Higher Education needs of the Community and are Attractive to Local and International Students (refer 7.3.2. (b))
(b) Provide Enabling/Bridging Courses (refer 7.3.2. (b))
(c) Facilitate Enrolments in the University via Enhanced Articulation Arrangements with VET/TAFE and Other Education Providers (refer 7.3.2. (b) and 7.3.2. (a))
(d) Develop Opportunities for Students in High Schools in the Region to Gain an Understanding of University Life and Study (cross-reference to Education)
(e) Seek New Funded Places for the Peel and Rockingham Campuses (refer 7.2.9)
(f) Seek Capital Development Funds to Develop Regional Campus Infrastructure (refer 7.2.10)
(g) Conduct Market Research into the Current and Future Higher Education Needs of the Region (Request to DET – 9 June 2005)
(h) Hold Artistic, Cultural and Community Activities on the Regional Campuses in Order to Bring Members of the Community and Members of the University into Contact with Each Other
(i) Promote Murdoch Courses and the Benefits of University Education within Local Schools and the Wider Community of the Region (refer 7.3.4 (b))
(j) Liaise with Local Media to Maximise Positive Support for Regional Engagement Issues.

(k) Enhance University Access Opportunities through Flexible Entry Policies (refer 7.3.2 (b))

(l) Develop Research Projects with Regional Partners Aimed at Understanding Local Issues Relating to and Improving Participation in Higher Education and Life-Long Learning (refer 7.3.4 (b), (c) and(d)) and cross-reference with Research and Research Training chapter)

(m) Enable Appropriate Access to Library Facilities, Collections and Services at Regional Campuses (refer 7.3.4 (f))

7.4.2 Key Strategy C2 – To maximise opportunities for increased collaboration with Rockingham-Kwinana and Peel community organisations, industry and government agencies.

(a) Develop Strategic Partnerships with Local Government, Agencies, Business and Industry (refer 7.3.1, 7.3.2 (e), 7.3.3 (a), 7.3.4 (b), (c) and (d) and list any additional here)

(b) Work with Local Government Agencies, Business and Industry to Develop a Relevant Regional Educational Profile and Projects of Value to the Community (refer to 7.3.1 (a) and 7.3.2 (a))

(c) Work with Local Government, Agencies, Business and Industry to Expand the Industry-Based Workplace Learning Initiative (cross-reference with Education Chapter – PEP and Internships)

(d) Provide Postgraduate Coursework in Areas that Support Local Industry and Business (cross-reference with Education Chapter)

(e) Network and Promote Murdoch University to Local Agencies and Authorities to Improve Local Understanding of our Role and Strengths (refer 7.3.1, 7.3.4 (b), (c) and (d), 7.3.4 (h), (i), (j) and (l))

7.4.3 Key Strategy C3 – To support key research initiatives which have significant strategic value to, and will provide the impetus for, sustainable developments and activities in the regions.

(a) Develop Strategic Partnerships with Local Government Agencies, Business and Industry with a view to Making Murdoch University the Key Provider, Facilitator and Broker for Research Projects Required by the Region (refer to 7.3.1 (a), 7.3.3 (a) and (b), 7.3.4 (b), (c) and (d))

(b) Work with Local Government Agencies, Business and Industry to Develop Relevant Regional Research Projects that can Contribute to Regional Sustainability in Economic, Environmental, Social and Cultural Terms (refer 7.3.1 (a), 7.3.3 (a) and (b), 7.3.4 (b), (c) and (d)) and list more here)

7.5 Implementing the Defining Themes in Regional Engagement

7.5.1 Equity and Social Justice (refer 7.2.8, 7.3.2 (a), (b), (e) and (f), 7.4.1 (b) and (c))

7.5.2 Sustainability (Life Sciences Course, CEESD Proposal, Peel Waterways Institute Partnership with Fairbridge Village)

7.5.3 Global Responsibility (refer to Sustainability)
7.5.4 Innovation and Entrepreneurship (refer to MWEP and City of Mandurah Chair in Entrepreneurship and Business Innovation)

7.6 QA of Regional Engagement Activities
7.6.1 Developing New KPIs (Quantitative) and Monitoring Progress
7.6.2 Qualitative Data
7.6.3 QA Across Campuses – Use of Regional Committees with Regular Reporting Structure

7.7 Regional Engagement Strengths
7.7.1 Diversity and Strength of Regional Partnerships and Commitment of Partners to Murdoch University
7.7.2 Shared vision across the campuses and commitment to regional engagement by the University community. Also dedicated staff, rather than regional campuses being “outposts”.
7.7.3 Awards
7.7.4 Regional Engagement’s Strong Relationship with Education, Research and the Office of Development

7.8 Opportunities for Improvement in Regional Engagement
7.8.1 Better databases for collecting information on regional activities
7.8.2 More effective follow-up of potential opportunities in the region, especially for research partnerships

8. RESOURCE MANAGEMENT
8.2 Context and History of Resource Management at Murdoch University
8.3 Coverage – Governance, Management and Staffing
8.3.1 Division’s Offices
8.3.2 Evolution of Management Structure

8.4 Office of Human Resources
8.4.1 The Services Model
8.4.2 Occupational Health and Safety
8.4.3 Staff Training and Development
8.4.4 Human Resources Operations
8.4.4.1 Personnel Administration and IT Systems
8.4.4.2 Workers Compensation
8.4.4.3 Recruitment
8.4.5 Academic Promotion and Probation
8.4.6 Remuneration and Benefits Administration
8.4.7 Employee Relations
8.4.7.1 Industrial Relations Advocacy
8.4.7.2 Grievance Management
8.4.7.3 Equal Employment Opportunity
8.4.7.4 Communication
8.5 Office of IT Services
8.5.1 The Services Model and Infrastructure
8.5.2 Policies and Standards
8.5.3 Computer Operations
8.5.4 Customer Services
   (a) IT Help Desk
   (b) Field Support
   (c) Student Support Services
8.5.5 Application Software
   (a) Strategic Applications
   (b) Tactical Applications
   (c) Web
8.5.6 Security
8.5.7 Purchasing and Licensing
8.5.8 Research Computing

8.6 Office of Commercial Services
8.6.1 The Services Model
8.6.2 The Teaching and Learning Environment
   (a) Teaching Accommodation
   (b) Research and Laboratory Resources
   (c) Administration Resources
   (d) Regional Campuses
8.6.3 Other Facilities to Support University Lifestyle
8.6.4 Campus Planning and Campus Development
8.6.5 Facilities Management
8.6.6 Campus Services
8.6.7 Environment and Sustainability Planning
8.6.8 Commercial Ventures

8.7 Office of Financial Services
8.7.1 The Services Model
8.7.2 Financial and Statutory Reporting and Tax
8.7.3 Transaction Processing
8.7.4 Management Accounting
   (a) Performance Reporting
   (b) Budgeting and Forecasting
   (c) Treasury and Cash Flow Management
   (d) Financial Systems
8.7.5 Insurance
8.7.6 Procurement
8.8 Implementation of the Resource Management Goal

8.8.1 Key Strategy D1 – To Increase Income from a Diversified Range of Sources.

8.8.2 Key Strategy D2 – To Implement User Focussed, Cost Effective and Appropriate Support and Service Delivery Systems for Students and Other Stakeholders.

8.8.3 Key Strategy D3 – To Ensure that all Governance and Business Processes are Ethical, Effective, Efficient, Equitable and Transparent.

8.8.4 Key Strategy D4 – To Attract, Develop and Retain Highly Skilled Staff within a Work Environment that Motivates them to Support Murdoch University’s Objectives and to Achieve Their Full Potential.

8.8.5 Key Strategy D5 – To Nurture a Strong Community Spirit within the University.

8.9 Implementing the Defining Themes in Resource Management

8.9.1 Equity and Social Justice

8.9.2 Sustainability

8.9.3 Global Responsibility

8.9.4 Innovation and Entrepreneurship

8.10 QA of Resource Management Processes

8.10.1 QA Across Campus and Different Levels

8.11 Resource Management Strengths

8.12 Opportunities for Improvement in Resource Management

9. CONCLUSIONS/LOOKING AHEAD
2. ORGANISATIONAL AND MANAGEMENT STRUCTURE AND GOVERNANCE

2.1 University Location and Campuses

Murdoch has three campuses: its main campus is located at South Street, Murdoch and its two regional campuses are located at Rockingham and Mandurah.

2.1.1 Murdoch Campus

The Murdoch Campus covers 227 hectares just north of North Lake, about 15 kilometres south of the Perth Central Business District and eight kilometres east of the port city of Fremantle. South Street, a major arterial road, forms the northern boundary of the campus. The Kwinana Freeway is the main access route from the northern and southern suburbs.

Murdoch University opened its doors to its first students at the Murdoch Campus on South Street in 1975.

The original group of University buildings surrounds an open court, known as Bush Court, on an elevated site in the northern part of the campus. The buildings are linked on the court's sides by broad colonnaded verandahs in a compact design that aims at encouraging a sense of community.

The peaceful bush land setting makes the Murdoch Campus one of the most beautiful University campuses in Australia. The grounds surrounding the University buildings have been landscaped to include predominantly Australian native trees and shrubs. The plants provide an interesting collection of Australian flora, which is a distinctive attraction.
2.1.2 Rockingham Campus

The Rockingham Regional Campus, 45 kilometres south of the Perth CBD and close to the Rockingham City Centre, enrolled its first students in 1996, using the Challenger Technical and Further Education (TAFE) facilities. The campus was a new concept for Western Australians in which Murdoch University and TAFE collaborate to provide educational opportunities for the community from a co-located campus. Murdoch University and TAFE work in close partnership with each other and with local high schools to provide pathways to a diverse range of qualifications, from Certificate-level to advanced research degrees across a wide range of subjects. The partnership has built and is strengthening its close links with community, industry and business.

The Stage 1 buildings, which were officially opened in April 1998, feature a dedicated facility for Engineering, a building for Arts and Commerce, a small administration block, a general teaching block housing lecture theatres and tutorial rooms, and a Library.

The Library is a joint facility holding collections from Challenger TAFE, Murdoch University and the Rockingham Public Library. Material held in the Library is available to all Library patrons. In a 2000 report on Multi-Partner Campuses and the future of higher education in Australia, the Federal Minister for Education highlighted the Library as an exemplar of student service integration across the University and TAFE sectors.

In 2004, the Rockingham Campus had over 900 enrolled students in disciplines within Engineering, Teacher Education, Business, IT, Humanities and Social Sciences. With a significant allocation of new regional places for 2005, the campus is expected to grow to over 1200 students by 2008.

2.1.3 Peel Campus

Murdoch University’s Peel Campus is in Mandurah is 75 kilometres south of Perth and co-located with Challenger TAFE and the Mandurah Senior College. Since 2001 Murdoch has delivered some individual university units and alternative access courses at the campus. In 2004 the first intake of students took up 25 new regional places to study Nursing, using TAFE and Senior College facilities. In 2005, the first Murdoch University building opened, using funds from the Federal Government’s Capital Development Pool – Murdoch has been granted a total of 6.5 million to date.
The first building opened in early 2005, providing accommodation for 149 allocated places, which will grow to 356 in 2008. In addition to Nursing there will be degree courses available in Business and Science, with special articulation arrangements between the three sectors in partnership on the campus.

In 2002 the Campus won the Western Australian Premier’s Award for Public Sector Management in the Education and Skills development category for its innovative cross-sectoral collaboration.

2.2 University Organisational Structure

The University has three Academic Divisions and three Administrative Divisions. Academic Divisions are made up of multiple Academic Schools. Administrative Divisions are made up of Offices. These structures are illustrated below.

The Vice Chancellors Office, with subsidiary Offices of the Pro Vice Chancellor (Strategy), the Pro Vice Chancellor (Regional Development) and the General Counsel & University Secretary are not formally placed within a Division.
2.3 University Management Structure

The University is headed by the Vice Chancellor (VC). The Administrative Divisions are headed by Pro Vice Chancellors (PVCs) and associated Offices headed by Directors, except for the Office of Legal and Governance, which is headed by the General Counsel & University Secretary (GCUS). The Academic Divisions are headed by Executive Deans (EDs) and associated Schools by Heads of Schools (in some Schools referred to as Deans).

