Date: Wednesday, 12/07/2006
Time: 4:30 pm
Venue: Senate room, South Street Campus

AGENDA

1. MEMBERSHIP
2. APOLOGIES
3. DECLARATIONS OF INTEREST (SENATE STANDING ORDERS CLAUSE 4.2)

PART A - MAJOR ISSUES

4. CURRENT ACTIVITIES AND FUTURE DIRECTIONS OF VETERINARY TRUST
5. APPOINTMENT OF DEPUTY CHANCELLOR AND RELATED MATTERS

PART B - OTHER ISSUES FOR DISCUSSION

6. VICE CHANCELLOR’S REPORT
7. ANNUAL EDUCATION REPORT

PART C - OTHER ITEMS

8. CONFIRMATION OF PREVIOUS MINUTES
9. ACADEMIC COUNCIL
10. AUDIT & RISK MANAGEMENT COMMITTEE
11. ENVIRONMENTAL COMMITTEE
12. RESOURCES COMMITTEE
13. OFFICIAL SEAL
14. SENATE MEETING DATES 2006 AND 2007
15. MATTERS FOR INFORMATION

😊😊😊
Date:  Wednesday 12/07/2006  
Time:  4:30 pm  
Venue:  Senate room, South Street Campus

Afternoon tea will be available in the foyer of the Senate Suite from 4pm. Would you kindly remember to wear your name badge.

Please note that the dinner to be held at Club Murdoch after this meeting is for Senate members only.

If you are unable to remain for dinner, would you please advise the Assistant University Secretary, Samantha Summerton, by phone as soon as possible, so we can finalise catering numbers? Her number is 9360 6333.

If any Senate member would like additional information on any agenda item, or has a motion or changes to recommendations which could be included in a supplementary agenda, please contact me as soon as possible via eMail to J.Rigg@murdoch.edu.au

The Chancellor has also requested that, if you intend to speak to a particular item (in particular any item included in Part C of the agenda), please let me know in advance. Where the item is in Part C, would you please also identify the specific item and provide brief details of the aspect(s) in respect of which you intend to speak? This will greatly facilitate the smooth running of the meeting.

JEREMY RIGG  
GENERAL COUNSEL &  
UNIVERSITY SECRETARY  
05/07/2006

### AGENDA

1. **MEMBERSHIP**
   
   1.1 A list of current Senate members is attached, together with an up to date attendance register.
   
   1.2 Details of current Senate committees and their members are attached and available at [http://senate.murdoch.edu.au/committees/committee05.htm](http://senate.murdoch.edu.au/committees/committee05.htm)

2. **APOLOGIES**
   
   2.1 Professor Stuart Bradley, Associate Professor Jim Macbeth.
   
   2.2 Any apologies received after circulation of the agenda will be reported to the meeting.
3. DECLARATIONS OF INTEREST

Section 17A and Division 2 of Schedule 1 of the Murdoch University Act require all members of Senate who have a material personal interest in a matter being considered or about to be considered:

(i) to declare the nature and extent of the interest; and
(ii) not to be present during consideration of the matter, nor vote on it.

PART A - MAJOR ISSUES

4. CURRENT ACTIVITIES AND FUTURE DIRECTIONS OF VETERINARY TRUST

The Chair of the Murdoch University Vet Trust, Mr Brian Aitken, will speak to his report to Senate.

5. APPOINTMENT OF DEPUTY CHANCELLOR AND RELATED MATTERS

The Chancellor will speak to Senate on this item.

PART B - OTHER ISSUES FOR DISCUSSION

6. VICE CHANCELLOR’S REPORT

The Vice Chancellor will speak to his report to Senate, a copy of which is attached.

7. ANNUAL EDUCATION REPORT

The Deputy Vice Chancellor (Academic) will speak to her report to Senate, a copy of which is attached.

PART C - OTHER ITEMS

The Chancellor will put the following as a single item for noting and for the approval/acceptance of any recommendations contained in them. Members of Senate may request that any of these items to be reserved for discussion.

8. CONFIRMATION OF PREVIOUS MINUTES

8.1 Confirmation of the attached minutes of the meeting held on 24/05/2006.

8.2 Note the attached report of action on resolutions passed at the previous meeting.

9. ACADEMIC COUNCIL

The minutes of the Academic Council meeting held on 14/06/2006 are attached. Other than in relation to legislative matters, there are no recommendations to Senate.

10. AUDIT & RISK MANAGEMENT COMMITTEE

The minutes of the Audit & Risk Management meeting held on 30/05/2006 are attached. There are no recommendations to Senate.
11. **ENVIRONMENTAL COMMITTEE**

The Environmental Committee meeting was cancelled as a quorum was not available.

12. **RESOURCES COMMITTEE**

The minutes of the Resources Committee meeting held on 23/05/2006 and 27/06/2006 are attached. The following items contain recommendations for Senate:

**Resolved:** To recommend approval of the following payments for the period 15/03/2006 to 16/05/2006 inclusive:

<table>
<thead>
<tr>
<th>Creditors</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Taxation Office</td>
<td>$ 873,804 (PAYG)</td>
</tr>
<tr>
<td>Australian Taxation Office</td>
<td>$ 915,103 (PAYG)</td>
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<tr>
<td>Australian Taxation Office</td>
<td>$ 872,310 (PAYG)</td>
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<tr>
<td>Australian Taxation Office</td>
<td>$ 899,305 (PAYG)</td>
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<tr>
<td>Keywest Constructions P/L</td>
<td>$ 518,077 (St Ives prog. payment)</td>
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<tr>
<td>State Revenue</td>
<td>$ 666,510 (Payroll tax – April ‘06)</td>
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**Resolved:** To recommend approval of the following write offs for the period to 31 March 2006 inclusive:

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<tr>
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<tbody>
<tr>
<td>Alberto Cozzi</td>
<td>$45.00</td>
</tr>
<tr>
<td>Backstop Corporation</td>
<td>$2,740.00</td>
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<tr>
<td>Craig Lovelady</td>
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<tr>
<td>Dept of Environmental Protection</td>
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<td>Environmental Solutions</td>
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<tr>
<td>Health Care World</td>
<td>$4,148.00</td>
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<tr>
<td>Psyllium Husk Performance Pellets</td>
<td>$5,498.15</td>
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<tr>
<td>Pullinger Readhead Stewart</td>
<td>$20,000.00</td>
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<tr>
<td>Solectair</td>
<td>$2,200.00</td>
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<tr>
<td>University of Pretoria</td>
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<td>Water Corporation</td>
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**Resolved:** To recommend approval of the following payments for the period 17/05/2006 to 20/06/2006 inclusive:

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<thead>
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<th>Creditors</th>
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<tbody>
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<td>Australian Taxation Office</td>
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<tr>
<td>Australian Taxation Office</td>
<td>$ 895,512 (PAYG)</td>
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<td>B &amp; E Fire Protection</td>
<td>$ 132,000 (Air conditioning)</td>
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<tr>
<td>Canopi Network</td>
<td>$ 190,819 (3Q Callista payment)</td>
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<tr>
<td>State Revenue</td>
<td>$ 454,067 (Payroll tax – May ‘06))</td>
</tr>
<tr>
<td>Synergy</td>
<td>$ 179,567</td>
</tr>
</tbody>
</table>

13. **OFFICIAL SEAL**

In accordance with resolution S/54/2004, the General Counsel & University Secretary has provided a report detailing the documents to which the official seal has been affixed since the last Senate meeting.
14. **SENATE MEETING DATES 2006**

14.1 The Senate’s meeting dates for 2006 and 2007 and the respective closing dates for agenda items are *attached*.

15. **MATTERS FOR INFORMATION**

A copy of relevant articles is *attached*.
**AGENDA ITEM 1.1**

**CURRENT MEMBERS OF SENATE**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Term expires</th>
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</thead>
<tbody>
<tr>
<td>Emeritus Professor Geoffrey Bolton</td>
<td>Chancellor</td>
<td>24/11/2006</td>
</tr>
<tr>
<td>Prof John Yovich</td>
<td>Vice Chancellor</td>
<td>Ex officio</td>
</tr>
</tbody>
</table>

**APPOINTED MEMBERS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Term expires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alison Gaines</td>
<td>21/07/2008</td>
</tr>
<tr>
<td>Malcolm Macpherson</td>
<td>10/09/2006</td>
</tr>
<tr>
<td>Judge Kate O'Brien</td>
<td>20/06/2009</td>
</tr>
<tr>
<td>Terry Budge</td>
<td>31/05/2007</td>
</tr>
<tr>
<td>Garry Hunt</td>
<td>26/05/2007</td>
</tr>
<tr>
<td>Brian Aitken</td>
<td>27/08/2008</td>
</tr>
</tbody>
</table>

**CO-OPTED MEMBERS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Term expires</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Rt Hon Sir William Heseltine</td>
<td>24/07/2006</td>
</tr>
<tr>
<td>Tony Iannello</td>
<td>23/05/2009</td>
</tr>
<tr>
<td>Shirley McPherson</td>
<td>23/02/2009</td>
</tr>
</tbody>
</table>

**ELECTED ACADEMIC STAFF**

<table>
<thead>
<tr>
<th>Name</th>
<th>Term expires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof Stuart Bradley</td>
<td>09/11/2008</td>
</tr>
<tr>
<td>Prof Nick Costa</td>
<td>25/09/2006</td>
</tr>
<tr>
<td>Assoc Prof Jim Macbeth</td>
<td>28/10/2007</td>
</tr>
</tbody>
</table>

**ELECTED GENERAL STAFF**

<table>
<thead>
<tr>
<th>Name</th>
<th>Term expires</th>
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</thead>
<tbody>
<tr>
<td>Philip Hocking</td>
<td>21/04/2008</td>
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</table>