2.3.1 Senior Executive

The VC, PVCs, EDs and GCUS comprise the Senior Executive, colloquially known as the SEG (Senior Executive Group). The President of Academic Council and the Director, Office of Policy and Planning have attendance and speaking rights at meetings of the Senior Executive.
(a) **Broad Function and Responsibilities**

The Senior Executive is responsible for initiation and implementation of strategic, policy, and procedural matters affecting the operation of the University and its relationships with external stakeholders. The broad areas of responsibility of individual members are as follows:

**Vice Chancellor**

The VC is the chief executive officer and academic principal of the University and is responsible to the Senate for its management. The VC is responsible for the overall leadership and strategic direction of the University, including broad responsibility for the academic, administrative and financial business of the University.

**Portfolio:** Planning and resource allocation, management of the operational activities of the University, external liaison, corporate and public relations, Murdoch University Foundation, international exchange agreements.

**Pro Vice Chancellor (Academic)**

Academic policy development and review; policy and planning for the University’s overall quality assurance program; and policy development and review of the University’s learning and teaching quality.

**Portfolio:** Learning and teaching (including academic policy, academic planning and student load profile), library services, academic quality assurance, AUQA audit, student services (including enrolments, fees, examinations, graduations, student records systems and health and counselling).

**Pro Vice Chancellor (Regional Development)**

Regional engagement, with particular emphasis on the planning, development and management of Rockingham and Peel Campuses, and oversight of development and alumni.

**Portfolio:** Regional engagement and development, development, alumni, community activities.
Pro Vice Chancellor (Research)
Research and research training policy and planning, including the commercial development of the University’s intellectual property and expansion of both Government and non-Government research revenue.

Portfolio: Research and research training, allocation of central research funds, research ethics, industry liaison, consultancies, commercialisation.

Pro Vice Chancellor (Resource Management)
Provision of effective leadership and application of the University’s human, financial and physical resources in a planned and accountable fashion to support the strategic direction established through the University’s Strategic Plan.

Portfolio: Finance and resources, including human resources, facilities management, finance and information technology services.

Pro Vice Chancellor (Strategy)
Implementation of the Strategic Plan and coordination of operational plans and the initiation and development of specific key projects in line with the Strategic Plan.

Portfolio: Strategic plan development and implementation, higher education policy, university statistics, external relationship management, student recruitment to domestic and international students.

Executive Deans
Application at the Divisional level of the policy direction set by the Vice Chancellor and Pro Vice Chancellors in line with the Strategic and Operational Plans of the University.

Portfolio: Management and administration of the financial, human and physical resources of the Divisions, including teaching, research, consulting and community activities.

General Counsel & University Secretary
Oversight of the University’s legal and governance requirements and compliance including liaison with external review agencies, e.g. Public Interest Disclosures Act and the Crime and Corruption Commission.
Portfolio: Legal, corporate governance, internal audit and risk management, records management, secretariat, university elections.

2.3.2 Review of Management and Organisational Structure

In 1998, the Senior Executive Group reviewed the Organisational Arrangements within the University. Colloquially known as the “McKinnon and Walker Report” identified a need to move from eight Schools to four Divisions on the basis of greater financial benefit and increased efficiencies. The report also recommended a greater devolution of responsibility.

In relation to this devolution, Recommendation 7 of the Whole-of-Institution Audit conducted in November 2000 was “That in implementing the devolved system, every opportunity be taken to reduce the total administrative workload, and avoid duplication and proliferation of work”. Significant efforts have been made to address this, and these are detailed in Chapter 4.

In 1999, the Senior Executive established a working party to examine the course profile, which resulted in a comprehensive report. Along with many recommendations, this working party identified a need that would influence the whole management and organisational structure of the institution. It recommended that courses in Health Sciences be initiated as a matter of priority to address the perceived lack of such courses in the course profile at the University and also because such courses were in high demand and had strong employment outcomes. Consequently, in 2002 the Division of Veterinary and Biomedical Sciences was renamed the Division of Health Sciences to better capture this emerging course profile.

2002 saw further consolidation when the four Academic Divisions merged to form the three existing today. This consolidation was, in part, in response to the need to rationalise due to financial constraints the University was facing at the time and in part, an opportunity to build on potential synergies. The former Divisions of Business, Information Technology and Law (BITL) and Social Sciences, Humanities and Education (SSHE) merged to form the Division of Arts, while the School of Psychology moved from SSHE to the Division of Health Sciences. Lagging indicators presented as trend data that are used in this portfolio still reflects some of this restructure.
In early 2004, the Senior Executive again identified areas where improvements could be made in the management and organisational structure. A fourth Administrative Division, (the Division of Student Services, Marketing and International Affairs) was restructured with the portfolio divided between the Division of Academic Affairs and The Office of the Pro Vice Chancellor Strategy. The result of this action has been increased first preference applications, growth in offshore markets, increased transparency and morale and diminished administrative issues for the university community.

2.4 University Governance

2.4.1 Murdoch’s Committee Structure

The University’s governing body is the Senate. Senate is supported by eight standing committees. In accordance with the requirements of the Murdoch University Act 1973, Senate established under authority of Statute, the Academic Council, which has seven standing committees. The formal committee structure is illustrated below.

Senate and Associated Committees

- Audit and Risk Management Committee
- Chancellor’s Committee
- Remuneration Sub-Committee
- Environmental Committee
- Governance and Nominations Committee
- Honorary Awards and Ceremonial Committee
- Legislation Committee
- Resources Committee
- Summer Committee
2.4.2 Distinction between Governance and Management

The distinction between governance and management is difficult in absolute terms. The Senate Charter attempts to provide guidance by way of the following quotation from Glion:

There is a world of difference between governance and management. Governance involves the responsibility for approving the mission and goals of the institution; the oversight of its resources; the approval of its policies and procedures; the appointment, review and support of its president, and an informed understanding of its programs and activities. Management, in contrast, involves the responsibility for the effective operation of the institution and the achievement of its goals within the policies and procedures set by the board; the effective use of its resources; the creative support and performance of teaching, research and service; and maintenance of the highest standards of scholarly integrity and professional performance. The responsibility of a board is to govern but not to manage. “Noses in, fingers out” remains sound and tested advice to board members.
2.4.3 Review of Committee Structure

The University’s committee structure has undergone a number of changes since its last Whole-of-Institution Audit in November 2000.

In response to Recommendation 3 in the *Murdoch University Academic Audit Report, April 2001*, “that Murdoch University clarify its expectations of Academic Council, and then reflect on whether these would be better served by a different composition”, Senate and Academic Council established a joint Working Party to Review Academic Council.

The final report was considered by Academic Council on 6 November 2002 and Senate on 25 November 2002, with consequential legislative changes recommended/approved on 29 January 2003 and 24 February 2003 respectively. The major outcomes were:

- Adoption of a new Statement of Purpose
- Revisions to the composition
- Clarification of official attendees with speaking rights

A recommendation to establish a joint Academic Council/Senate steering committee was not supported.

There have been numerous reviews of and improvements to Senate over the past five years. As part of the reviews of its processes, included in more detail in Appendix 2A, there have been a number of changes to Senate’s standing committees. The broad areas of responsibility of the current standing committees are:

- Resources Committee - oversees financial performance, makes recommendations on investment, considers the budget proposed by management and advises Senate on all financial issues.
- Audit and Risk Management Committee - oversees the Internal Audit plan and processes and Risk Management through the Internal Audit and Risk Management (within the Office of Legal and Governance).
- Chancellors Committee, which has a role in advising on governance issues, advising on the status and independence of the General Counsel & University Secretary and, through a sub-committee, performance management of the VC and advice regarding remuneration.
- Environmental Committee, which develops environmental policy and oversees implementation of the environmental management plan and promotion of environmental strategic on and off campus.
• Governance and Nominations Committee, which identifies skills experience and knowledge that should be sought in filling any appointed vacancies on Senate and recommending nominations to Senate. It also advises on issues of governance.
• Summer Committee, which exercises all power of the Senate between the last Senate meeting of the year and the first Senate meeting of the subsequent year.
• Honorary Awards and Ceremonial Committee, which awards honorary degrees and Senate medals, and provides oversight on Senate policy on honorary degrees, medals graduation ceremonies and regalia.
• The functions of the former Governance Working Party have been merged with those of the Nominating Committee (S/28/2005) to create a new Governance and Nominations Committee.
• Legislation Committee, which advises Senate on all proposed changes to University Statutes, regulations and bylaws.

Each committee reports on a regular basis to Senate. All standing committees have clear Terms of Reference and members are appointed by reference to specific skills and attributes required. The Senate appoints the Chair of each committee, who then makes recommendations to the Chancellor regarding committee membership, taking into account the knowledge and skills required. Members of committees are appointed for a three-year term.

There have also been some changes to Academic Council’s standing committees, some of which have been membership changes in response to the University’s Divisional Restructure in 2003. Full details of how the University has responded to the changing environment through the evolution of standing committee structure are detailed in Appendix 2B. The current standing committees are:

- The Academic Policy Committee (APC)
- Academic Quality Audit Committee (AQAC)
- Assessment Committee
- Committee on University Entrance (CUE)
- Research and Development Board (RDB)
- Student Equity and Social Justice Committee (SESJC)
Academic Council also has several long-term working parties that report to Academic Council on a regular basis. Two working parties with significant impact on the operational management of academic issues are the Flexible Learning Implementation Committee (FLIC), whose role is covered in more detail in Chapter 5 and the Classroom Management Group (CMG), whose role is covered in more detail in Chapter xx.

2.4.4 Senate

The Senate is the University’s governing body. The University is subject to the Financial Administration and Audit Act 1985. Under this Act, Senate is required to report annually to the WA State Parliament on the affairs of the University generally and, in particular, on the management of the University’s resources.

(a) Authority and Responsibility

Senate derives its role and responsibilities from two sources:
– the Murdoch University Act 1973 and
– specific resolutions passed by Senate and included in the Murdoch University Senate Statement of Governance Principles.

The Murdoch University Act 1973 [paragraph 17 (2) (a)] gives Senate responsibility for “the entire control and management of the affairs of the University” and empowers it to “act in all matters concerning the University in the manner which to it appears most likely to promote the objects and interests of the University”.

The Murdoch University Act 1973 [sub-section 18 (1)] also permits Senate to delegate any of its functions (other than its power of delegation and making statutes, by-laws and regulations).

Senate’s primary responsibilities as determined by resolution of the Senate are:
✧ The appointment, and performance management of the Vice Chancellor.
✧ Setting strategic directions for the University.
✧ Monitoring University performance against strategic objectives, including, through the Vice Chancellor and Academic Council, the academic activities of the University.
✧ Setting risk management policy and critically monitoring the management of risk across the University, including commercial undertakings.
Setting policy on strategic matters and on other matters reserved for Senate.
Setting and monitoring broad budget and planning frameworks, approving the annual budget and business plan, ensuring that the University finances are sound and taking major financial decisions.
Oversight of management.
Overview of any controlled entities.
Legislative role, including ensuring that the University is acting ethically and in conformity with all legal requirements.

The Murdoch University Senate Statement of Governance Principles (SGP) consolidates a number of previous Senate resolutions and was initially approved (S/91/2004) by Senate at its meeting on 16 August 2004. The SGP includes the Senate Charter, Senate’s role and responsibilities, Senate’s powers, duties and obligations of Senators, a Code of Conduct and Standing Orders for Senate and its Subcommittees and details of its standing committees.

(b) Membership
Senate’s membership is specified in the Murdoch University Act 1973 [sub-section 12 (1)]. Currently the maximum size is 25 and includes up to 13 lay members, six of whom are appointed by the Governor and three of whom may be co-opted from the general community.

Prior to the 2005 amendments, the Senate comprised:
- The Chancellor and Vice Chancellor
- 4 persons elected by the University’s academic staff
- 1 person elected by the University’s general staff
- 3 persons elected by the University’s convocation
- 2 persons elected by the University’s students
- 6 persons appointed by the Governor
- 1 person appointed by the Governor on the nomination of the Premier
- 1 person appointed by the Governor on the nomination of the Leader of the Opposition
- 1 person nominated by the Minister for Education
- Up to 3 persons co-opted to the Senate
In 2004 Senate reviewed its size and composition. At its meeting on 16 August 2004, Senate recommended [S/81/2004 (a)] changes to the Murdoch University Act 1973 to reduce Senate’s membership from 25 to 19 in order to align with the Federal Government’s National Governance Protocols for Public Higher Education Institutions. The revised membership is included in the Murdoch University Senate Statement of Governance Principles (SGP). Amendments to the Murdoch University Act 1973 are pending State Government approval of the Universities Legislation Amendment Bill 2005. In the meantime Senate adopted the principle of attrition so that its membership reduces to the new size and composition.

Senate resolved to change its size and composition to:
- The Chancellor and Vice Chancellor
- 6 external members appointed by the Governor
- Up to 3 external members co-opted by the Senate
- 3 persons elected by and from the Universities academic staff
- 1 person elected by and from the University’s general staff
- 2 persons elected by and from the Universities convocation
- 2 persons elected by and from the Universities students

Except for the student members, whose terms are for one year, appointed, elected or co-opted members serve three-year terms. They are eligible to remain members for a maximum of three consecutive terms before they must step down for a period of at least twelve months before they can become eligible to return to the Senate.

The Chancellor is the Chair of the Senate, and is elected by it from within or outside its membership. Like other members, the Chancellor holds office for a three-year term. In addition to the formal role of the position, as set down in the Act, the Chancellor interacts with the Vice Chancellor on a regular basis to ensure that the decisions of the Senate are put into effect, to offer advice and to be satisfied that the management of the University is effectively carried out.
(c) **Induction and Performance Development of Senators**

At the time of being invited to join, or nominated for election to the Senate, the GCUS gives prospective Senators a copy of the SGP, which includes details of their duties, procedural issues and expected Code of Conduct.

As soon as is practical after becoming a Senator, members are given a comprehensive pack of information, the details of which are specified in Section 13 of the SGP.

New Senators also receive briefings from the Chancellor, Vice Chancellor and General Counsel & University Secretary, are given a tour of the campuses, and the opportunity to meet with senior managers. Heads of School with disciplinary areas close to the background of the Senator are encouraged to make contact. The Chancellor assigns a mentor to new Senators. Senators who are members of the staff or the student body may not require these full induction processes.

The Senate encourages Senators to undertake relevant professional development and in 2005 adopted a Professional Development Framework and Senators are encouraged to seek guidance from the Director, Human Resources regarding specific needs. The University provides funding to enable Senators to undertake relevant professional development activities. The GCUS provides Senate with a quarterly update on governance practices and developments by way of the publication “Governance Matters”.

While not a formal process, the Chancellor may meet with individual Senators on an as needs basis. If required, the Senate may censure members for inappropriate behaviour.

The SGP currently includes information on the skill sets required amongst the members of Senate standing committees. At its meeting on 20 May 2005, the Governance and Nominations Committee considered a skills matrix for all new members of Senate. This will be considered by Senate at its meeting on 28 June 2005.
(d) **Review and Improvement of Process and Functions**

As detailed in section 2.4.4 (b), Federal Government initiatives provided the momentum for Senate to re-examine its structure and membership.

At its meeting on 26 February 2001, Senate established (S/10/2001) the Senate Processes Working Party to consider how best to meet the information needs of Senate, the induction of Senators, and the role and functioning of Senate. The Working Party report provided the foundations for the governance procedures that currently exist. There have now been clear, on-going activity to improve Senate performance and roles and these are documented in Appendix 2C.

The review of Senate’s effectiveness included an annual self-analysis exercise and a review of the Senate committee system.

On-going review and improvement of Senate processes have occurred at regular intervals, in part through a Working party established by Senate. These have included improvements in the nomination process for new members, improvements in review of performance and improving the Strategic Planning processes engaged in at Senate level.

Of significance in this historical evolution, at its meeting on 7 July 2003, the Working Party presented its first report to Senate on the **National Governance Protocols for Public Higher Education Institutions (NGP)** and the Australian Vice Chancellor’s Committee (AVCC) draft Policy Statement on University Governance. Senate (S/65/2003) supported amending the **Murdoch University Act 1973** to include clauses on responsibilities of Senators and pecuniary interests.

At its meeting on 6 October 2003, Senate adopted (S/90/2003) further recommendations relating to the NGP and supported the principle of being able to remove Senators who breach their duties, the introduction of a professional development program for Senators.

As noted in Section 2.4.4 (b), at its meeting on 16 August 2004, Senate recommended (S/81/2004 (a)) changes to the **Murdoch University Act 1973** to reduce Senate’s membership from 25 to 19 in order to align with the NGP.
The appointment of a GCUS in early 2005 was in direct response to the need to ensure that legal management and governance processes were compliant with Federal initiatives and consistent with good governance practices. The University also acknowledged that the increasingly complex regulatory environment within the higher education sector and the greater reliance on commercial activities to support the University’s core businesses required greater legal oversight. After an analysis of Senate administrative processes, changes were made to such things as consistent agenda/minutes and level of public access to documentation. Evaluations of these changes will be conducted in subsequent reviews of Senate processes.

2.4.5 Academic Council

The Murdoch University Act 1973 [section 21(1)] requires Senate to establish an Academic Council, with some of its functions specified in section 21 (4).

(a) Authority and Responsibility
Details of Council’s functions, membership and membership requirements are specified in Statute No. 5 – Academic Council.

Academic Council is the senior decision-making body on academic matters within the University. On matters of academic policy, it makes the final decision; on some matters, it recommends to Senate. Minutes and associated recommendations from Academic Council form a standing item on Senate agendas.

Academic Council conducts its business in accordance with the Standing Orders for Academic Council and Subordinate Bodies.

(b) Membership
As noted above, Academic Council’s membership and membership requirements are specified in Statute No. 5 – Academic Council.

As noted in Section 2.4.3, Academic Council’s membership was revised following the joint Academic Council/Senate review of its operations in response to Recommendation 3 in the Murdoch University Academic Audit Report, April 2001.

(c) **Academic Council Standing Committees**

Academic Council has *seven* Standing Committees. Each committee reports on an annual calendar to Academic Council. All Standing committees have clear Terms of Reference, which are reviewed annually. The function and outcomes of each standing committee are considered annually and improvements are made as necessary. *For example ...*

(d) **Induction and Performance Management of Academic Council and Associated Standing Committee Members**

(e) **Review and Improvement of Process and Functions**

2.4 **Organisational Management Structure and Governance Strengths**

- Substantial history of review and improvement of Senate processes resulting in a small, functioning governing body well-versed in governance and acting as directors.
- Explicit and understood roles and functions for members of University committees.
- Regular review of terms of reference, and modus operandi of committees. *(check once all reports are in)*

2.5 **Opportunities for Improvement in Organisational Management Structure and Governance**

- Despite substantial work, still remains a need to improve the speed and appropriate availability of agendas and minutes on the web.
- Improved, and consistent induction of members onto all standing committees of Academic Council. Whilst this is happening for some committees, others need improving. *(check once all reports are in)*
- Clear processes for renewal of membership and regular review and improvement of processes for Academic Council and its standing committees. Whilst this is happening for some committees, others need improving. *(check once all reports are in)*
### CHANGES TO SENATE STANDING COMMITTEES

- The Audit Committee has been renamed the Audit and Risk Management Committee (S/54/2002), as well as there being changes to its Terms of Reference and composition (S/69/2002 and S/6/2004). Senate also approved (S/6/2003) the provision of financial training for members, if required.

- The Chancellor’s Committee now has a sub-committee, the Remuneration Sub-Committee (S/18/2004). Its Terms of Reference and composition have been amended S/54/2002, S/69/2002 and S/18/2004.


- The Equity and Equal Opportunity Committee (EEOC) was originally a joint committee of Academic Council and Senate. It became solely a committee of Senate (S/54/2002). Its membership and Terms of Reference were revised at that time as well as S/69/2002 and S/5/2003. Following a review in 2003, Senate resolved S/55/2004 to retain the EEOC as one of its standing committees. However, in May 2005 it was decided it would be better to separate the equity functions and to have student equity matters reported to Academic Council and staff equity matters reported to the Senior Executive. Accordingly, the EEOC was discontinued (S/30/2005). Senate approved the Terms of Reference for the new Academic Council standing committee, the Student Equity and Social Justice Committee. These was formally considered by Academic Council at its meeting on 15 June 2005.

- The Executive Committee was abolished S/54/2002. A new Summer Committee, which serves a similar purpose, to approve urgent matters between the final meeting of one calendar year and the first meeting of the subsequent calendar year, was established S/56/2004.

- The functions of the former Honorary Degrees and Ceremonial Committee and Senate Medals Committee were merged into a new Honorary Awards and Ceremonial Committee (HACC) (S/54/2002). The Terms of Reference and composition of the HACC have subsequently been amended S/69/2002, S/5/2003 and S/105/2004. The latter amendment removed some business that was deemed to be more of a management issue.
• The functions of the former Governance Working Party have been merged with those of the Nominating Committee (S/28/2005) to create a new Governance and Nominations Committee.
• The Legislation Committee (LC) and Resources Committee (RC) have continued under the same name but with amendments to their constitutions – S/54/2002 (RC), S/69/2002 and S/5/2003 – both and S/52/2004 (LC). Senate also approved (S/6/2003) the provision of financial training for members of the Resources Committee, if required.
APPENDIX 2B

CHANGES TO ACADEMIC COUNCIL STANDING COMMITTEES

- The Academic Policy Committee (APC) has continued under the same name and Terms of Reference, but with some changes to its membership – AC/41/2003 and AC/82/2003.

- A new Academic Quality Audit Committee was established AC/71/2001 to monitor academic quality assurance within the University, including matters arising from the Murdoch University Academic Audit Report, April 2001. The membership has subsequently been revised AC/124/2002, AC/62/3003 and AC/41/2004.

- A new Assessment Committee was established AC/122/2004 (ii) when Academic Council approved a new Assessment policy. The membership was subsequently approved AC/154/2004.

- The Committee on University Entrance (CUE) has continued under the same name and Terms of Reference, but with some changes to its membership – AC/36/2001, AC/42/2003, AC/63/2003 and AC/89/2003.

- As noted above, the EEOC was a joint committee of Senate and Academic Council, became a standing committee solely of Senate (S/54/2002) and was discontinued as a standing committee of Senate (S/30/2005). Senate approved the Terms of Reference for a new Academic Council standing committee, the Student Equity and Social Justice Committee. These was formally considered by Academic Council at its meeting on 15 June 2005.


- The Student Appeals Committee (SAC) now reports (AC/176/2004) to the new Assessment Committee, rather than being a standing committee per se. The Chair of the SAC is a member of the Assessment Committee. Prior to changes in the reporting line, its membership/Terms of Reference were amended AC/107/2001, AC/167/2003 and AC/146/2004.
SENATE PROCESSES WORKING PARTY

At its meeting on 26 February 2001, Senate established (S/10/2001) the Senate Processes Working Party to consider how best to meet the information needs of Senate, the induction of Senators, and the role and functioning of Senate. The Working Party report was received on 10 September 2001 and Senate adopted a number of its recommendations:

- S/66/2001 - Summary of Role of Senate
- S/67/2001 - Duties and Responsibilities of Senators
- S/68/2001 - Induction of Senators
- S/69/2001 - Information Needs of Senate
- S/70/2001 - Senate Oversight of the University’s Performance
- S/71/2001 - Organisation of Senate Business
- S/72/2001
- S/73/2001 - Review of Senate Effectiveness

The review of Senate’s effectiveness included an annual self-analysis exercise and a review of the Senate committee system.

At its meeting on 24 February 2003, Senate considered a consultant’s report on Senate’s performance and referred the recommendations to the Senate Processes Working Party. At this meeting, Senate also approved:

- S/5/2004 - Changes to the constitution of four standing committees
- S/6/2003 - Provision of financial training for interested Senators
- S/7/2003 - Revised timetable for performance reporting

At its meeting on 4 April 2003, Senate noted [S/28/2003 (a)] the Working Party’s report considering the consultant’s recommendations on Senate’s performance and approved further refinements to Senate’s processes, including:

- Identification of the skills and expertise required within Senate’s membership.
- Development of a register of Senator’s skills, expertise and interests.
- Holding a Senate retreat in 2003.