**ELECTED CONVOCATION**

<table>
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<tr>
<th>Name</th>
<th>Term expires</th>
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<tbody>
<tr>
<td>Janice Bowra</td>
<td>02/12/2008</td>
</tr>
<tr>
<td>Carolyn Jakobsen</td>
<td>31/12/2006</td>
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</tbody>
</table>

**ELECTED STUDENTS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Term expires</th>
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</thead>
<tbody>
<tr>
<td>Malcolm Bradley</td>
<td>31/12/2006</td>
</tr>
<tr>
<td>Gerry Georgatos</td>
<td>31/12/2006</td>
</tr>
</tbody>
</table>
SENATE COMMITTEES 2006-2009

Audit & Risk Management Committee
Chair       Sir William Heseltine
Members
Ms Janice Bowra
Judge Kate O’Brien
Mr Jamie Ogilvie*
Ms Beverley Schubert*
Mr Brian Aitken
Gerry Georgatos (observer status only)

Chancellor’s Committee
Chair       Chancellor
Members
Pro Chancellor
Ms Alison Gaines
Sir William Heseltine
Mr Malcolm Macpherson
Mr Terry Budge
Mr Garry Hunt

Environmental Committee
Chair       Mr Garry Hunt
Members
Vice Chancellor
Dr Martin Anda*
Mr Mal Bradley
Prof Nick Costa
Ms Carolyn Jakobsen
Professor Phil Jennings*
Assoc Prof Jim Macbeth
Mr Craig Spence*
Dr Melanie Strawbridge*
Ms Beth Strang*

Governance & Nominations Committee
Chair       Chancellor
Members
Pro Chancellor
Vice Chancellor
Professor Nick Costa
Mr Terry Budge
Ms Alison Gaines
Ms Greta Vom Berg*
Mr Gerry Georgatos
Mr Jeremy Rigg*

Honorary Awards & Ceremonial Committee
Chair  Chancellor
Members  Pro Chancellor
          Vice Chancellor
          Mr Phillip Hocking
          Professor Nick Costa
          Professor Tom Lyons*
          Mr Malcolm Macpherson
          Professor Simone Volet*
          Gerry Georgatos
          Mr Nathan Giles*

Legislation Committee
Chair  Judge Kate O’Brien
Members  Vice Chancellor
          Ms Janice Bowra
          Mr Mal Bradley
          Ms Alison Gaines
          Mr Gabriel Moens*
          Mr Jeremy Rigg*

Resources Committee
Chair  Mr Terry Budge
Members  Vice Chancellor
          Mr Phillip Hocking
          Professor Stuart Bradley
          Sir William Heseltine
          Mr Garry Hunt
          Mr Bob Pettz
          Mr Gerry Georgatos

* Recommended as co-opted, non-member of Senate for term commencing 01/01/2006 and term expiring on 31/12/2008
z Recommended as co-opted, non-member of Senate with term commencing 01/01/2006 and term expiring 31/12/2006
DEST DIRECTIONS - KNOWLEDGE TRANSFER & RQF

Knowledge Transfer
The Inaugural Knowledge Transfer & Engagement Forum was held on 15 - 16 June 2006. The theme of the Forum was: Examining Higher Education's Contribution to the Knowledge Economy. I gave the opening address in which I highlighted the critical role universities play in developing the nation’s knowledge base through the training of undergraduate and research students and the generation of new knowledge through research.

The Minister for Science, Education and Training, the Hon Julie Bishop, opened the second day with an address in which she adopted a 'middle course' as the preferred approach to knowledge transfer - one which is not 'overly focussed on the commercialisation of research', nor one that 'is too broadly concerned with the general engagement of universities'. The Minister believes that a case could be made to include within the scope of knowledge transfer the development of national information resources and intermediary mechanisms that enable business and community to locate sources and sites of knowledge within the university system.

This is very much in keeping with the preferred IRU Australia approach and the Group will work closely with the Department to further refine the case for further funding in this rapidly expanding area.

Research Quality Framework
The RQF Development Advisory Group met for the first time on 1 June and have made a number of recommendations to the Minister about further developmental work required to deliver a workable RQF model for Australia. The Minister has already accepted the advice of the Advisory Group that the RQF will come into operation in 2008, with the next exercise to be undertaken six years later in 2014. Funding will be distributed to universities based on the outcomes of the research assessment in 2009.

The Development Advisory Group has also formed working groups in the areas of: Metrics; Impact; Information Technology and Modelling. Although timelines are very tight, it is understood that the working groups will consult with the sector where possible. The Minister has advised the sector that she expects to receive formal advice from the Advisory Group on the precise form and operation of the RQF by October this year.

AWARDS AND ACHIEVEMENTS

- Professors Anne McMurray and Phil Jennings received Membership of the Order of Australia and Dr Susan Read was awarded the Medal of the Order of Australia in the Queen's Birthday 2006 Honours List.
- Professor McMurray was awarded Membership for service to nursing, particularly the development of nursing education and community health practises, and as a contributor to professional publications.
- Professor Jennings received the award for service to the environment through the development of strategic conservation policies and initiatives in the areas of wetland and...
urban bushland protection, to the establishment of the Regional Parks program, and to environmental education.

Dr Susan Read, a member of staff in the Veterinary Clinic, received her award for service to education through support for local school communities, particularly as a leader of parent groups. This is testimony to the high calibre of staff at Murdoch University and their engagement with our wider community.

- The East Perth Neuropsychological Clinic, jointly run by Murdoch University and The University of Western Australia, has been awarded an Excellence in Treatment Award at the National Drug and Alcohol Awards. The first of its kind in Australia, the Clinic provides free neuropsychological assessments to patients by students enrolled in a postgraduate psychology degree and under the supervision of the Clinic's clinical neuropsychologists.

- Philip Bartlett, a PhD student in Physics, has been awarded the 2005 Bragg Gold Medal for Excellence in Physics. It is awarded for the most outstanding PhD thesis produced by a physics student over the previous 13 months nationally. It is only the second time a winner has come from WA and the first from Murdoch. Philip was supervised by Professors Stelbovic and Bray and is currently a postdoctoral researcher in Murdoch’s node of the national Matter-Antimatter Centre of Excellence.

### NOTABLE EVENTS

- Professor Anne McMurray, Peel Health Campus Nursing Chair, and Professor Fiona Stanley, Director of the Telethon Institute for Child Health Research (ICHR), launched a major health study that will focus on child development at a ceremony held on 16th May 2006. The community health study will track hundreds of children from conception to teenage years, giving health experts unparalleled insight into child development and will focus on the growing Peel region which has a high proportion of young families but also a number of health risks in some groups. The project will be run by Professor Anne McMurray who will work closely with child health experts from ICHR. Community support for the project has been strong and the Peel Development Commission has funded a preliminary study to map the scope of services in the region as a basis for the project.

- On 16 May 2006, I met with Mr Kawanabe, Executive Managing Director of the Hyogo International Association. Murdoch has strong links with Hyogo Prefecture through our Japanese Studies section, in particular through our involvement with the management of the visit of 250 students from the ‘Floating University’ to our campus on a bi-annual basis.

- At a recent Practice of Leadership Seminar run by the WA Club, Emeritus Professor Geoffrey Bolton delivered the keynote presentation: The Practice of Leadership Examples of Recent History. He then facilitated the Practice of Leadership Workshop/Tutorial component of the Seminar.

- The WA Chapter of the Australasian Research Management Society and the Office of Research and Development hosted a seminar on Western Australia’s strategy and future trends in the field of BioFuels. I introduced the Minister for Energy, Science and Innovation, the Hon Fran Logan, who gave the keynote address in which he outlined the Western Australian Government’s main focus and priorities for 2006 for Science and Innovation. A panel discussion followed that included representatives from the university sector, Department of Industry and Resources and the BioFuels Taskforce. The seminar was well
attended by a broad spectrum of interested people from the general public, business, government and Murdoch staff.

- Dr Jenny De Reuck (School of Social Sciences and Humanities) and students from EGL213-Children’s Theatre produce children’s theatre which is performed at the Nexus Theatre at Murdoch University each year. This year’s production was *The Secret o the Smottygobblies: A Fairy Story*. Special weekday performances were attended by children from local primary schools and weekend public performances were open to community members and Murdoch staff.

- The IRU Australia Science and Technology Forum was held on 29 and 30 June 2006. There were over 70 participants with around 60 present for the entire two day Forum. One of the key aims was to share best practice models. This was reflected in the 31 presentations which comprised eight ‘feature presentations’ and 23 presentations of best practice. Dr Rob Morrison, President, South Australia Zoological Society, Science Communicator, Board Member of the Australian Science Media Centre and Visiting Scholar, Flinders University Chaired the Forum. Dr Thomas Barlow, former Science Adviser to Dr Brendan Nelson and author of the newly released book "*The Australian Miracle: An Innovative Nation Revisited*" spoke at Forum dinner.

Other external speakers included Professor Richard Johnstone, Executive Director of the Carrick Institute, Dr Susannah Elliott, CEO of the Australian Science Media Centre, and Mr Bradley Smith, Executive Director of FASTS.

- Fourteen students and two qualified chiropractors from the School of Chiropractic spent two weeks in West Bengal treating 1,000 children, aged between two and 14, and their families who make a living by breaking boulders into pebbles for roads and construction. The students were supported by Alcoa (who provided 300 safety glasses), the Chiropractic Association of Australia (who helped pay for medical equipment) and primary school students from across the metropolitan area (who donated clothes, hats, toys, hygiene products and sporting goods) as well as the Division of Health Sciences and the Alumni, Careers and Employment Centre who helped defray travel costs.

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**INTERNATIONAL AGREEMENTS**

- The University has entered a Memorandum of Understanding with Lund University in Sweden. The agreement was signed by Professor Gary Martin and Professor Bjorn Wittenmark, Assistant Vice Chancellor of Lund University. The agreement will came into force on 1 June 2006 and is for a five year term. Any extension will be made by mutual consent. Areas of cooperation will include various activities such as collaborative research, lectures, exchange of scholars and researchers, graduate and undergraduate students, exchange of information. Specific agreements will be developed mutually for any specific projects.