The meeting also adopted (S/30/2003) a number of recommendations relating to University governance in the context of the Murdoch University Strategic Plan 2003 – 2007, including:

- Annual monitoring of desired outcomes and review of targets in the light of changes to the external environment.
- Strategies to achieve best practice in leadership and governance, including:
  - Distinguishing governance and management.
  - Annual review of Senate’s effectiveness and efficiency.
  - Regular review of Senate’s committee system.
  - Biennial review of Senate delegations.
At its meeting on 7 July 2003, the Working Party presented its first report to Senate on the National Governance Protocols for Public Higher Education Institutions (NGP) and the Australian Vice Chancellor’s Committee (AVCC) draft Policy Statement on University Governance. Senate (S/65/2003) supported amending the Murdoch University Act 1973 to include clauses on responsibilities of Senators and pecuniary interests.

At its meeting on 6 October 2003, Senate adopted (S/90/2003) further recommendations relating to the NGP and supported the principle of being able to remove Senators who breach their duties, the introduction of a professional development program for Senators.

Senate (S/91/2003) renamed the Senate Processes Working Party, the Governance Working Party (GWP) and assigned new Terms of Reference.

Senate also recommended (S/92/2003) that the title the Murdoch University Act 1973 be amended by replacing the title ‘Pro Chancellor’ with ‘Deputy Chancellor’.

At its meeting on 29 March 2004, Senate adopted (S/36/2004) the consultative processes to be followed when sensitive or controversial issues come to Senate.

At its meeting on 17 May 2004, Senate adopted a number of recommendations from the GWP:

S/55/2004 - Retention of the Equity and Equal Opportunity Committee
S/56/2004 - Establishment of a Summer Committee
S/57/2004 - Revisions to Senate’s role approved S/66/2001 (a)
S/58/2004 - Amended Terms of Reference of Nominations Committee to include other criteria specified in the NGP.

As noted in Section 2.4.4 (b), at its meeting on 16 August 2004, Senate recommended [S/81/2004 (a)] changes to the Murdoch University Act 1973 to reduce Senate’s membership from 25 to 19 in order to align with the NGP.

At this meeting Senate also resolved (S/87/2004) to conduct a Senate retreat in 2005 and adopted (S/91/2004) the Murdoch University Senate Statement of Governance Principles, including amended Senate Standing Orders. The SGP consolidated a number of the resolutions listed above into a single document.

At its meeting on 24 May 2005, Senate formalised the business of the GWP by establishing (S/28/2005) the Governance and Nominations Committee (GNC), which combines the work of the GWP and former Nominations Committee.
Senate’s annual retreat now includes:
- review of the Senate and its performance, including a review of its duties and responsibilities in the context of what has happened during the year;
- consideration of the results of an annual survey of Senators, to be conducted prior to the retreat, seeking feedback on aspects of the operation of the Senate;
- comparison of the performance of the Senate and its committees with the requirements of the SGP;
- setting forth the goals and objectives of the Senate for the following year;
- including identification of needed skills and expertise for the future;
- review of the University’s conformance with the NGP; and
- consideration of developments in best practice governance and implementation of any improvements to the University’s governance practices considered necessary or desirable.

The performance evaluation is conducted in such manner as the Senate considers appropriate and may include the use of external advisers.

The appointment of a General Counsel & University Secretary in early 2005 was in direct response to the need to ensure governance processes were compliant with Federal initiatives and congruent with good governance practices. After an analysis of Senate administrative processes, changes were made to such things as consistent agenda/minutes and level of public access to documentation. Evaluations of these changes will be conducted in subsequent reviews of Senate processes.
APPENDIX C

SUMMARY OF SELF-IDENTIFIED STRENGTHS AND OPPORTUNITIES FOR IMPROVEMENT

Strengths and opportunities for improvement identified during the School, Office and Committee discussions are listed below. Please note that interview reports are either in preparation or not yet confirmed. All comments are unconfirmed and should be treated only as indicative at this stage.

SCHOOLS

* Data gathering not yet completed for these Schools.

<table>
<thead>
<tr>
<th>School</th>
<th>Strengths</th>
<th>Opportunities for Improvement</th>
</tr>
</thead>
</table>
| BS&BT  | ✧ Environmental scanning very good in terms of strategic planning and identification of articulation/international student opportunities.  
✧ Twice-yearly inspections by safety officers and School manager. Annual two-hour shutdown to clean up/maintain safe working environment.  
✧ Safety in Science series for all Honours and postgraduate students.  
✧ Provision of monthly reports on expenditure to account holders. Good oversight at Divisional level. Weekly meetings of the Division’s School managers to share information.  
✧ Development of various templates and a booklet for Honours and postgraduate students to ensure compliance with policy.  
✧ Close monitoring of unit survey results and actively taking steps to address poor results. At end of each semester, relevant academic and technical staff discuss issues relating to individual units.  
✧ Three staff have won teaching excellence awards.  
✧ PhD completion rate high.  
✧ Staff agreement about equity of workloads. | ✧ Maintaining staff commitment to teaching, research, marketing and other activities.  
✧ Succession planning.  
✧ Laboratory and other facilities generally due to the age of the building.  
✧ Equipment replacement (lagging because of financial constraints).  
✧ Documentation of procedures so don’t lose corporate memory.  
✧ Performance development of academic staff.  
✧ Adequately identifying and addressing issues leading to poor unit survey results. Remedial action has not always led to improved results.  
✧ Correctly balancing research and administrative roles/loads. |
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<tr>
<th>School</th>
<th>Strengths</th>
<th>Opportunities for Improvement</th>
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<tbody>
<tr>
<td>Chiro*</td>
<td>✦ The School has an excellent Committee structure, following recommendations made in its recent School Review (2004), which is a strength – all Committees report to School Committee and all staff and students are ultimately informed of what is going on in the School</td>
<td>✦ The School has, since it developed its Strategic Plan, identified further ways that it can contribute to the University’s regional engagement goal</td>
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<td>✦ The Chiropractic course is still in the developmental stage, which allows the School to plan a little more readily than well established Schools - easily able to align with University Strategic goals as we develop</td>
<td>✦ The School has concerns with resource management, which is a University-wide issue – in particular space utilisation/timetabling etc.</td>
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<td>✦ The School takes a very proactive approach to Risk Management and has the Director of Internal Audit &amp; Risk Assessment as a member of its Course Advisory Committee</td>
<td>✦ Other people utilising the clinic space is a serious risk management issue.</td>
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<td>✦ The School manages its budget well, with each staff member having a section of spreadsheet to work on in our budget, which is presented monthly at the School Committee as a standing agenda item</td>
<td>✦ The School has experienced some delay with the process of advertising for clinical positions.</td>
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<td>✦ The School, which is currently going through its accreditation process, is very cognisant of University, state and federal policy/legislation, which is essential to accreditation</td>
<td>✦ University-wide – when the annual Budget book is published, that it be delivered with a presentation that outlines the process and explains the budget to people</td>
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<td></td>
<td>✦ The School takes a very proactive approach to quality assurance by ongoing self-evaluation, including unit feedback from students at the end of each semester, in addition to University wide mandatory unit surveys</td>
<td>✦ The School has not been able to locate policies on quality assurance with respect to general staff, which is required for our accreditation exercise, which is a University-wide issue.</td>
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<td>✦ The Clinic is being developed with a QA plan, including clinical audits, yearly patient satisfaction surveys.</td>
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<td>✦ Unit in curriculum requires students to undertake the design and implementation of a clinical audit, which is a portfolio requirement (first Chiro course in Australasia to teach Clinical audit)</td>
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<td>✦ Several academic staff members have participated in recent onsite accreditation inspections of other institutions</td>
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<td>School</td>
<td>Strengths</td>
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<td>Chiro* (cont’d)</td>
<td>✷ Several academic staff board members of national and international professional associations, eg. Chiropractic and Osteopathic College of Australasia, which is a professional group primarily interested in vocational education</td>
<td>✷</td>
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<td>Educ*</td>
<td>✷ Research Postgraduate Committee, IT Education Committee and Dean’s Advisory Committee meet monthly. Policies are implemented via relevant committee to ensure consistency across the School. ✷ School Committee meets each six weeks. ✷ Commitment of Program Committees to Strategic Planning. ✷ Budget reviewed monthly by the Dean’s Advisory Committee. ✷ Annual School reflection/review.</td>
<td>✷ Staff workloads and the ability to get everyone together to discuss issues. ✷ Physical/working environment due to age of the building. ✷ Insufficient facilities available for style of teaching conducted by School – lectures plus workshops, rather than tutorials. ✷ Financial monitoring/understanding actual financial position ✷ Respect delegated responsibility until there is evidence of incompetence. ✷ Reduce administrative duplication across the University. ✷ Reduce competitive element in distribution of research funds.</td>
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<tr>
<td>School</td>
<td>Strengths</td>
<td>Opportunities for Improvement</td>
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| KAC            | ✷ The Kulbardi Aboriginal Centre is very culturally in tune, so that if most of our initiatives involve culture, we have the cultural power, vision and resource to get things done and move on to other things if needed, and at the same time acknowledge that we are part of the University infrastructure, and utilise the good people in its hierarchy to achieve our goals.  
✎ The Director of the Kulbardi Aboriginal Centre is also a Committee member for the recently formed Equity and Diversity Committee, in response to a recommendation that came out of the recent quality review of Enabling Courses.  
✎ The Kulbardi Aboriginal Centre provides culturally appropriate teaching and pastoral support to its students, and most of its academic staff are Indigenous.  
✎ Due to the nature of the Centre, it is necessary to have a very flexible approach to teaching and be responsive to ongoing changes and issues within its student population, which the Centre effectively and efficiently achieves.  
✎ The Kulbardi Aboriginal Centre commenced teaching at Rockingham Campus 2005 and is interested in developing relationships to teach at Peel Campus in the future. The Rockingham Campus offers appropriate cultural and community support to Kulbardi students and thus far is enjoying a good retention rate.  
✎ The Centre has, under its current Directorship, balanced its budget for the last three years and is proud of its budgeting strengths and relations with the good finance staff in the Division of Arts, and the transparent, monthly reporting system that the Division follows. | ✷ The Kulbardi Aboriginal Centre would like to establish good relations cross-divisionally to reflect the same type of good rapport it has with the Division of Arts and other areas, such as central administration and the Rockingham Campus.  
✎ Continue to examine other ways Kulbardi Aboriginal Centre can supplement funds supplied by DEST through the Indigenous support funding and EFTSU teaching load.  
✎ Kulbardi students unable to participate in unit and teaching surveys run by the TLC, as they require more than ten in a unit in order to participate in the survey. This puts our students at a distinct disadvantage, as by week 11 /12 the number of students participating is often under ten hence these surveys are redundant. This issue needs to be addressed as soon as possible on both campuses.  
✎ The Centre could utilise non-Kulbardi services more by teaching its students to access and use the University wide networks that exist.  
✎ Stronger linkage with Rockingham TAFE.  
✎ The Kulbardi Aboriginal Centre is currently restructuring its administrative support area in order to attract and retain good staff.  
✎ The Centre acknowledges that it feels somewhat hamstrung in growing the Centre due to serious space shortage problems. |
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| Law*   | ✤ Staff understanding and identification of risks.  
         ✤ Good Finance Officer and good financial reporting systems. Manage resources well.  
         ✤ Good administrative office. Staff have significant experience and corporate knowledge.  
         ✤ Use of unit and teaching survey results.  
         ✤ South Communities Advocacy Legal and Education Service (SCALES).  
         ✤ High degree of internal consultation.  
         ✤ Ability to gain support from legal practitioners in the delivery of courses and in obtaining resources (e.g. new Law building). | ✤ Appointment of a new Dean (now completed since data gathered).  
         ✤ Develop better understanding across the School of budget model, drivers and process so that the School can better manage its resources and plan its activities.  
         ✤ Including in/with University policies information about their implementation and the associated implications.  
         ✤ Assigning internal responsibility for policy implementation.  
         ✤ Resources – don’t have sufficient resources to implement identified opportunities for improvement. |
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<tr>
<td>MBS</td>
<td>The establishment of an MBS Board, whose membership will largely be external to the University</td>
<td>Increased involvement of MBS staff in strategic planning for the School</td>
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<td>“Building Business at Murdoch” Action Plan</td>
<td>Communication with/among MBS staff</td>
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<td>School initiated course review currently underway and scheduled to be conducted bi-annually</td>
<td>Standardisation of course delivery materials in the Business School (underway)</td>
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<td>An integral part of the University – very large School</td>
<td>Boosting staff morale</td>
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<td>Internal expertise in the Business School, in Risk Management (A/Prof)</td>
<td>Attracting and retaining highly skilled staff</td>
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<td>Weekly meetings of the School Executive</td>
<td>Effective use of PDR</td>
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<td>Staff representation on various University Committees means that we have good communication of policy</td>
<td>Develop a better understanding of the budget model and processes to more effectively manage the school and forward plan</td>
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<td>Development of a “Behaviours Working Party” which will set out School policy for staff on classroom behaviour, staff interaction etc</td>
<td>Increase MBS budget through a range of activities</td>
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<td>Development of the “MBS Style Working Party” to ensure that all units and all courses of MBS have style consistency and standardisation to reduce cognitive load on students</td>
<td>Greater regional engagement</td>
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<td>Systematic review by the HOS and School, of student feedback</td>
<td>Staff Induction – also an area of weakness University wide</td>
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<td>Development of Action Plan from feedback gathered during offshore moderation visits</td>
<td>Policy dissemination at the University level throughout University – when policy is made it should be accompanied by a dissemination plan that is costed and carried through</td>
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<td>Workload modelling</td>
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<td>School Promotions Committee which takes a proactive role in assisting applicants with promotion applications</td>
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<td>Dedicated finance officer that has proven to save us money in last year budget</td>
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<td>Regional engagement – offers courses at all campuses; entry scholarships regionally; staff on regional community committees; very active MBS student Guild representative Rockingham; Chair in Entrepreneurship Peel Campus</td>
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Schools: BS&BT = Bioscience and Biotechnology, Chiro = Chiropractic, Educ = Education, KAC = Kulbardi Aboriginal Centre, MCC = Media Communication and Culture, Nur = Nursing, Psych = Psychology, VBS = Veterinary and Biomedical Sciences
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<tbody>
<tr>
<td>MCC</td>
<td>✤ Engagement with/belief in Strategic Plan. Fortnightly reporting on strategic planning activities.</td>
<td>✤ Reviewing the entire School’s unit offerings, rather than on a course/major basis, to ensure there is no duplication.</td>
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<td>✤ School Review recommendations are embedded in the School’s Strategic Plan.</td>
<td>✤ Ongoing liaison with the Office of Internal Audit and Risk Management regarding the Risk Management plan and risk reduction strategies.</td>
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<td>✤ Internal communication and staff participation/willingness to engage in various activities.</td>
<td>✤ Introduction of University-level strategic reserves to cover long-term sick leave.</td>
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<td>✤ Very robust and transparent system of workload allocation. Semester workloads are agreed at a School meeting.</td>
<td>✤ Consistency of practice in terms of recognition of fixed positions.</td>
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<td>✤ Equipment ordering centre – strong monitoring of timing of purchasing and the actual purchases.</td>
<td>✤ Develop better knowledge of the budget model so that more effective management and planning can occur within the School.</td>
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<td>✤ Staff involvement on University-level committees.</td>
<td>✤ University calendar at the start of the academic year should align with the other WA universities.</td>
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<td>✤ The School has its own Teaching and Learning Committee, which reflects the School’s interest in teaching processes and disseminates information on Teaching and Learning to all staff.</td>
<td>✤ General staff should be consulted about proposed changes to HR and finance policies that directly affect their work (they were previously under TQM).</td>
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<td>✤ Workload formula caters for staff attending the Tertiary Teaching Course.</td>
<td>✤ Assessing implications of increased staff workloads.</td>
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<td>✤ Encourage team teaching in co-ordinated units.</td>
<td>✤ The School has raw data for its international students that the University has not requested be reported back.</td>
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<td>✤ Have occasional School get together to discuss the units being taught, pedagogy, etc. Anticipate next one end of this year.</td>
<td>✤ Capping workloads.</td>
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<td>✤ Second largest School in terms of research training in the Division of Arts.</td>
<td>✤ Putting in place more formal mechanisms to identify IP, particularly in production.</td>
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<td>✤ Encourage co-supervision of research students.</td>
<td>✤ Earlier inclusion in interdisciplinary research approaches.</td>
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<td>✤ Adapting research to suit industry-focused projects, which is not regular in the Arts area.</td>
<td>✤ Regional involvement, although this is limited by infrastructure requirements.</td>
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<td>✤ Initiated production PhDs.</td>
<td>✤ Additional resources for staff development, staff support and risk management priorities.</td>
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<td>✤ Initiation of two centres.</td>
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<td>✤ Number of academics engaged in research and research training.</td>
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<td>✤ Initiate and run many conferences/conference activity generally.</td>
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<td>✤ Involvement of journalists in oral histories has given the School a considerable community profile.</td>
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<td>✤ First School to organise a research conference at Rockingham, specifically designed for regional health practitioners.</td>
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<td>School</td>
<td>Strengths</td>
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</table>
| Nur    | ✦ Team enthusiasm for strategic planning process and ability to determine an agreed School position.  
✦ Strong awareness of risk management issues because of professional practice nature of course.  
✦ Budgetary experience of key staff. Quarterly reporting of expenditure to all staff. Keeping within budget through equipment donations.  
✦ Quality improvement is embedded in nursing competencies and problem solving for students.  
✦ As the School is new, unit reviews are being undertaken every semester. Feedback is discussed at the School’s Curriculum Committee. Outcomes have all been very good to date.  
✦ In terms of research – the mix of staff with backgrounds in both qualitative and quantitative methodologies.  
✦ Initiative and motivation to engage regionally.  
✦ Treasure resources – people, equipment, income and building/ space. Open, objective, realistic, good planning and discussion to achieve consensus about priorities, as well as being able to detail with details. | ✦ Increasing income through the offering of full fee-paying courses at the undergraduate and postgraduate level. A Bachelor of Nursing Conversion course will commence in Semester 2, 2005.  
✦ Better notification of new and existing policies – perhaps a weekly update to all Heads of Schools. Difficult to navigate HR and financial policies.  
✦ Provision of opportunities for staff without formal teaching qualifications to obtain these. This will happen when the School reaches its full complement.  
✦ Staff completion of their own PhD and study programs.  
✦ Relationship with OFS and information sharing. Been difficult to obtain relevant training to source information themselves.  
✦ Ability to navigate Web generally and find relevant information, e.g. very difficult to get to TLC home page, which should be a hot link on Murdoch’s home page. |
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<tr>
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</table>
| Psych  | ✤ Consensus regarding School strengths and opportunities for improvement/strategic directions.  
       | ✤ Strong awareness of risk management issues because of professional practice nature of course.  
       | ✤ Budget formulation involves several staff. A group of three staff monitor expenditure on a monthly basis. Good liaison with Divisional Office.  
       | ✤ Good School administrative officer.  
       | ✤ Undergo professional accreditation as well as School Reviews. Also utilise PIs specified in Evaluation of Undergraduate Courses.  
       | ✤ Deliver high quality course as evidenced by CEQ results.  
       | ✤ Engagement in Rockingham and Peel areas through Centre for Community and Social Research.  
       | ✤ Achieve same quality today as did with more limited resources. | ✤ Increase general staff understanding of the budget process and monitoring requirements.  
       | ✤ Increase staff compliance with financial requirements for accounts for which they have responsibility.  
       | ✤ GDS results.  
       | ✤ Provision of non-accredited skills-based training at undergraduate level.  
       | ✤ Increase number of research publications and in prominent publications.  
<pre><code>   | ✤ Increased resources from a variety of income streams. |
</code></pre>
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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>VBS</td>
<td>✦ History of strategic planning. Ongoing audit and review processes both internal and external are imperatives for planning to achieve national and international standards.</td>
<td>✦ Unaware of Senate approved <em>Strategic Risk Management Plan</em>.</td>
</tr>
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<td></td>
<td>✦ Creating position of academic development officer to oversee quality and teaching and learning.</td>
<td>✦ Format for strategic plans constraining, e.g. difficult to fit in international business plans; themes do not fit neatly into activity areas.</td>
</tr>
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<td></td>
<td>✦ School Safety Committee meets monthly. Recently reviewed by Worksafe.</td>
<td>✦ Streamlining of strategic planning information and collation process.</td>
</tr>
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<td></td>
<td>✦ Dean has expertise in risk analysis.</td>
<td>✦ Worksafe Review recommendations:</td>
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<td></td>
<td>✦ Oversight by Animal Ethics Committee.</td>
<td>- Asbestos roof removal</td>
</tr>
<tr>
<td></td>
<td>✦ School is nationally and internationally accredited.</td>
<td>- Hospital efficiency</td>
</tr>
<tr>
<td></td>
<td>✦ Professional qualifications/registration of staff.</td>
<td>- Efficiency of administrative structure</td>
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<td></td>
<td>✦ Ability to grow programs, e.g. animal science initiative.</td>
<td>- Marketing strategies</td>
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<tr>
<td></td>
<td>✦ Growing research income.</td>
<td>- Staff/student ratios resources/ constraints</td>
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<tr>
<td></td>
<td>✦ Various committees oversee policy implementation.</td>
<td>✦ Resources – presently underfunded for training vets in a clinical environment.</td>
</tr>
<tr>
<td></td>
<td>✦ Asset/equipment registration and maintenance.</td>
<td>✦ Growing revenue from Alumni and Vet Trust.</td>
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<td></td>
<td>✦ Attract students worldwide.</td>
<td>✦ Refinement of governance structures within School and Division.</td>
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<tr>
<td></td>
<td>✦ Commitment to long-term student outcomes.</td>
<td>✦ Engagement with quality assurance activities constrained by general workload.</td>
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<tr>
<td></td>
<td>✦ High student retention rate.</td>
<td>✦ Maintenance of standards – facilities, staff, teaching.</td>
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<td>✦ Researchers are mainly included in largest ARS – agricultural and veterinary biotechnology.</td>
<td>✦ Postgraduate student completion rate and time to complete.</td>
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<td></td>
<td>✦ Development of community seminars and short courses, e.g. equine medicine and companion animals.</td>
</tr>
</tbody>
</table>

* Data gathering not yet completed for these Schools.