- A student exchange agreement has recently been signed by Professor Gary Martin and Mag Werner Jungwirth, representing Fachhochschule Wiener Neustadt. The agreement commenced on 27 April 2006 for 3 years, with automatic renewal for another 3 years. The exchange provides up to two semester-long places or one year-long place for each year.

- The University of Turku in Finland has signed a student exchange agreement with Murdoch. Professor Dr Keijo Vitanen, Rector, and Mr Risto Miilumaki, Head of International Affairs, signed on behalf of Turku. The agreement commenced from 10 April 2006 and provides up to two semester-long places or one year-long place annually for the three year term of the agreement.
• A student exchange agreement providing two semester-long or one year-long placements annually has been signed with Jonkoping International Business School, Sweden. Professor Rolf A Lundin, Dean and Managing Director, entered into the agreement on behalf of Jonkoping. It commenced on 30 May 2006 for a three year term with automatic renewal for another 3 years.

• The University of Victoria, Canada entered into a student exchange agreement with Murdoch on 16 May 2006 that provides two semester long or one year long placement for each of the next five years. The agreement was signed by Professor Gary Martin, representing Murdoch, and Dr James Anglin, Associate Vice President Academic and Student Affairs and Director, International Affairs, and Professor James Cassels, Vice President Academic and Provost, on behalf of the University of Victoria.
Strategic Plan 2003-2007

Goal: To provide quality contemporary education which empowers the students of today to live and work in the world of tomorrow.

To achieve this goal, the University is committed to the following key strategies:

- Provide a student-centred learning environment for all students.
- Provide coursework curricula that are pedagogically sound, academically coherent, robust and relevant for society and the learner.
- Enable graduates to achieve good employment outcomes.
- Enhance the quality of courses.
- Provide ongoing learning opportunities for graduates and the community.

These key strategies will be measured and reported using the following Key Performance Indicators

1. To maintain student satisfaction with the quality of teaching within the top 20% of the Australian public universities, as measured by the Course Experience Questionnaire (that is to retain our five star teaching rating).
2. To maintain the rate of student satisfaction with the quality of teaching above 80%, as measured by unit surveys.
3. To increase the percentage of graduates who demonstrate their commitment to lifelong learning by undertaking further study.
4. To increase to within 2% of the state average the percentage of graduates who are able to gain their preferred mode of employment.

Structure of Report

The following report provides a brief overview of:

A. Key environmental factors.
D. Risk management for education at Murdoch University.
A. Key Environmental Factors

1. Murdoch University has been successful in gaining $2.034 million in the 2006 allocation from the Learning and Teaching Performance Fund (LTPF). [The LTPF is worth $54 million in 2006, increasing to $83 million in 2007 and $113 million in 2008]. Murdoch was one of 14 universities that were funded through this competitive system. To be eligible, institutions were required to demonstrate a strong strategic commitment to learning and teaching through public provision of specific documents and evidence of specific practices. The allocation of funds is based on indicators for high performance around graduate satisfaction, graduate outcomes and student success. Universities provide context in a short written submission, which is then reviewed by an “expert panel”. DEST has undertaken extensive consultation with the sector during the first half of 2006 as part of a review of the LTPF. It is anticipated that there will be some changes to the model in 2007 and potentially larger changes in indicator choice and process in subsequent years.

2. The Carrick Institute for Learning and Teaching in Higher Education, whose mission is ‘to promote and advance learning and teaching in Australian higher education’ has been operational through 2006, and receives $22 million per year to fund a variety of programs, awards and competitive grants. For the first round of applications in 2006, The Carrick Institute received 290 eligible applications, with 64 being invited to make full proposals. Of these, Murdoch submitted seven Expressions of Interest (EOI) for Leadership Grants, along with another seven EOIs in partnership with other universities. Of the Murdoch EOIs, two were invited to provide full proposals, and one of those has been successful in achieving a grant of $199,069. An IRUA consortium proposal (including Murdoch) was also successful receiving $200,000. To date, The Carrick Institute has approved 17 grants under the Leadership for Excellence in Learning and Teaching Program, with a total value of $3,066,235. The Teaching and Learning Centre (TLC) supported eight staff in their application for Carrick Citations for the enhancement of Learning. Competition for Carrick grants and awards will increase over time.

3. Universities are paid according to the discipline mix actually delivered. As such, the University needs to focus on student demand, experience and outcomes, while simultaneously managing the University’s sub and total funding targets.

4. There is an increasing public awareness of the nature of a quality education and an increasing expectation of high quality by students, families and government. This is further compounded by the potential for new private providers to enter the marketplace and a flattening demand due to lower numbers of Western Australian high school leavers and a skills shortage. The latter is leading to fewer applications and contributing to students’ decisions to under-enrol or to suspend enrolment and seek employment.

5. There is increasing pressure on students to work to pay for living expenses while studying full time. At Murdoch University, full time students worked a median of 15 hours per week in 2005, an increase of 1.25 hours per week from 2003. Difficulties with provision of campus-based activities and the possible effects of introduction of VSU may further decrease the student capacity or desire to engage with the University as a community. This is known to affect retention and satisfaction.

6. The 50% increase in Capital Development Pool in the 06-07 Budget provides universities with opportunities to improve infrastructure around learning and teaching and the general learning environment for students.

7. The increase in the maximum FEE-HELP loan in the 06-07 Budget provides more realistic support for students entering high cost courses.
B. University Performance - Report Against KPIs in Strategic Plan 2003 – 2007

KPI 1  To maintain student satisfaction with the quality of teaching within the top 20% of the Australian public universities, as measured by the Course Experience Questionnaire (that is to retain our five star teaching rating).

The Course Experience Questionnaire (CEQ) and Graduate Destination Survey (GDS) are conducted nationally by Graduate Careers Australia (GCA). The graphs below indicate the percentage of graduates who broadly agree (i.e. select strongly agree, agree or undecided) with statements relating to good teaching, development of generic skills and overall satisfaction.

CEQ: Good Teaching - Percentage of students who broadly agree with a set of statements relating to the quality of teaching they have experienced

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<td>81.3</td>
<td>81.5</td>
<td>82.1</td>
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</table>

CEQ: Generic Skills Development - Percentage of students who broadly agree with a set of statements relating to their development of generic skills.

<table>
<thead>
<tr>
<th></th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
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<tbody>
<tr>
<td>Murdoch</td>
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<td>87.3</td>
<td>88.3</td>
<td>90.2</td>
<td>90.9</td>
<td>90.3</td>
<td>90.2</td>
</tr>
<tr>
<td>National</td>
<td>86.4</td>
<td>86.4</td>
<td>86.5</td>
<td>87.5</td>
<td>88.1</td>
<td>88.0</td>
<td>88.2</td>
</tr>
</tbody>
</table>
CEQ: Overall Satisfaction - Percentage of students who broadly agree with a set of statements relating to their overall satisfaction with their undergraduate course experience.

<table>
<thead>
<tr>
<th></th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murdoch</td>
<td>91.2</td>
<td>91.2</td>
<td>93.0</td>
<td>93.3</td>
<td>92.4</td>
<td>92.4</td>
<td>92.7</td>
</tr>
<tr>
<td>National</td>
<td>89.2</td>
<td>89.5</td>
<td>89.0</td>
<td>89.4</td>
<td>89.6</td>
<td>89.3</td>
<td>89.5</td>
</tr>
</tbody>
</table>

The Good Universities Guide (published mid-year each year) provides a star rating of universities on a number of indicators, one of which is graduate satisfaction as measured by a combination of scores on the three scales discussed above. A five star rating is given to universities who are rated in the top 20%.

**Summary Statement:** Murdoch University continues to improve in all three indicators, and it is consistently above the national average on a trend basis. However, the national average is improving at a faster rate. This may affect the percentile rankings used to calculate the star ratings in the 2006 Good Universities Guide.

**KPI 2** To maintain the rate of student satisfaction with the quality of teaching above 80%, as measured by unit surveys.

Unit surveys are conducted by the Teaching and Learning Centre (TLC) on 50% of the units offered each semester, providing there are more than 10 enrolled students in the unit. The survey asks students to rate their agreement or otherwise to a series of statements which cover key aspects of the unit of study: objectives, assessment, resources, support and feedback. Students are also asked to rate their perception of overall satisfaction with the quality of the unit.

**Student Surveys:** Percentage of students who agree or strongly agree with the statement “Overall I was satisfied with the quality of the unit”.

<table>
<thead>
<tr>
<th></th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agreed or Strongly Agreed</td>
<td>84</td>
<td>86</td>
<td>85</td>
<td>86</td>
<td>85</td>
<td>87</td>
<td>86</td>
</tr>
<tr>
<td>Response Rate</td>
<td>58</td>
<td>60</td>
<td>62</td>
<td>60</td>
<td>59</td>
<td>55</td>
<td>52</td>
</tr>
</tbody>
</table>
Summary Statement: Murdoch has remained relatively stable over the last six years, well above 80% satisfaction.

KPI 3 To increase the percentage of graduates who demonstrate their commitment to lifelong learning by undertaking further study.

As part of the national Graduate Destination Survey (GDS), graduates are surveyed four months after completion of their studies regarding their re-enrolment as postgraduate students. As the full time study data captures those who enrol directly into further study, including both research and coursework programs, this survey does not capture our graduates who go on to further study after a period of time in the workforce. The following table indicates the study rates as measured by the GDS.

<table>
<thead>
<tr>
<th>Year</th>
<th>Murdoch</th>
<th>WA</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>12.9%</td>
<td>19.7%</td>
<td>19.4%</td>
</tr>
<tr>
<td>2000</td>
<td>17.8%</td>
<td>22.4%</td>
<td>20.0%</td>
</tr>
<tr>
<td>2001</td>
<td>17.6%</td>
<td>19.4%</td>
<td>20.4%</td>
</tr>
<tr>
<td>2002</td>
<td>23.8%</td>
<td>24.3%</td>
<td>21.3%</td>
</tr>
<tr>
<td>2003</td>
<td>21.6%</td>
<td>21.5%</td>
<td>20.0%</td>
</tr>
<tr>
<td>2004</td>
<td>21.4%</td>
<td>20.5%</td>
<td>20.7%</td>
</tr>
<tr>
<td>2005</td>
<td>22.4%</td>
<td>21.4%</td>
<td>20.0%</td>
</tr>
</tbody>
</table>
Measuring Graduate Outcomes by Full Time Further Study Rates
(mean for all courses offered in each Division)

<table>
<thead>
<tr>
<th>Year</th>
<th>SSHE</th>
<th>BITL</th>
<th>SE</th>
<th>VBS</th>
<th>Total Murdoch</th>
<th>State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>13</td>
<td>12</td>
<td>15</td>
<td>3</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>2000</td>
<td>19</td>
<td>12</td>
<td>23</td>
<td>2</td>
<td>17</td>
<td>22</td>
</tr>
<tr>
<td>2001</td>
<td>14</td>
<td>16</td>
<td>22</td>
<td>20</td>
<td>16</td>
<td>19</td>
</tr>
<tr>
<td>2002</td>
<td>20</td>
<td>27</td>
<td>26</td>
<td>23</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2003</td>
<td>18</td>
<td>29</td>
<td>23</td>
<td>21</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2004</td>
<td>16</td>
<td>29</td>
<td>33</td>
<td>21</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>2005</td>
<td>16</td>
<td>31</td>
<td>34</td>
<td>22</td>
<td>21</td>
<td>21</td>
</tr>
</tbody>
</table>

Summary Statement: Murdoch University has had a positive trend compared to the state average over the last five years and has shown a dramatic increase over the past six years and for the past two has been increasingly above the state average. The percentage of graduates continuing on to further study varies considerably by course of study. Over the past seven years, all three divisions have shown an increase but in the past four years, there has been a decline in Arts, a dramatic increase in Health Sciences, and a relatively stable rate in Science and Engineering.

KPI 4  To increase to within 2% of the state average the percentage of graduates who are able to gain their preferred mode of employment.

As part of the national Graduate Destination Survey (GDS), graduates are surveyed regarding their employment four months after completion of their studies. The following table indicates the broad employment rates as measured by the GDS.
### GDS: Graduate Employment Outcomes as a percentage of graduates
(Australian residents only – all levels of qualification)

<table>
<thead>
<tr>
<th>Year</th>
<th>Murdoch</th>
<th>WA</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>56.3</td>
<td>17.3</td>
<td>4.2</td>
</tr>
<tr>
<td></td>
<td>53.0</td>
<td>15.0</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>56.4</td>
<td>13.4</td>
<td>4.9</td>
</tr>
<tr>
<td>2000</td>
<td>52.9</td>
<td>15.7</td>
<td>4.8</td>
</tr>
<tr>
<td></td>
<td>53.6</td>
<td>13.3</td>
<td>4.3</td>
</tr>
<tr>
<td></td>
<td>58.4</td>
<td>12.0</td>
<td>4.7</td>
</tr>
<tr>
<td>2001</td>
<td>55.0</td>
<td>15.3</td>
<td>4.1</td>
</tr>
<tr>
<td></td>
<td>56.7</td>
<td>15.1</td>
<td>2.8</td>
</tr>
<tr>
<td></td>
<td>58.9</td>
<td>12.2</td>
<td>3.3</td>
</tr>
<tr>
<td>2002</td>
<td>44.7</td>
<td>15.9</td>
<td>6.1</td>
</tr>
<tr>
<td></td>
<td>50.8</td>
<td>12.4</td>
<td>5.1</td>
</tr>
<tr>
<td></td>
<td>55.6</td>
<td>12.9</td>
<td>4.2</td>
</tr>
<tr>
<td>2003</td>
<td>49.0</td>
<td>15.8</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>53.1</td>
<td>13.8</td>
<td>3.9</td>
</tr>
<tr>
<td></td>
<td>55.8</td>
<td>13.0</td>
<td>4.5</td>
</tr>
<tr>
<td>2004</td>
<td>46.2</td>
<td>19.0</td>
<td>4.2</td>
</tr>
<tr>
<td></td>
<td>54.1</td>
<td>14.4</td>
<td>2.8</td>
</tr>
<tr>
<td></td>
<td>55.9</td>
<td>13.7</td>
<td>3.5</td>
</tr>
<tr>
<td>2005</td>
<td>53.5</td>
<td>16.4</td>
<td>3.1</td>
</tr>
<tr>
<td></td>
<td>56.9</td>
<td>14.5</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td>59.5</td>
<td>14.6</td>
<td>3.2</td>
</tr>
</tbody>
</table>

#### Percentage of Graduates in Work Mode of Choice

1. Work mode of choice indicates the percentage of graduates in full time work, or in part time work not seeking full time as a percentage of those available for work. Graduates in full time study are considered to be not available for full time work.

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The employment outcomes for broad fields of education are also collected in the GDS. The following three tables show the results for the four public universities in WA for graduates surveyed in 2003, 2004 and 2005 in the fields of education that exist at Murdoch. Only those fields of education with 10 or more graduate responses have been included.

### GDS: Percentage of graduates in work mode of choice in broad field of education 2003

<table>
<thead>
<tr>
<th></th>
<th>Hum</th>
<th>Eng</th>
<th>Comp IT</th>
<th>Psych</th>
<th>Social Sci</th>
<th>Vis Arts</th>
<th>Comm-eerce</th>
<th>Econ</th>
<th>Edu</th>
<th>Law</th>
<th>Life Science</th>
<th>Vet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murdoch</td>
<td>66.7</td>
<td>100</td>
<td>61.9</td>
<td>65.2</td>
<td>36.4</td>
<td>50</td>
<td>78.2</td>
<td>83.3</td>
<td>83.3</td>
<td>85.3</td>
<td>69.1</td>
<td>85.7</td>
</tr>
<tr>
<td>Curtin</td>
<td>61.3</td>
<td>100</td>
<td>55.4</td>
<td>74.3</td>
<td>52.9</td>
<td>45.1</td>
<td>64.7</td>
<td>41.4</td>
<td>96.6</td>
<td>-</td>
<td>63.2</td>
<td>-</td>
</tr>
<tr>
<td>UWA</td>
<td>79.2</td>
<td>100</td>
<td>73.6</td>
<td>65.7</td>
<td>71.4</td>
<td>81.3</td>
<td>77.9</td>
<td>100</td>
<td>-</td>
<td>90.5</td>
<td>87.8</td>
<td>-</td>
</tr>
<tr>
<td>ECU</td>
<td>67.1</td>
<td>-</td>
<td>56.3</td>
<td>58.3</td>
<td>-</td>
<td>57.1</td>
<td>68.8</td>
<td>-</td>
<td>83.9</td>
<td>-</td>
<td>66</td>
<td>-</td>
</tr>
</tbody>
</table>

### GDS: Percentage of graduates in work mode of choice in broad field of education 2004

<table>
<thead>
<tr>
<th></th>
<th>Hum</th>
<th>Eng</th>
<th>Comp IT</th>
<th>Psych</th>
<th>Social Sci</th>
<th>Vis Arts</th>
<th>Comm-eerce</th>
<th>Econ</th>
<th>Edu</th>
<th>Law</th>
<th>Life Science</th>
<th>Vet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murdoch</td>
<td>75.3</td>
<td>100</td>
<td>65.7</td>
<td>74.4</td>
<td>69.6</td>
<td>100</td>
<td>75.3</td>
<td>81.3</td>
<td>75.6</td>
<td>82.3</td>
<td>72.3</td>
<td>93.3</td>
</tr>
<tr>
<td>Curtin</td>
<td>74.5</td>
<td>100</td>
<td>66.5</td>
<td>76.3</td>
<td>55.0</td>
<td>59.0</td>
<td>78.8</td>
<td>80.0</td>
<td>70.4</td>
<td>-</td>
<td>63.2</td>
<td>-</td>
</tr>
<tr>
<td>UWA</td>
<td>72.2</td>
<td>91.7</td>
<td>73.0</td>
<td>74.7</td>
<td>83.3</td>
<td>85.0</td>
<td>84.6</td>
<td>78.6</td>
<td>84.6</td>
<td>95.3</td>
<td>80.5</td>
<td>-</td>
</tr>
<tr>
<td>ECU</td>
<td>68.7</td>
<td>-</td>
<td>67.3</td>
<td>75.6</td>
<td>75.0</td>
<td>60.0</td>
<td>76.3</td>
<td>-</td>
<td>80.1</td>
<td>-</td>
<td>62.5</td>
<td>-</td>
</tr>
</tbody>
</table>

### GDS: Percentage of graduates in work mode of choice in broad field of education 2005

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Murdoch</td>
<td>76.7</td>
<td>100</td>
<td>67.6</td>
<td>68.9</td>
<td>76.9</td>
<td>81.6</td>
<td>100</td>
<td>95.3</td>
<td>85.2</td>
<td>84.6</td>
<td>76.5</td>
<td>77.0</td>
<td>91.5</td>
</tr>
<tr>
<td>Curtin</td>
<td>75.7</td>
<td>92.3</td>
<td>67.7</td>
<td>82.5</td>
<td>54.2</td>
<td>88.0</td>
<td>87.5</td>
<td>95.5</td>
<td>-</td>
<td>72.7</td>
<td>76.9</td>
<td>73.1</td>
<td>-</td>
</tr>
<tr>
<td>UWA</td>
<td>76.5</td>
<td>90</td>
<td>82.8</td>
<td>70.5</td>
<td>73.7</td>
<td>93.0</td>
<td>80.0</td>
<td>88.9</td>
<td>94.9</td>
<td>-</td>
<td>-</td>
<td>89.5</td>
<td>-</td>
</tr>
<tr>
<td>ECU</td>
<td>67.6</td>
<td>-</td>
<td>75.8</td>
<td>74.5</td>
<td>-</td>
<td>71.3</td>
<td>-</td>
<td>81.3</td>
<td>-</td>
<td>84.8</td>
<td>-</td>
<td>77.8</td>
<td>-</td>
</tr>
</tbody>
</table>

**Summary Statement:** Results from the 2005 survey show considerable improvement in employment outcomes for Murdoch University graduates. The rate of graduates in their employment mode of choice is 1.7% below the state average compared to 6.8% in 2004 and the target of being within 2% of the WA average has been achieved. The current skills shortage should affect, on average, all University graduates equally so this relative increase is particularly pleasing.