Schools: BS&BT = Bioscience and Biotechnology, Chiro = Chiropractic, Educ = Education, KAC = Kulbardi Aboriginal Centre, MCC = Media Communication and Culture, Nur = Nursing, Psych = Psychology, VBS = Veterinary and Biomedical Sciences
<table>
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<tr>
<th>Office</th>
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</thead>
</table>
| CSA    | ✦ Corporate knowledge of staff within diverse portfolio.  
✦ Office support for the Strategic Initiatives of areas of the University.  
✦ Careful fiscal management and understanding of the University’s financial processes.  
✦ Good communication within the Office.  
✦ Internal cross-checking of functions within Callista.  
✦ Equivalence of service through using the same systems for all student cohorts.  
✦ Good regional networks.  
✦ Cross-skilling of staff. | ✦ CSA contribution to improving the first year student experience/student retention rates.  
✦ Support for regional students, particularly those on the Peel Campus.  
✦ Clear documentation of procedures.  
✦ Rewriting degree regulations. |
| D&A    | ✦ Co-location of Careers, Alumni and Development.  
✦ Staff commitment to Strategic Plan.  
✦ Relationships with donors.  
✦ Alignment of budget with strategic priorities on a project basis and assignment of responsibilities to relevant staff in terms of monitoring expenditure and outcomes. Progress reports provided to all staff.  
✦ Solution approach to problems. Staff who identify issues are responsible for also identifying potential solutions.  
✦ Incredibly strong regional relationships established by PVC (RD). | ✦ Setting KPIs and monitoring progress.  
✦ Safety of current regalia storage.  
✦ Budget management responsibilities/delegations.  
✦ Information management of regional contacts.  
✦ Support for financial monitoring as income generation grows. |
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<td>DA DO</td>
<td>✷ Staff commitment to Strategic Plan and University. &lt;br&gt;∥ Corporate knowledge and experience of staff in terms of university processes and core stakeholders. &lt;br&gt;∥ Strong record-keeping. &lt;br&gt;∥ Reliable, timely and meaningful financial reporting. &lt;br&gt;∥ Strategic priorities reflected in budget (although not as much as in the future due to the fact the budget was set before the Strategic Plan was finalised). &lt;br&gt;∥ Open communication within Division and identification of staff with responsibilities for key functions. &lt;br&gt;∥ Very pro-active. &lt;br&gt;∥ Divisional Academic Policy and Planning Committee (APPC). &lt;br&gt;∥ Position of Associate Executive Dean with defined responsibilities for teaching and learning. &lt;br&gt;∥ Divisional R&amp;D committee includes representatives from each School and research centre. &lt;br&gt;∥ Recognised central point for information on research activities.</td>
<td>✷ Engagement of all Divisional staff with the Strategic Plan. &lt;br&gt;∥ Timeliness of unit materials. &lt;br&gt;∥ Across the Division - staff understanding/ownership of risk management responsibilities. &lt;br&gt;∥ Strengthening of links with strategic priorities in future budgets. &lt;br&gt;∥ Provision of University-level budgetary information in a more timely fashion – e.g. Budget Book. &lt;br&gt;∥ Management of non-G account funds and implementation of cash-flow accounting. &lt;br&gt;∥ Management of non-model income. &lt;br&gt;∥ Feedback/review part of QA cycle. &lt;br&gt;∥ Identification of non-compliance – this is hampered by the autonomous nature of various positions/functions. &lt;br&gt;∥ Better search engine for policies. Can’t always rely on resolution searches. Were previously provided annual lists of Senate and Academic Council resolutions and found these very useful. &lt;br&gt;∥ Awareness of 2001 Audit Recommendations. &lt;br&gt;∥ Co-ordinated management of offshore course offerings across the Division. &lt;br&gt;∥ Cultural issues about the sanctity and autonomy of Unit Co-ordinators, particularly in relation to assessment. &lt;br&gt;∥ Recognition of humanities and social science in research. &lt;br&gt;∥ Monitoring research income/expenditure to identify costs-benefits.</td>
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<td>Office</td>
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<tr>
<td>DHS DO</td>
<td>✗ Strategic Plan incorporated external view from facilitators.</td>
<td>✗ Increase staff involvement with strategic planning activities.</td>
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<td></td>
<td>✗ Understanding of risk management issues through involvement on Senior Executive.</td>
<td>✗ Development of a Risk Management plan for the Office.</td>
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<tr>
<td></td>
<td>✗ Experienced staff involved in budget management.</td>
<td>✗ Timeliness of publication of Budget Book.</td>
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<td></td>
<td>✗ Co-ordination of academic planning activities across the Division to embed quality processes.</td>
<td>✗ Timeliness of advice about changes to HR and finance policies and procedures.</td>
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<td></td>
<td>✗ Employment of a clinical teaching consultant.</td>
<td>✗ Revamping some units.</td>
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<td></td>
<td>✗ Very supportive of research succession planning process.</td>
<td>✗ Market research to determine further courses to be offered at Peel.</td>
</tr>
<tr>
<td>DSE DO</td>
<td>✗ Consultative process/staff engagement in development of Divisional Plan and ongoing monitoring/review arrangements.</td>
<td>✗ Closer liaison with HR.</td>
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<td></td>
<td>✗ Active strategic leadership.</td>
<td>✗ Implementation of new PDR process.</td>
</tr>
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<td></td>
<td>✗ Consultation with Schools re development of Divisional budget. The Division and each School have a Business Manager.</td>
<td>✗ Clarifying responsibilities of Divisions and Schools.</td>
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<tr>
<td></td>
<td>✗ Internal communication.</td>
<td>✗ Better training with respect to risk in terms of academic planning and research.</td>
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<tr>
<td>GC</td>
<td>✗ Good and frequent communication within Division and Centre.</td>
<td>✗ Equality of workloads across the Division.</td>
</tr>
<tr>
<td></td>
<td>✗ Clear understanding of strategic goals and relationship to potential to increase income.</td>
<td>✗ Formalisation of review and evaluation aspect of process.</td>
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<td></td>
<td>✗ Close relationships with stakeholders – students, supervisors, Schools and Divisions.</td>
<td>✗ Uncertainty about future funding allocations to the University. [Changes to RQF likely to be introduced in 2007 and therefore impact on 2008 budget].</td>
</tr>
<tr>
<td></td>
<td>✗ Clear policies and procedures are published on the web.</td>
<td>✗ Timeliness of approval of amendments to policy and regulations/delays in provision of feedback on draft changes.</td>
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<td></td>
<td>✗ Students have open access to administrative staff who are knowledgeable and able to deal appropriately with queries.</td>
<td>✗ Per student survey results – intellectual climate and resources.</td>
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<td>✗ Actively encourage research projects supporting the University’s regional engagement goal.</td>
<td>✗ More resources.</td>
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<td></td>
<td>✗ Efficient use of resources allocated.</td>
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Offices: CSA = Central Student Administration, DA = Development and Alumni, DA DO = Division of Arts Divisional Office, DHS DO = Division of Health Sciences Divisional Office, DSE DO = Division of Science and Engineering Divisional Office, GC = Graduate Centre, HR = Human Resources, IA&RM = Internal Audit and Risk Management, IFS = Office of IT Services, L&G = Legal and Governance, Lib = Library, MI = Murdoch International, OCS = Office of Commercial Services, OFS = Office of Financial Services, OPP = Office of Policy and Planning, ORD = Office of Research and Development, PSAC = Prospective Students’ and Admissions Centre, RM&A = Records Management and Archives, TLC = Teaching and Learning Centre
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<tbody>
<tr>
<td>HR</td>
<td>✦ Good at anticipating legislative amendments and translating these into</td>
<td>✦ Introduction of a University-level document management system.</td>
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<td></td>
<td>operational plan.</td>
<td>✦ Introduction of common IT management systems/servers and platforms.</td>
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<td></td>
<td>✦ Process improvement plan is key part of operational plan.</td>
<td>✦ HR needs to be involved at the Strategic Planning table, not as an afterthought.</td>
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<td></td>
<td>✦ Annual review of process control by Office of the Auditor General. Also</td>
<td>✦ Office Risk Management Plan needs to be more focussed.</td>
</tr>
<tr>
<td></td>
<td>reviews by Internal Audit and Risk Management.</td>
<td>✦ Financial management generally.</td>
</tr>
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<td></td>
<td>✦ Overlapping team within a team approach/cross-skilling of staff.</td>
<td>✦ Introduction of shared services arrangements.</td>
</tr>
<tr>
<td>IA&amp;RM</td>
<td>✦ Internal accountability to Audit and Risk Management Committee – regular</td>
<td>✦ Improved software tools for risk management activity and for the follow up of outstanding audit</td>
</tr>
<tr>
<td></td>
<td>review of strategic and risk management plans.</td>
<td>recommendations.</td>
</tr>
<tr>
<td></td>
<td>✦ Internal communication.</td>
<td>✦ Additional human resourcing for Risk Management activity.</td>
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<tr>
<td></td>
<td>✦ Procedures documented in manual which updated annually.</td>
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<td>✦ Peer review of IA&amp;RM and four other offices highlighted four areas of</td>
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<td>good practice, three of which at MU.</td>
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<td></td>
<td>✦ Feedback obtained at end every audit conducted by Office.</td>
<td></td>
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<tr>
<td>Office</td>
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<tr>
<td>ITS</td>
<td>✤ Strong engagement &amp; knowledge of all School &amp; office strategic plans University wide – incorporated into IT Strategic Plan, which was communicated University wide ✤ Strong alignment of University Strategic Risk Management Plan and IT Strategic Plan ✤ Link individual PDR with Strategic Plan ✤ Introduction of annual statistics for MU IT – will enable benchmarking with like universities can be undertaken ✤ Very organised and transparent budgeting process within ITS, which is developed early in order to provide substantial information on costs for other areas to incorporate in their budgeting ✤ Some IT Policy at MU has been recognised adapted by external parties as best practice ✤ Review all IT policy biannually, as well as on “as required” basis ✤ Undertake process reviews ongoing, and currently undertaking University wide review of IT ✤ Appointing good IT graduates from the MU School of IT – it is a win/win situation which is proving successful ✤ Liaising with School of IT re. Extending degree course with practice ✤ Staff turnover low – below 2% ✤ Extremely efficient use of available resources</td>
<td>✤ University wide strategic planning – opportunity for improvement of process:  • Scope of the plan and ability to complete the tasks with appropriate funding.  • Getting everyone to do consistently. ✤ Adequate funding and control to properly address all of the risks – some as identified by internal audit and external audit (Office of Auditor General) ✤ Quasi university organisations that emerge (without any prior notice to IT) and request phones/computer network etc, but not actually University staff, ie, sublet by research centres: issue of risk/security/control (currently being addressed through IARM). ✤ The provision of ‘just in time’ IT training ✤ Age of the PCs provided to PG students needs to be addressed – In some cases inappropriate ✤ Already linkage with School of IT and could be further developed ✤ The University pays under industry standard ✤ Need to be able to allocate resources to trouble spots more timely</td>
</tr>
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| L&G (see also IA&RM and RM&A) | ✤ Risk management – Director, IA&RM part of Office.  
✤ Monthly financial reporting. Closely monitor expenditure.  
✤ Strong internal communication.  
✤ Develop sound contracts.  
✤ Staff ownership of their responsibilities. | ✤ More regular review of Risk Management Plan – quarterly or half-yearly.                     |
|        | | ✤ Production of more user-friendly reports from Finance One. Currently there is duplication of effort when staff rework into a more meaningful format. |
|        | | ✤ Timeliness of publishing revised “legislation” on the web. |
|        | | ✤ Identification of reliable and accurate benchmarks. |
|        | | ✤ Earlier involvement of the Office when Schools require contracts. |
|        | | ✤ Increased awareness of cost implications. |
| Lib    | ✤ Strategic planning embedded in the Office’s culture. All staff are involved. Plans are realistic about what can be achieved within the current environment.  
✤ Risk identification involved extensive consultation with all staff.  
✤ Good understanding of the Library budget and priorities. Expenditure is carefully monitored. Documentation available to all staff on a shared drive.  
✤ Use of ITIL methodology to review various aspects of the Library’s operations. Monitoring of quality issues by an internal committee - SQIFO.  
✤ All teaching staff receive training.  
✤ Have used on-line teaching technologies for a long time and long before they became standard.  
✤ One-to-one support provided to postgraduate research students.  
✤ ARROW project.  
✤ Strong regional presence – Rockingham Library has 18,000 registered and active users. Library space is used for community activities, e.g. art exhibitions.  
✤ Quarterly staff recognition awards. One annual monetary award – George Buick award.  
✤ Client Charter.  
✤ Staff longevity – experience and corporate knowledge. | ✤ Signing off upon completion of individual projects. |
|        | | ✤ Development of formal agreements for partnerships with Rockingham and Peel. |
|        | | ✤ Management of issues arising from currency fluctuations. |
|        | | ✤ Security of the building and collections. |
|        | | ✤ Allocation of expenditure for each discipline. |
|        | | ✤ Space issues/ability to acquire capital funding. |
|        | | ✤ Better communication of changes to University policies, particularly HR and finance. |
|        | | ✤ Timeliness and completeness of Academic Council and Senate agendas and minutes published on the Web. |
|        | | ✤ Embedding information literacy skills across the entire student experience. |
|        | | ✤ Provision of dedicated space for postgraduate research students. |
|        | | ✤ Making Murdoch University research output more readily accessible. |
|        | | ✤ Need enhanced regional computer access. |
|        | | ✤ Support for IT in the Library (diminished following introduction of a centralised IT Service Desk). |