Activities over the two years to improve this outcome include: the development of courses of study that have better graduate outcomes; increased workplace learning opportunities; emphasis on career advising and CV preparation; tailored strategies for students in Fields of Education with relatively lower employment rates such as employment marketplace events, support for students with disabilities to enter the workforce, a greater emphasis on employer advisor groups through the School Development Process (SDP); consultation with local communities in the development of courses with good employment outcomes for regional campuses; and a co-ordinated effort to provide an articulated interpretation of graduate outcomes for each course of study. The Course Quality Index uses graduate employment as an indicator of quality. Thus courses triggered for cancellation or revitalisation are “forced” to examine and improve the outcomes of such indicators if the course is to continue. It is likely that these activities will take several years to have full impact.
on the institutional graduate outcome. Focussed activities and reporting at the comparative FoE level should result in the most benefit for the University.

C. Selected Initiatives that Underpin Key Strategies in the Strategic Plan 2003 - 2007

Many strategic initiatives, such as the School Development Process, and the First Year Experience focus continued through 2005 and 2006. These were reported in the 2005 Education Report to Senate. Other selected areas and selected updates are detailed below for Senate’s interest.

Biennial Survey of “Whole of University” Experience for All Students

The evaluation of all coursework students through the Whole of University Experience (WUE) survey now occurs every two years. This includes students’ perspectives on course issues, graduate attributes, facilities, services, general learning and social environment. This aspect of their experience has not been well understood and it is becoming increasingly important that it is understood. The first survey was undertaken in October of 2003 and repeated in 2005. While data in common was identified over both survey points, the 2005 data included information specifically on the postgraduate student learning experience. A 50.5% response was achieved in 2005 (5204 responses). The results of the 2005 survey were very similar to the 2003 survey.

Overall the students were satisfied with areas relating to their courses and university services and amenities, but somewhat less satisfied with some aspects of the general campus environment. Over 80 percent of students were satisfied with aspects relating to their courses, with undergraduates being somewhat more satisfied than postgraduates. Undergraduates’ perceptions in relation to the University’s graduate attributes varied. Students felt that they were developing research, written communication and interpersonal skills, lifelong learning, critical thinking and global perspectives, but were less likely to agree their numeracy skills were improving or that they were gaining knowledge and understanding beyond their own discipline area. 80 percent of students were satisfied with areas they indicated as important to them in relation to university services, the Teaching and Learning Centre, Student Guild and computing facilities. Students rated all aspects of the Library important or very important and a small rise in satisfaction from the 2003 survey was reported. Students at the Peel and Rockingham campuses were less satisfied with the availability of library materials than students at South Street.

Generally students were less satisfied with the campus environment than with aspects relating to their courses. Areas of high student satisfaction are the security measures (92% satisfied), the general appearance of the campus (90%) and the user friendliness for people with disabilities (86%). Areas of student dissatisfaction are the banking facilities (41% dissatisfied), car park spaces (37%), the teaching rooms (26%) and the eating facilities (26%). 67 percent of students (62 percent of full time students) are engaged in paid work during the semester. Median hours of work for full time students are 15 hours (2 full days) per week.

Students were asked to rate various aspects of their university experience on a 7-point scale (1=poor, 7=excellent). Course study (5.58) and university overall (5.54) rated highest. The lowest score of 4.92 for computing facilities still indicates a good level of satisfaction. Apart from computing facilities, overall ratings had increased from 2003.

A full report is available if required.

Flexible Learning Implementation

The Flexible Learning Initiative, co-ordinated by the Flexible Learning Implementation Committee (FLIC), was approved by Academic Council in May 2002 to:

- preserve, rationalise and enhance Murdoch’s tradition of flexible delivery (internal, external, online);
respond sensibly to new technological capabilities; and
be sensitive to the financial constraints of current funding regimes.

The basic principle is to establish a new standard unit model in which all student cohorts (whether internal or external) access the same unit structure and materials: they receive/access the same unit package (basic print + complementary online); will listen to the same lectures [either face-to-face or via iLecture (audio of lectures streamed via the web)], and will undertake the same or equivalent assignments. The University Strategic Plan requires the conversion of 90% of units to the flexible model by 2007. The School Development Process is facilitating and supporting the achievement of this strategy by Academic Divisions.

A flexible online unit evaluation system that surveys student satisfaction with over 200 units per semester has been successfully operating since Semester 2, 2005. The system has achieved the target response rate of 50% in both Semester 2, 2005 and Semester 1, 2006.

**Major achievements to date include:**
- An audit of units shows that as of Semester 1, 2006, 624 units out of approximately 1,182 units (53.0%) have been converted and a further 341 (29%) are under revision.
- Installation of iLecture facility in 28 teaching venues including Peel and Rockingham campuses and use in over 160 units per semester.
- Development of back-up system for students unable to access online components.
- Reorganisation of production process for unit materials including development of standard models for printed materials to reduce costs of printing and to enable implementation of UPrint, an on-demand online printing facility for students.

**iLecture**

Currently there are 28 venues at Murdoch’s three campuses outfitted for iLecture, and portable recording devices are available to ensure that all flexible units have access.

A review of iLecture at Murdoch was conducted in Semester 2, 2005. This showed very strong support for iLecture from students, but concern among some teaching staff about the impact of iLecture on student attendance and the restrictions it places on classroom teaching and learning activities which are not easily recorded. In response to this review, it is intended to have recordings available in MP3 format which is more flexible and will enable pod casting of lectures commencing Semester 2 2006. Murdoch and several other IRUA universities have also been successful in gaining a Carrick grant to investigate the use of iLecture in teaching and learning.

**Providing Seamless and Supportive Administrative Processes to Enhance Student Learning**

The focus of the Office of Central Student Administration (OCSA) over the past year has been on reviewing the levels of service offered to students, most notably first year and external students, and on continuing to meet the roll out of stringent reporting requirements of the *Higher Education Support Act*. Students now enrol in units online and online tutorial sign-ups were piloted in Semester 1, 2006. Planned implementation of tutorial sign-up online across all units is planned for 2007.

In August 2005, OCSA was a major participant in the University Student Services Academic Organisational Unit (AOU) Review. This review covered the student services provided by five University Offices and OCSA had responsibility for co-ordinating the production of the review portfolio to meet the needs of the review panel.

As supported by the AOU review, a need was identified to improve both the service delivery and use of technology within the External Studies Unit (ESU). To facilitate this, Dr Rob Phillips has been seconded to...
the role Manager, Open, Distance and eLearning within the OCSA. This role consolidates the management of both the ESU and Open Universities Australia, to share best practise and maximise synergies across these two services.

Improving Library Services for Students and Staff at All Locations

During 2005, the Library at South Street extended its opening hours to provide a total of 84 hours per week during semester. After assessing the use made of the added hours, it was decided to reduce evening opening hours but retain extended weekend hours during 2006. Total semester opening hours are now 82 hours per week. Median opening hours amongst the Australian and New Zealand University libraries in 2004 (last figures available) were 77.75. Student satisfaction with extended opening was evident in the Whole of University Experience survey, with mean satisfaction rising from 3.03 in 2003 to 3.19 in 2005. Hours will be reviewed again in the context of the new winter and summer terms.

The Library collection continues to be a major capital investment for the University, and an improved budget and fairly favourable exchange rates during 2004 and 2005 have enabled us to add a total of 39,123 monographs to the collection over this time. This compares with 27,219 acquired during the previous two-year period, an increase of 44%. The 2005 survey also shows improved satisfaction with the monograph collection, rising from 3.00 to 3.10, while satisfaction with the journal collection improved from 2.98 to 3.10.

An area of low but improving satisfaction is the availability of group study rooms in the Library, which rose from 2.55 in 2003 to 2.80 in 2005 as additional spaces were made available. One of the worst results was in the area of availability of computing facilities in the Library, which scored 2.67. These two areas will be addressed in part through the planned introduction of the Learning Common in the main Library at South Street, the first component of which is planned to be available early in 2007. It is expected to comprise 200 computer workstations, including grouped workstations facilitating interaction between students, and a small laboratory set up for training; group study areas, casual seating, and an improved outlook to Sir Walter’s Café. The Learning Common will also provide learning support through the First Year Co-ordinator, Student Learning workshops and resources and the Library.

Professional Development Towards Improving the Quality of the Learning Environment

The adoption of a definition of teaching by a university is important because it will, explicitly or implicitly, reflect a conception which will in turn influence policies and practices including the policies and practices of professional development in teaching and curriculum. Since 1995, Murdoch University has adopted a definition of teaching that is based on a very different conception of teaching. The definition appears explicitly in the promotions documentation ‘For the purposes of promotion, Teaching and Teaching Development refers to all activities under your control that create and sustain an effective environment for university learning.’

Developing teacher skill sets through professional development (both initial and ongoing) are key strategic imperatives if we are to create a high quality, learning environment. There are substantial resource implications if effective professional development of teachers is undertaken. There are also implications for teacher workloads.

The Teaching and Learning Centre (TLC) co-ordinates academic staff development within the university. The TLC has a framework for academic development, and provides a range of offerings for staff at various stages in their careers. It conducts a range of activities including a mandatory one semester Tertiary Teaching Course (TTC) for all teaching staff new to Murdoch, a program of Teaching Skills Development workshops (TSD) aimed at first time tutors and lab demonstrators, a Foundation Unit Tutor Induction (FUTI) Program specifically for foundation unit tutors (offered by Student Learning), and an Academic Education Report - July 2006
*Work Matters* series of professional development seminars open to all academic staff. In November 2005, the TLC held the first Murdoch Vice Chancellor’s Symposium (VCS), and a second will be held in July 2006. Sixty-three people (excluding speakers) attended the 2005 VCS.

New TLC initiatives in 2006 include the establishment of a Tutor’s Network (TN) to provide ongoing support for tutors (both face-to-face and online), and to develop a community of tutors. There were five face-to-face sessions in first semester 2006, attend by a total of 17 tutors (note this does not refer to individuals because many have attended more than one meeting). The network currently has twenty-two members. This is expected to grow as more staff become aware of the network.

A Master Class on Academic Integrity was offered at Murdoch University as part of an IRUA initiative early in 2006. Newcastle University academic Charmian Eckersley spent time working with Murdoch staff and students to assess and enhance this University’s capacity to educate for academic integrity and detect dishonesty.

In the beginning of first semester 2006, as part of the TSD, support by the TLC enabled a group of laboratory demonstrators to join a program provided by Engineering and Science at Curtin University. The TLC is currently negotiating with Curtin to produce a similar program specifically for Murdoch laboratory demonstrators. This group is particularly important given the large number of first year students that laboratory demonstrators teach.

Priorities for 2006 include making modules of key programs such as the TTC and the TSD available online for the benefit of staff at the regional campuses, those working on a trimester timetable, and staff teaching Murdoch student in offshore locations. A program for academic women will commence in the second half of 2006.

The level of academic staff participation over the past five years is summarised in the following table. Note that the TTC is not included for 2006 as the course is offered in second semester 2006.

### Academic Staff participation in formal Academic Development Activities

<table>
<thead>
<tr>
<th></th>
<th>Number of TTC completions</th>
<th>Overall Number of Sessions</th>
<th>Number of Staff Participating</th>
<th>Average Number of Staff per Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>11</td>
<td>91</td>
<td>887</td>
<td>9.7</td>
</tr>
<tr>
<td>2003</td>
<td>Not offered</td>
<td>72</td>
<td>609</td>
<td>8.4</td>
</tr>
<tr>
<td>2004</td>
<td>13</td>
<td>60</td>
<td>470</td>
<td>7.8</td>
</tr>
<tr>
<td>2005</td>
<td>27</td>
<td>35</td>
<td>390</td>
<td>11.14</td>
</tr>
<tr>
<td>2006*</td>
<td>NA</td>
<td>30</td>
<td>314</td>
<td>10.46</td>
</tr>
</tbody>
</table>

Note: Comparisons prior to 2005 are problematic as programs differed and we can’t be sure what is included in the data above.

‘Other Academic Development’ data for 2005 includes TSD, AWM, VCS, and FUTI attendances.

* Data for 2006 includes TSD, TN meetings, AWM and the IRUA Master Class for first semester only as at 21 June 2006. However, it is interesting to note that the number of participants in FUTI has doubled since 2002 (19 in 2002 and 38 in 2005).

Notice also the increase in numbers since 2003 of staff undertaking the TTC.
Student Learning Support for All Students

All students enrolled at Murdoch have access to a range of support services to assist them in their transition to university study. This is an essential component of a high quality learning experience. The Student Learning section of the TLC helps both undergraduate and postgraduate students with the academic skills they require for success at university. These include writing, literacy and language skills, numeracy, independent study skills and critical thinking. Specialised assistance is also available to students with needs in equity, English as a second language (ESL) and online learning.

A recent initiative has been the introduction of more general academic skills workshops in weeks 1 to 4 of each semester. There has been a particular emphasis on providing workshops concerning academic integrity with information on correct referencing procedures. Computer classes for beginners have also been made available in conjunction with the School of Information Technology. These services are available at all three campuses in WA.

In 2006 work is currently being undertaken to provide resources that can be accessed by transnational students studying overseas. These resources will also be useful to other students studying for Murdoch University degrees externally and internally within Australia.

Undergraduate workshops/sessions at South Street in Semester 2, 2005 included General Academic Skills workshops, Numeracy Support classes and non-teaching week workshops. A total of 59 sessions were held and these were attended by a total of 1,573 students. At Rockingham during the same period, 17 workshops were held and they were attended by a total of 105 students. At Peel 4 workshops were held during non-teaching weeks and these were attended by 21 students.

In Semester 1, 2006 there has been a marked increase in the number of Undergraduate Workshops provided. At South Street, General Academic Skills workshops, Numeracy Support classes and non-teaching week workshops have numbered 148, with 1,819 students attending. At Rockingham 40 sessions have provided assistance to 507 students. At Peel for 2006, science support classes and also writing support classes have been introduced, these have had 1,002 attendances over 40 classes, along with nine other additional workshops that have been attended by 222 students.

Also a new addition in 2006 has been the introduction of undergraduate classes for particular assistance with Foundation Units and a number of other units: to date there have been eight classes attended by a total of 485 students. In relation to ESL workshops, which include specific grammar sessions and also pronunciation and speaking sessions, there were 13 sessions with 175 students attending in Semester 2, 2005. In Semester 1, 2006 there have been 12 sessions held, with 105 students attending. Special English sessions have been introduced in 2006 and to date 12 sessions have been attended by a total of 110 students. Individual student consultations have increased at South Street from 452 in Semester 2, 2005 to 536 in Semester 1, 2006. Whilst Rockingham has seen an increase from 103 to 149 and Peel 71 to 82. There have been increased numbers of students requiring assistance overall, however General Study workshops run during weeks 1-4 are a new initiative that has helped to reduce the demand of students making appointments in the Resource Centre.

Student Consultations in the Resource Centre are for English speaking, ESL, written work including grammar and essays, study skills and time management. Student numbers here were 621 for Semester 2, 2005, and 604 for Semester 1, 2006. New initiatives for 2006 include a drop-in desk in the Library, used by 60 students; three extra workshops on ‘Avoiding Plagiarism’ that 22 students have attended; an eight-week Essay Writing course that has had 120 attendees. Also introduced this semester was a semester-long workshop ‘Grammar for Native speakers of English’ that has had 180 attendees. The variety of postgraduate workshops has increased from 9 in 2005 to 15 in 2006.
D. Risk Management for Education at Murdoch University

Evolving the course profile to one that is financially efficient, has high quality outcomes and is in demand remains a constant focus. This has several consequences and tensions and some implications are listed below:

- Decreasing demand has multiple effects on the University and its outcomes. In particular students are coming from an increasing diversity of backgrounds and with a diversity of educational experience and support. This risks areas such as Retention and Progress rates.
- Failure to grow and distribute the costs of infrastructure/administration over a larger student population is a risk for the University. This includes proactively and strategically growing in areas that are not our traditional focus, such as postgraduate coursework students.
- Effectively engaging staff in ways of teaching that maximises student learning and are more efficient continues to be a challenge. Finding ways to maximise student learning and engagement in changing funding environments will be critical to maintaining our graduate satisfaction ratings.
- Effectively balancing the desire to offer a range of primary discipline areas in the face of continuing and strong pressure through Federal policy and a need for financial sustainability to provide courses that are desirable to prospective students. We risk losing primary disciplines through lack of student demand.
- Providing an effective learning environment at a range of locations places significant pressure on staff to consider new ways of service provision. If done well, many of these ways benefit all students.
- Suitable infrastructure that supports the learning environment continues to be important. Satisfactory teaching space for new ways of teaching larger classes is an ongoing need. Pressure of teaching spaces is becoming increasingly problematic for effective timetabling. New on-campus initiatives, changing ways of teaching and growth in places are the main factors in this. More effective use of space, along with capital investment is providing solutions but ongoing work is required to ensure the physical environment for effective learning is of a good quality.
- Continuing success in the Learning and Teaching Performance Fund is dependent on Murdoch University continuing to improve our indicators at a rate commensurate with other university’s improvements.
- Whilst significant inroads have been made to our employment rates, continuous work to achieve good employment rates in all discipline areas is necessary.

Professor Jan Thomas
Deputy Vice Chancellor (Academic)
29 June 2006
Date of meeting: **Wednesday, 24/05/2006**

Present: Em. Prof. Geoffrey Bolton (Chair)

- Prof. John Yovich (Vice Chancellor)
- Mr Brian Aitken
- Ms Janice Bowra
- Prof. Stuart Bradley
- Mr Terry Budge
- Assoc. Prof. Nick Costa
- Sec. Alison Gaines

Secretary: Samantha Summerton

Observers

- Mr Ian Callahan (DVC – Corporate)
- Prof. Gary Martin (DVC – Enterprise & International)
- Prof. Andris Stelbovics (DVC – Research)
- Prof. Jan Thomas (DVC – Academic)
- Prof. Michael Borowitzka (President, Academic Council)
- Prof. Yianni Attikiouzel
- Prof. Arnold Depickere
- Assoc. Prof. Michael Campion

Apologies: Mr Mal Bradley, Mr Gerry Georgatos, Mr Garry Hunt, Ms Carolyn Jakobsen, Ms Shirley McPherson, Prof. Jim Reynoldson

Meeting commenced at 16:35 pm

1. **MEMBERSHIP**

Due to a delay from the Department of Education, the term of Judge Kate O’Brien which expired on 15.05.2006 has not been formally renewed. In order to allow Judge O’Brien to participate in proceedings, the Chancellor moved the following resolution:

*Resolved:* To invite Judge Kate O’Brien to attend the 24/05/2006 Senate meeting as a fully participating and voting member of Senate.