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| MI     | ✧ The business of international education is so dynamic that it requires activities to address innovation and entrepreneurship to enable the University to progress so as a team Murdoch International is (necessarily) forward looking.  
.rstrip() ✧ The Office holds regular (monthly) meetings with the Office of Finance personnel to go through the budget both monthly and year to date to carefully monitor expenditure and the management of its resources.  
rstrip() ✧ The Office has a highly skilled, efficient and openly communicative team of staff members in all three of its key areas: recruitment; admissions; student support.  
rstrip() ✧ As part of the upcoming University Student Services Review 2005, the Office is developing quality improvement KPIs.  
rstrip() ✧ The Office has been proactive in the promotion of regional opportunities for internationalisations, for example the promotion of the Nursing Program internationally. | ✧ Development of Key Performance Indicators (KPIs) and the development of further benchmarks with IRUA members.  
rstrip() ✧ The Office acknowledges that regional engagement could be strengthened by collaboration with all of the Schools operating in the regions. |
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<td>OCS</td>
<td>✤ History of planning in department</td>
<td>✤ KPI turnaround time in responding to calls – Help Desk software to measure &amp; identified requires improvement</td>
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<td>✤ Some managers with strategic knowledge as well as operational expertise</td>
<td>✤ Coordination of OSH – needs overall structured and holistic plan</td>
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<td>✤ Strongly focussed on our Strategic Plan – everything we do relates back to our plan</td>
<td>✤ Culture of people who “don’t care” needs to change (change in train)</td>
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<td></td>
<td>✤ Customer service focus - aim for same day call return and believe this should be adapted University wide as part of the University plan</td>
<td>✤ Coordination of policies, removal of duplication, inconsistencies and discrepancies of various policies</td>
</tr>
<tr>
<td></td>
<td>✤ KPI turnaround time in responding to calls – Help Desk software to measure</td>
<td>✤ Building the focus among staff of what we are here to support – teaching and research, the academic quality experience – awareness among our staff of how we contribute to results of student feedback surveys; ‘Good Universities Guide’ ratings and marketing of the University</td>
</tr>
<tr>
<td></td>
<td>✤ Director acted as PVC (RM) for some months so good overview of University as acting member of SE.</td>
<td>✤ Inclusion in the University’s processes for new course proposals so that adequate resources wrt facilities is assured</td>
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<td></td>
<td>✤ Senior staff with background in risk management</td>
<td>✤ Coordination of regional/govt engagement both internally and externally - these efforts need to be coordinated much more effectively</td>
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<td>✤ Strong financial management - accountants on team</td>
<td>✤ Communication with Schools and Divisions of what CS offers</td>
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<td>✤ Strong at drafting and implementing policy</td>
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<td></td>
<td>✤ PVC and four directors have background and understanding of quality efficiency and effectiveness of operating</td>
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<tr>
<td></td>
<td>✤ Director focussed on customer service and supporting academic quality</td>
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<td></td>
<td>✤ Focus on improving facilities for PG students so that they spend more time on campus to increase potential to complete timely</td>
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<tr>
<td></td>
<td>✤ Strong regional focus – engagement, facilitation, networking to maximise opportunities for MU; campuses, government planning (eg, freeway and rail extensions with Dept Transport), in conjunction with ISTP (Peter Newman)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✤ Linking Strategic Plan to Individual PDRs</td>
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| OFS    | ✷ Staff communication of Strategic Plan as a living and ongoing document.  
       | ✷ Ability to identify the University’s risks through analysis of insurance claims.  
       | ✷ Set an example in terms of what constitutes good budgeting.  
       | ✷ Annual review of process control by Office of the Auditor General. Also reviews by Internal Audit and Risk Management.  
       | ✷ Financial management for the University. | ✷ Ongoing staff engagement with Strategic Plan.  
       | | ✷ Clarify OPP budgetary planning and OFS budgetary delivery responsibilities for the University community.  
       | | ✷ Greater understanding of the operating budget model.  
       | | ✷ Dissemination of and compliance with financial policies.  
       | | ✷ Staff engagement with quality improvement.  
       | | ✷ Strengthening team environment.  
       | | ✷ Provision of appropriate and sufficient feedback in Performance Development Reviews.  
| OPP    | ✷ Exceptionally highly skilled and experienced team.  
       | ✷ Monthly monitoring of expenditure within Office/reporting to PVC (S).  
       | ✷ Publish all Division, School and Office strategic plans and associated KPIs on the web. | ✷ Broaden staff responsibilities to include broader strategic planning and policy issues in addition to their highly specialised technical work.  
       | | ✷ Design of and access to OPP web site.  
       | | ✷ Benchmarking with IRUA.  

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<th>Opportunities for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORD</td>
<td>✦ Good metrics to measure data so are able to benchmark with all of the other Australian universities</td>
<td>✦ Managing growth</td>
</tr>
<tr>
<td></td>
<td>✦ Strength of this Office in understanding what is happening at both state and national level</td>
<td>✦ Better integration between research portfolio and service areas such as Finance, HR, Legal &amp; Governance, etc, for these groups to have a better understanding of the business and therefore be able to provide timely and professional service in support of our activities – Legal is a priority</td>
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<td></td>
<td>✦ Good grasp of budget and financial management – probably strongest in Uni outside OPP</td>
<td>✦ Bottlenecks and impediments in the University system need to be removed</td>
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<tr>
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<td>✦ This Office has driven our budget up substantially through revenue growth</td>
<td>✦ Overly bureaucratic processes impediment to growing business</td>
</tr>
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<td>✦ An ability to identify and manage risks, and undertake business – move forward – necessary to take risks</td>
<td>✦ Grow research development by removing the culture of fascination with not taking any risks</td>
</tr>
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<td>✦ Identify risk in research and advise University community on such risk</td>
<td>✦ Operational management of the Division</td>
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<tr>
<td></td>
<td>✦ Effective management of research reputation through this office, via such areas as policy, contracts, ethics</td>
<td>✦ Reporting of our Board and Divisional budgets</td>
</tr>
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<td></td>
<td>✦ Strong on policy relating to research, HR, eg, establishment of Murdoch Link &amp; our commercial activities</td>
<td>✦ Sound management of information – could be strengthened</td>
</tr>
<tr>
<td></td>
<td>✦ We are never satisfied with the status quo in this Division – always looking for quality improvement – ultimate standard that can be achieved – our culture</td>
<td>✦ The University is far too slow in policy implementation such that people lose enthusiasm – need to speed up the process</td>
</tr>
<tr>
<td></td>
<td>✦ High quality staff – we have some PhDs on staff; BCom, BSc, Bas – good mix</td>
<td>✦ Complexity of defining and measuring quality in the context of what we do (no ISO standard for) – more clarity would be helpful</td>
</tr>
<tr>
<td></td>
<td>✦ Good cross linkages between the Research portfolio and the Regional Engagement portfolio</td>
<td>✦ Governance – too many layers: large board and various company boards; streamlining of governance needed</td>
</tr>
<tr>
<td></td>
<td>✦ The Division has a strong financial position</td>
<td>✦ Potential for building more relationships with Rockingham industry for research</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✦ The Division requires more space</td>
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</tbody>
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| PSAC   | ✷ Internal communication, within PSAC and MU.  
        | ✷ Feedback obtained on every event run by Office.  
        | ✷ Procedures documented in manual, which updated annually.  
        | ✷ Web delivery of publications is dynamic and has been designed in response to customer feedback as well as to reduce printing costs.  
        | ✷ Cross training of staff.  
        | ✷ Developing project budgets and responsibility for various components.  
        | ✷ Strong personal relationships in terms regional engagement. | ✷ Unaware of Senate approved Strategic Risk Management Plan.  
        | | ✷ Academic planning sign-offs (to be provided copy of application commenting on).  
        | | ✷ Presence on other campuses.  
        | | ✷ Divisional understanding of PSAC’s budget constraints.  
        | | ✷ Same academic year for all WA universities.  
| RM&A  | ✷ The Office of Records Management is committed to reviewing and setting annual goals and to ensuring that, as far as possible, its strategic planning process incorporates the needs of the clients, particularly relevant given the demand for quality and timely information delivered in an efficient and user-friendly way to the users desktop computer.  
        | ✷ The Office has a very sound knowledge of the requirements of the State Records Act 2000 and is committed to providing a quality records management program for the University.  
        | ✷ This Office consults widely yet appropriately via Heads of Offices/Schools, with respect to policy implementation, for example the recent development of email as records policy, incorporating feedback into policy development.  
        | ✷ Although the Office has not conducted an official benchmarking project, it benchmarks on an informal basis, with WA and eastern states universities. We also receive and incorporate feedback from people. | ✷ Compliance by all university employees with the requirements of applicable legislation, in particular the State Records Act 2000. (Once we have completed our current review, development and implementation of best practice policies and processes (target December 2005) we will be developing a training program that will be mandatory for all staff.)  
        | | ✷ Although the Office is not in a position to look at an audit of record keeping processes at the University just yet, once we have conducted University wide training and have all of our policies in place, it would be useful to do – perhaps in two years time – focussing on records management and archives, but also incorporating the extent to which the University is seen to be complying with legislation and University policy and procedures.  
<pre><code>    | | ✷ Attention to records management at the regional campuses. |
</code></pre>
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</table>
| TLC    | ‣ Staff with expertise in strategic planning  
 ‣ Strategies of collegiality and information sharing to ensure team effort in planning  
 ‣ Strong in budgeting; dedicated administration manager – always balance budget  
 ‣ New School Development Process based on University Strategic Plan  
 ‣ Strong in the provision of educational quality support to the University  
 ‣ TLC undertakes cutting edge research in teaching & learning scholarship (nationally and internationally).  
 ‣ Reflective practitioners – seek to make teaching better  
 ‣ Provide excellent face to face support for students and “at-risk” students  
 ‣ Staff on University committees, including L&T committees in divisions  
 ‣ Conduct training workshops for postgraduate students and postgraduate supervisors  
 ‣ Strong equity and social justice focus – Manager for Equity and Social Justice part of TLC  
 ‣ Staff presence across all campuses  
 ‣ Very good resource management, including very high quality casual appointed academic teaching staff in Student Learning  
 ‣ Supportive team environment & good working relationship among TLC staff  
 ‣ Run TLC management as a team  
 ‣ Team focus to ‘fix gaps’  
 ‣ Provide an annual forum for confidential feedback gathering of feedback on management team from TLC staff | ‣ There needs to be systematic improvement in Strategic Planning  
 ‣ University wide – articulation between Schools, Divisions & Offices  
 ‣ Risk issues with IT backup for TLC data – resource issue  
 ‣ University budget less understood by staff than in previous years  
 ‣ Developing an increased understanding of budget processes and an increased awareness of those involved in budget modelling of the activities of the TLC.  
 ‣ Lateness of budget book publication (University issue)  
 ‣ TLC is often not included in policy and procedures notifications  
 ‣ A TLC representative on APC  
 ‣ IT training for students  
 ‣ Train and encourage staff to do more research  
 ‣ Recent TLC feedback on management team identified that management structure could work better  
 ‣ People working across boundaries on various TLC projects experiencing pressure |
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<tr>
<td>VC’s Office</td>
<td>✩ Monitoring of expenditure across the University.</td>
<td>✩ Development of a policy on policies.</td>
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<td>✩ Internal communication with PA group, which includes PAs within VC’s Office and PAs of other PVCs.</td>
<td>✩ Central repository for all policies.</td>
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<td>✩ External communication/engagement.</td>
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<td>✩ Good financial records within Office. Budget stayed steady over last two years.</td>
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<td>✩ Ability to identify causes of problems (policy, etc) and take appropriate action to resolve.</td>
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## COMMITTEES