2. **APOLOGIES**

Mr Mal Bradley, Mr Gerry Georgatos, Mr Garry Hunt, Ms Carolyn Jakobsen, Ms Shirley McPherson, Prof. Jim Reynoldson.

3. **DECLARATIONS OF INTEREST (MURDOCH UNIVERSITY ACT s17A)**

Nil.

4. **CHANCELLORS SEARCH WORKING PARTY**
Ms Alison Gaines, the Chair of the Chancellors Search Working Party, spoke to Senate in camera. She spoke to Senate members about the instruments and processes used to ascertain the candidates. Key considerations were passion for and commitment to the University, a strong employment background and standing in the community and the availability to value add to the University. The Committee eventually nominated Mr Terry Budge as the best candidate for the role of Chancellor. A unanimous Senate vote resolved the following:

**Resolved:**

(i) To appoint Mr Terry Budge as the Chancellor of Murdoch University on 29 November 2006, for a term of three years.

(ii) To request the Vice Chancellor authorise a media release announcing the appointment of Mr Budge and the impending retirement of Emeritus Professor Bolton.

(iii) To request the Vice Chancellor consider the form of acknowledgement of the retirement of Emeritus Professor Bolton, to celebrate his service to the University and an acknowledgement of Mr Budge as the new Chancellor.

(iv) To thank Ms Gaines and the members of the Chancellors Search Working Party to their efforts and dedication to this task.

5. **VICE CHANCELLOR’S REPORT**

The Vice Chancellor spoke to his report. Key points made during discussion included the following:

- Thanks to Professor Jan Thomas and her team for the excellent work done in achieving a very successful AUQA exercise;
- After discussions with Julie Bishop in Canberra, it was noted that Australia will be developing its own RQF model.
- The impact of the RQF will be seen in the move to attract the best minds to teach at universities and not just concentrating on research;
- Further emphasis has been placed on universities moving towards specialisation and rationalisation;
- Ms Alison Gaines spoke to the Senate regarding her attendance at the Chancellor’s Conference held at UTS in April 2006.

**Resolved:** To thank Professor Thomas for her valuable work done on the AQUA exercise.

6. **DEPUTY CHANCELLORSHIP**

The Chancellor announced to Senate that Judge Kate O’Brien’s term as Deputy Chancellor would expire on 08/07/2006 and that she did not wish to serve for a further term. The Chancellor invited expressions of interest for the role and would announce potential candidates in the following weeks.

7. **MINUTES**

Senate confirmed the minutes of the meeting held on 05/04/2006. It also noted a report of action taken to implement previous resolutions of Senate.

8. **DECISIONS BY CIRCULATION**
Senate noted the following matters which had been approved by circulation. The date of effect was 23/05/2006, when a majority of members had voted in support.

**Resolved:** To ratify the amendments to Statute 22 - Fees in the terms marked up.
S/20/2006

**Secretary’s note:** In accordance with sub-section 25(1) of the Murdoch University Act, an absolute majority of Senate members voted in favour of the resolution.

9. ACADEMIC COUNCIL

Senate noted the minutes of the meeting of the Academic Council held on 12/04/2006. Other than with regard to legislative amendments, there were no recommendations requiring a Senate resolution.

**Secretary’s note:** All legislative amendments are dealt with under the Legislation Committee item.

10. GOVERNANCE & NOMINATIONS COMMITTEE

Senate noted the minutes of the meeting of the Governance & Nominations Committee held on 15/05/2006 and resolved in accordance with the recommendation of the committee as follows:

**Resolved:** To appoint the following individuals to the following Senate Committees:
S/21/2006

(i) Gerry Georgatos, Guild President to the Legislation Committee for the duration of his term on Senate (31/12/2006)

(ii) Craig Spence, Director, Commercial Services to the Environmental Committee for a three year term commencing on 25/05/2006

(iii) Beth Strang, president of MUEnSA, to the Environmental Committee for a term of one year, commencing on 25/05/2006

**Resolved:** To co-opt of Mr Tony Ianello to Senate for a term of three years commencing on 24/05/2006.
S/22/2006

11. LEGISLATION COMMITTEE

Senate noted the minutes of the Legislation Committee dated 23/05/2006 and resolved in accordance with the recommendation of the committee as follows:

**Resolved:** To amend the following regulations in the terms attached (changes shown in mark-up):
S/23/2006

- Certificate regulation 1(c) (mark ups attached)
- Degree regulation 1(1) (mark ups attached)
- Diploma regulation 1(1)(b) (mark ups attached)

**Resolved:** To amend the Guild Election regulation 3.3 in the terms attached (changes shown in mark-up):
S/24/2006

12. OFFICIAL SEAL

Senate noted the report provided in accordance with resolution S/54/2004.

Meeting concluded at: 6:10pm
Signed as a true record of the meeting of the Senate held on 24/05/2006.

EMERITUS PROFESSOR GEOFFREY BOLTON - CHAIR

Dated: July, 2006
Date of meeting: Wednesday, 14 June 2006

Present: Professor Michael Borowitzka (Chair)
Assoc Prof Parisa Bahri Dr Rhonda Marriott
Professor Stuart Bradley (vice Dr Rob Phillips
Prof Yianni Attikionuzel) Assoc Prof John Pluske
Mr Ian Callahan (vice Prof John Dr Phillip Reece
Yovich) Prof Jim Reynoldson
Prof Arnold Depickere Dr Rajasundram
Mr Gerry Georgatos Sathiendrakumar
Mrs Carolyn Jones Ms Katy Stanlake
Dr Marian Kemp Dr Anne Surma
Assoc Prof Dora Marinova Prof Jan Thomas

Apologies Ms Bee Lay Addis, Prof Yianni Attikionuzel, Mr Malcolm Bradley, Ms
Melanie Burkhardt, Ms Deborah Hamblin, Mr David Holloway, Prof
Gary Martin, Dr David Palmer, Prof Andris Stelbovics, Mr Matt
Vapor, Prof Iain Walker, Prof John Yovich (Vice Chancellor)

Secretary: Mrs Gerry Dunne

Official Attendee: Mr Darren Munday

The President welcomed members to the Rockingham campus.

1. MINUTES

Confirmation of the minutes of the meeting held on 17 May 2006 subject to the
following amendment:

Remove Ms Katy Stanlake from the list of members present.

2. IT REVIEW

The Deputy Vice Chancellor (Corporate) Mr Ian Callaghan presented a progress
report on the IT review. He advised that the review provided a broader
understanding of IT issues across the University enabling strategies to be
developed. Mr Callahan informed members that a draft report containing 8
recommendations had gone to the Senior Executive Group.

The DVC(C) briefed members on the 8 recommendations:

- IT governance – develop an overarching policy;
- IT security – audit risks – some are currently being addressed;
- IT equipment & use – inconsistencies in standards;
- Service management & performance – develop centrally managed service
  including student labs;
- Web – uniform approach with tools provided;
- Data & voice network – nearing end of operational life;
- Information systems – diverse collection – investigate and develop strategies;
  and
- Budget & funding – SEG will be accountable via a multi layer advisory
  process.
In response to a member’s question Mr Callahan advised that the web had to be managed at the “coal face”, however, it was recognised that to do that the right tools must be provided. Mr Callahan told members that the anticipated costs of the proposed recommendations would be approximately $8 million to be spent over the next 3 years. The progress report will soon be released to the University community and feedback will be requested.

The President thanked Mr Callahan for the presentation and congratulated the work done by Mr Chris Foley, Director of IT Services in obtaining some external funds to enable an optic cable to be laid along the Perth to Mandurah railway line. This will provide a superior service to the Rockingham and Peel campuses.

Resolved to note the verbal report by Mr Ian Callahan, Deputy Vice Chancellor (Corporate) on the progress of the IT review.

3. ACADEMIC QUALITY AUDIT COMMITTEE (AQAC) REPORT

The Deputy Vice Chancellor (Academic), in her role as Chair of AQAC, spoke to the bi-annual report from AQAC. Professor Thomas advised the meeting that whilst the report covered the Whole of Institution Audit and the Australian Universities Quality Agency Audit she would not concentrate on these audits as considerable information had been given to Council over the past 6 months. She drew the attention of members to the AQAC projects scheduled to be undertaken in the next year:

- Monitoring of Academic Organisational Unit (AOU) review trends – review of information as seen by external reviewers.
- Literature review on AOU process – international and national to enable comparison with Murdoch processes. The DVC(A) will report back to Council on completion.
- Benchmarking – currently neither a consistent approach nor clear understanding across the university about what benchmarking is. Seeking useful benchmarking activities that will provide better understanding at the university level rather than at the discipline level.

The President emphasised the importance of the work done by AQAC, particularly the AOU reviews and thanked the DVC(A) for her comprehensive report.

Resolved to note the bi-annual report from the Academic Quality Audit Committee as attached to the agenda.

4. INTERIM REPORT – ACADEMIC POLICY COMMITTEE (APC) EQUIVALENCE OF THE OFFSHORE LEARNING EXPERIENCE WORKING PARTY

The Deputy Vice Chancellor (Academic), Professor Jan Thomas, spoke to the interim report and her summary that were attached to the agenda. She advised the meeting that APC working parties would not normally provide an interim report, however, this Working Party (WP) had identified issues which required broader discussion before the WP continued further. The DVC(A) said Murdoch needs an understanding of transnational offerings, as what is taken for granted locally may not be occurring overseas. She confirmed the importance of maintaining the quality of Murdoch University degrees at overseas locations.
The Division of Academic Affairs had contributed to the summary by outlining the services that are currently available and those that should be available. One area of concern is access to library databases by staff teaching the transnational units and the associated licensing problems.