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<tr>
<td>APC</td>
<td>✷ Good engagement of members, who contribute actively and constructively to discussions. &lt;br&gt;✷ Good minutes and tracking of items between agendas – items are not lost. &lt;br&gt;✷ Extensive consultation when amending or implementing policies. Academic policy road shows. &lt;br&gt;✷ Policy on Academic Policies, associated register and regular review. &lt;br&gt;✷ Extensive consultation during academic planning process. Keep running list of suggested amendments to Academic Planning Guidelines. &lt;br&gt;✷ Align academic planning with University’s Strategic Plan via academic planning templates. Templates are updated annually to reflect changes to the external environment and ask questions to ensure associated risks are addressed. The SEG reviews Business Plans for new courses/majors. &lt;br&gt;✷ Work plan updated after each meeting and published on web. &lt;br&gt;✷ Development of policies to support Teaching and Learning activities and Murdoch’s strategic directions. &lt;br&gt;✷ Focus is on equivalence.</td>
<td>✷ Better follow-up of implementation/effectiveness of policies and procedures – tend to review policy itself, rather than compliance. &lt;br&gt;✷ Development of a University-level policy on all policies, not just academic policies. &lt;br&gt;✷ Include development of Business Plan for new courses/majors in the Academic Planning Guidelines. Ensure there is an appropriate feedback loop following SEG approval of the Business Plan. &lt;br&gt;✷ Include the following in the APG: &lt;br&gt;  o Student support available for courses/units offered other than on Murdoch Campus. &lt;br&gt;  o Incorporating defining themes into new courses/majors. &lt;br&gt;  o Phase III template – reference to SDP as source of information on graduate attribute mapping. &lt;br&gt;✷ Unit material standards (UQG – guide or policy??). &lt;br&gt;✷ Grievance processes for offshore students – potential mismatch between process and Guild obligations.</td>
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| AQAC      | ✦ Chair of AQAC also Chair of APC and on two other Academic Council standing committees.  
✦ The Chair is a qualified AUQA auditor.  
✦ Quality Audit Co-ordinator has sound knowledge of policy and governance-related issues.  
✦ AQAC committee membership generally good knowledge of governance and other issues. Director, Internal Audit and Risk Management has a sound knowledge of the University’s risks.  
✦ Guild EVP and Committee Secretary have a sound knowledge of student issues.  
✦ Commitment to quality improvement (the Committee’s raison d’être). Active monitoring of WOIA and AOU Review Recommendations.  
✦ Chair, Quality Audit Co-ordinator and Secretary attend annual AUQF. | ✦ More timely follow-up of, and more detailed consideration by AQAC of AOU Review and WOIA recommendations, actions and outcomes.  
✦ Consideration of trends across recommendations from individual AOU Reviews.  
✦ Development of an induction package for new members.  
✦ Clarification of Terms of Reference.  
✦ Provision of funding for catering for the committee, in line with other Council standing committees.  
✦ Develop annual plan for committee, including meeting dates for the coming year. Review achievements, membership and TOR at the end of each calendar year.  
✦ Introduce a Secretary’s Report that provides information on action outcomes and outstanding items.  
✦ Additional members to attend AUQF, if their areas are able to support this.  
✦ Forward AOU Panel Review reports to members as soon as they are released.  
✦ Understanding of what constitutes QA of regional engagement.  
✦ Full engagement by all members. |
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<tr>
<td>CCARS</td>
<td>✤ Experience and dedication of committee members.</td>
<td>✤ As identified in the Internal Audit Report on Research Centres (October 2004):</td>
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<td>✤ From July 2005, financial support for Chair to ensure committee’s functions are carried out.</td>
<td>- SABC conflict of interest</td>
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<td>✤ Appointment of Executive Officer to the Committee from January 2005 with specific duties relating to the review of research centres.</td>
<td>- Documentation of evaluations of research centres prior to their establishment or re-establishment.</td>
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<td></td>
<td>✤ Strategic importance of research centres to the University.</td>
<td>- Reviews of research centres to be carried out in accordance with policy, particularly in terms of frequency of review. Non-compliance of a research centre partner in relation to IP.</td>
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<td>✤ Management of legal risk through development of a contracts register and identifying relevant State/ Federal legislative requirements in relevant policies.</td>
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<td>✤ Strengthen research policies by updating into the format specified in the Academic Policies policy and to include penalties for non-compliance.</td>
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<td>✤ Better record-keeping for each research centre, with defined segments for key documents.</td>
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<td>✤ Ensure annual reports are provided by each research centre.</td>
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<td>✤ Clarification of responsibilities for all research centres. In future will concentrate efforts on resource-based centres and have recommended that School (non resource-based) centres be reviewed as part of the School Review process.</td>
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</tbody>
</table>

Committees: APC = Academic Policy Committee, AQAC = Academic Quality Audit Committee, CCARS = Committee for Reviewing of Centres and Areas of Research Strength, CUE = Committee on University Entrance, LPPC = Lecturer Promotions and Probationary Committee, PAC = Promotions Appeals Committee, PPCP = Professorial Promotions and Probationary Committee, RCSC = Regional Campuses Steering Committee, RDB = Research and Development Board, RDSC = Research Degrees and Scholarships Committee.
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| CUE       | ✷ Register of approved articulations published on the Web.  
✦ At front-end of QA in terms of setting up articulations and determining who may gain entry to Murdoch.  
✦ CUE is the sole committee with responsibility for approving articulation arrangements into Murdoch – thus ensuring equity, transparency, consistency and efficiency. [Many other universities have a number of faculty committees with this responsibility.] | ✷ Potential conflict of interest – CUE sits over PSAC, yet key PSAC staff are on CUE and implement those decisions. [Similarly PVC(A) and APC].  
✦ Follow-up with institutions for whom approve articulations.  
✦ Client management and review of approved articulation arrangements.  
✦ Resources have not been provided commensurate with expansion of operations. |
| LPPC      | ✷ Policies and procedures are very detailed.  
✦ Decisions are well documented due to potential for FOI claims, appeals, etc.  
✦ Quick identification of anomalies and implementation of steps to address these.  
✦ Good induction of members.  
✦ Strong membership – members are senior employees.  
✦ Maintain confidentiality.  
✦ Move to electronic submission of applications – presently encouraging on CD. | ✷ Development of a University policy on record-keeping.  
✦ Succession planning of members.  
✦ Development of web-based facility to submit applications for promotions.  
✦ Streamlining procedures. |
| PAC       | ✷ All members have take their role on this Committee very seriously as colleagues’ futures are involved, and as such have a clear focus on due process. | ✷ Improving Professional Development within Divisions and Schools to include promotion application  
✦ Better resourcing of the Committee so that new members can be regularly trained – some budget would improve |
| PPC       | ✷ Policies and procedures are very detailed.  
✦ Teaching and research receiving equal weighting in terms of promotion.  
✦ Service to the community, particularly regional engagement, is also included in the criteria for promotion.  
✦ Promotions are based on excellence, not budgetary constraints.  
✦ Annual review of procedures. | ✷ Linking PDR and promotion activities. |

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<tr>
<td>RCSC</td>
<td>✷ The Regional Campuses Steering Committee has a strong culture of consultation with internal and external stakeholders guided by sound governance assured by the Committee membership including the University’s General Counsel, and strong basis for its decision making with the membership of the Director of Policy and Planning. ✷ The Committee, by its very nature and membership, is strategically focussed on University and community needs, conducting its business with an harmonious and committed approach to its terms of reference. ✷ The Committee has a great strength in that it is directly aligned with the Strategic Plan and specifically Strategic Goal Three, the regional engagement goal of the University.</td>
<td>✷ The Committee, by its very nature and membership, is strategically focussed on University and community needs, conducting its business with an harmonious and committed approach to its terms of reference. ✷ The regions and the University would benefit by the Committee making time to capture and follow through all of the creative ideas that are brought to the Committee, however, due to other priorities such as planning of Stage 2 Peel Campus and the Master Plan for Rockingham Campus, this has a lower priority for the Committee and has not been able to be driven as hard or as quickly as it should be. ✷ More long term planning – eg, ten years and modelling in the context of improved transport links, changing demographics and other external factors.</td>
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<tr>
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<tr>
<td>RDB</td>
<td>✦ Decisions are made for benefit of university, not members’ constituents.&lt;br&gt;✦ Discussed effective governance with University Company Secretary, who will also address the Board.&lt;br&gt;✦ Provide members information on other operational goals by inviting relevant PVCs to address the Board.&lt;br&gt;✦ Members are high-level researchers with high level of strategic planning expertise.&lt;br&gt;✦ Annual retreat.&lt;br&gt;✦ Budget monitored on a weekly basis. Also submitted to Senior Executive and partly audited by DEST in terms of research grant income and publications.&lt;br&gt;✦ Research quality improvement a specific remit of the Board as high quality research ties in with research grants and University’s research profiles as a whole.&lt;br&gt;✦ Standing committees with specific responsibilities in relations to research quality - Research Degrees and Scholarship Committee and Committee for Reviewing of Centres and Areas of Research Strength.&lt;br&gt;✦ Number of co-operative and State research centres.</td>
<td>✦ Sufficient resources to effectively implement all recommendations and adequately support the University’s research effort.&lt;br&gt;✦ Board not provided copy of Senate approved Strategic Risk Management Plan.&lt;br&gt;✦ Risk Management Plan prepared for Division, rather than Board.&lt;br&gt;✦ Need more data collection to measure amount of regional research going on and monitor performance.</td>
</tr>
<tr>
<td>RDSC</td>
<td>✦ This Committee’s strength is in its very close contact with all key stakeholders, clear terms of reference which can be traced back to the Postgraduate Degree Regulations, clarity and focus of key tasks, assisted by excellent executive officer support.</td>
<td>✦ The work of the Committee, the postgraduate students and their supervisors are impeded by the long delay in the process of updating the Postgraduate Degree Regulations.</td>
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## OTHER FEEDBACK

Other potential strengths and opportunities for improvement picked up during informal discussions are listed below:

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<tbody>
<tr>
<td>✖ University did very good job of disseminating changes to Assessment Policy this year – process for dissemination was effective, efficient &amp; well communicated by the PVC (Academic).</td>
<td>✖ Meeting equity targets in terms of staff appointments.</td>
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<td>✖</td>
<td>✖ Peel student facilities – where to eat, Library access. (ie equivalence issue).</td>
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<tr>
<td>✖</td>
<td>✖ Effectiveness of academic staff PDRs (how that relates to preparation of candidates for promotion, career planning, effectiveness of School Advisory Committees in assisting applicants, etc).</td>
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<tr>
<td>✖</td>
<td>✖ Academic promotions – accuracy of discipline profiles and their usefulness in assisting candidates prepare their application.</td>
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<tr>
<td>✖</td>
<td>✖ Oversight of accreditation – both domestic and international accreditation officers should report to the same executive manager [PVC (A)] to ensure consistency of standards and remove a potential conflict of interest (those charged with increasing the University’s international enrolment numbers should not be awarding credit to applicants).</td>
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<tr>
<td>✖</td>
<td>✖ Web CT Training. Currently this is provided on Macs, whereas most users are on PCs and there are variations in procedures. Training should be on PC platform.</td>
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<tr>
<td>✖ University wide strategic planning opportunity for improvement of process:</td>
<td>✖ Getting everyone to do with some consistency, eg, difficult for service based group without this – plans done in complete isolation</td>
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<tr>
<td>✖ Look at how all plans fit together early in process</td>
<td>✖ Outcomes of Uni S/Plan too high level &amp; difficult to translate into lower level planning</td>
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<td>✖ time so cycle in line with budgeting process – whole lot of commitment in S/Plan but not tied to budgeting, eg, project management – funding &amp; execution of projects not consistent</td>
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Other Feedback
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<tr>
<td>✷</td>
<td>✷ Two service areas have reported the problem of ‘quasi’ university organisations emerging – no policy on how to administer these but they require facilities/phones/computer network etc, yet no University control over – risk issue.</td>
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<td>✷ Age of the PCs provided to PG students needs to be addressed – In some cases inappropriate – too old.</td>
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<td>✷ Experiencing some delay with the Office of Human Resources getting out advertisements for clinical positions</td>
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<td>✷ The funding model needs explanation, along with any DEST funding changes. When the annual Budget book is published, that it be delivered with a presentation that outlines the process and explains the budget to people</td>
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<td></td>
<td>✷ In preparation for its accreditation exercise the School of Chiropractic is required to provide quality assurance policies with respect to general staff, and to date have not been able to locate anything supplied by the Office of Human Resources</td>
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<tr>
<td>Recommendation Type</td>
<td>Institution</td>
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<tr>
<td>Governance, Strategic Planning &amp; Management (Quality Assurance)</td>
<td>Griffith University</td>
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<tr>
<td>Governance &amp; Leadership</td>
<td>Adelaide University</td>
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