Dr Surma, Co Chair of the WP, advised that the WP is currently developing a questionnaire to collect data and feedback from offshore staff and students. Dr Surma observed that it is necessary to ascertain if proposed offshore courses are culturally appropriate as well as relevant and possible for overseas students to complete.

The DVC(A) asked Council members for feedback, particularly from members who have transnational offerings experience. Members should contact Dr Anne Surma or the DVC(A) with their comments and reflections.

The DVC(A) advised that the offshore course review undertaken last year had spawned the Offshore Manual, prepared by Mrs Jane Michell, which has proved successful. Further, cross cultural training is now provided by the Teaching & Learning Centre for staff teaching offshore.

The Chair thanked the DVC(A) for her report and agreed that all offerings should lead to graduates that make Murdoch University proud. He reiterated the need for feedback from Council members and their responsibility as members to disseminate this request to fellow staff members.

Resolved to note the executive summary by the Deputy Vice Chancellor (Academic) AC/89/2006 and the interim report from the Academic Policy Committee’s Equivalence of the Offshore Learning Experience Working Party as attached to the agenda.

5. 2007 ACADEMIC PLANNING REPORT

The Deputy Vice Chancellor (Academic), in her role as Chair of the Assessment Committee, spoke to the report. Professor Thomas advised that the 5 recommendations did not carry policy implications. Professor Thomas made special mention of the new Koort Mooditj (Strong Heart): Pre-nursing for Indigenous Students program and congratulated Dr Marriott for the first class offering that works well for social justice and equity.

Following an enquiry from a member Dr Marriott outlined the structure of the Koort Mooditj course; a 4 week, 5 day per week course that covered communication issues in the 1st week, introduction to science in the 2nd week, mathematical and medical calculations in the 3rd week and expectations of nursing care in the 4th week.

Resolved (i) to approve the introduction in 2007 of the Koort Mooditj (Strong Heart): Pre-Nursing for Indigenous Students course with the structure as attached to the agenda and located within the Division of Health Sciences;

(ii) to approve the introduction from July 2006 of the UniQuest bridging course with the structure as attached to the agenda and located within the Division of Academic Affairs;

Resolved Cont’d (iii) to approve the introduction in 2007 of the minor in Employment Relations with the structure as attached to the agenda and located within the Division of Arts;
(iv) to discontinue the minors in Analytical Chemistry and Biomolecular Chemistry, as located within the Division of Science and Engineering, with effect from 2007; and

(v) to approve the 2007 Non-Standard Teaching Dates, as attached to the agenda.

6. VICE CHANCELLOR’S REPORT

The Vice Chancellor’s report was taken as read.

The Deputy Vice Chancellor (Corporate), Mr Ian Callahan, advised the meeting that Academic Council has a chance to shape change. As a result of external circumstances change will be forced upon Murdoch University making it necessary to embrace change to ensure the right balance.

7. AWARD OF DEGREES, DIPLOMAS AND CERTIFICATES

Divisional Boards and the Research and Development Board have recommended that degrees, diplomas and certificates be awarded to the students listed on the attached document.

...Blue

Resolved to approve the award of degrees, diplomas and certificates on the attached list.

AC/91/2006

8. REVISED ACADEMIC QUALITY AUDIT COMMITTEE (AQAC) TERMS OF REFERENCE & MEMBERSHIP AND REVISED ACADEMIC ORGANISATIONAL UNIT REVIEWS POLICY

At its 12 April 2006 meeting Council considered the annual review by AQAC of its membership and terms of reference. This review had identified areas requiring amendment including the Academic Organisational Unit Reviews Policy. Council members had requested the policy be amended to include specific reference to research performance and school-based centres.

Members had agreed to let the draft motion lie on the table. Members took the motion from the table and reconsidered the item.

...Lemon

Resolved (i) to approve the attached revised ‘Academic Organisational Unit Reviews’ policy;

AC/92/2006

(ii) to rescind the ‘Academic Organisational Unit Reviews’ Policy as previously approved via resolution AC/166/2004;

...Lemon

(iii) to approve the revised terms of reference for the Academic Quality Audit Committee as attached, superseding those approved AC/71/2001; and

...Lemon

AC/92/2006

Cont’d (iv) to approve the revised membership of the Academic Quality Audit Committee as attached, superseding that approved AC/41/2004.
9. PROPOSED AMENDMENTS TO THE INDEPENDENT STUDY CONTRACTS (ISC) POLICY

This item was withdrawn prior to the meeting.

10. PROPOSED AMENDMENTS TO THE TRANSFERS POLICY

At its meeting on Friday 19 May, 2006 the Academic Policy Committee resolved to recommend to Council several amendments to the Transfers policy. The proposed amendments reflect current practice.

In accordance with Standing Orders for Academic Council and Subordinate Bodies Clause 30 an absolute majority of members agreed to consider this recommendation as previous amendments to the policy were approved within the past 6 months.

\[\text{Resolved} \quad \begin{array}{l}
(i) \quad \text{to approve the attached revised ‘Transfers’ policy;} \\
(ii) \quad \text{to rescind the ‘Transfers’ policy as approved via resolution AC/9/2006.}
\end{array} \]

11. SCHEDULE OF ACADEMIC ORGANISATIONAL UNIT REVIEWS

At its meeting on 12 April 2006 Council noted (AC/69/2006) the revised Schedule of Academic Organisational Unit Reviews for 2006-2008.

Amendments to the 2007 schedule are required to accommodate the revised academic calendar approved by Council (AC/58/2006) for 2007 & 2008 and the creation of two new Schools.

The School of Engineering Science ceased to exist from 1 May 2006 and was replaced by the School of Chemical and Mathematical Sciences & the School of Electrical, Energy and Process Engineering.

In accordance with Standing Orders for Academic Council and Subordinate Bodies Clause 30 an absolute majority of members agreed to consider this recommendation as the schedule was approved within the past 6 months.

\[\text{Resolved} \quad \text{to note the revised ‘Schedule of Academic Organisational Unit Reviews AC/94/2006 2006 - 2010’ as attached to the agenda superseding AC/69/2006.} \]

12. SCHOOL OF ENGINEERING SCIENCE REVIEW

A summary table of recommendations from the review panel, along with responses from the Division, the Research and Development Board and the advice of the President were attached to the agenda.

\[\text{Resolved} \quad \text{to adopt the recommendations of the School of Engineering Science AC/95/2006 Review Panel as modified by the President in Column 4 as attached to the agenda..} \]
13. COMMITTEE ON UNIVERSITY ENTRANCE (CUE) – ARTICULATION AGREEMENTS

CUE’s terms of reference include to develop and exercise oversight of alternate entry paths available into the University, and to recommend to Academic Council on the introduction of any such alternatives. These agreements are approved by the President of Academic Council outside of meetings.

Resolved to ratify the actions of the President in approving articulation agreements from 2001 to 2005 as detailed in the report prepared by the Committee on University Entrance as attached to the agenda.

AC/96/2006

14. OUTSIDE STUDIES PROGRAM (OSP) REPORTS – 2005

The Outside Studies Program Policy states in Clause 9:

Executive Deans are responsible to the Vice Chancellor for the following:

(h) presentation to the Academic Council each year of a report and analysis of the outcomes, achievements and issues arising from OSPs undertaken by staff in their Division in the previous year.

A report from the Division of Arts Executive Dean was attached to the agenda for OSP undertaken during 2005. Reports from the Divisions of Health Sciences and Science & Engineering will be presented to the 19 July 2006 meeting.

Resolved to note the Outside Studies Program (OSP) Reports for 2005 for the Divisions of Arts as attached to the agenda.

AC/97/2006

15. PROPOSED AMENDMENTS TO BACHELOR DEGREE REGULATIONS - MINORS

At its meeting on 19 May, 2006 Academic Policy Committee resolved to recommend (APC/40/2006) to Council amendments to several degree regulations related to minors. The recommendations were developed by the Minors Working Party. APC advised that it would review all minors and flag for discontinuation those with 15 students or less enrolled over the last 3 years, unless a satisfactory rationale against discontinuation is provided. They will also monitor and review minors annually so those with no students enrolled in a year, or less than 15 over the previous 3 years, will be flagged for discontinuation unless a justification for continuance can be provided. New minors would be offered for three years before being considered for discontinuation.

Resolved to RECOMMEND to Senate to amend the following Regulations as outlined below [additions in bold and deletions struck through]:

Bachelor Degree Regulation 18.(2)

The introduction of a minor requires the approval of Academic Council. The requirements of the minor shall be determined by the Divisional Board, in accordance with policy set by Academic Council. Completion of a minor shall be shown on the academic transcript of students provided the student has enrolled in the minor before completion of the degree.
Bachelor Degree Regulation 25

Responsibility for Majors and Minors

Each major and minor shall be administered by the School Committee to which it is assigned by the Divisional Board. A joint degree approved under Regulation 14 may be the responsibility of one or more School Committees, as determined by Academic Council. The School Committee shall exercise the responsibilities specified in Division Regulation 15(i) and in other Regulations.

Bachelor Degree Regulation 28

The Program Chair shall be responsible for:

(a) recommendations to the Board of Examiners on award of degrees and academic progress;
(b) decisions on approval of enrolments and cross-institutional-enrolments; deferred admission; crediting of units from other institutions towards the requirements of the major; unit exemptions; suspension of enrolment;
(c) finalising unit results for units offered by staff of the major, where the final date for submission of results has passed and the unit co-ordinator is not available;
(d) oversight of any minors administered by the parent major;
(e) matters delegated to the Program Chair by the Executive Dean, School Head or Board of the Division.

16. BACHELOR OF SCIENCE IN SUSTAINABLE ENERGY MANAGEMENT AT APMI SINGAPORE

Resolved AC/99/2006 to note approval by the President of Academic Council, Deputy Vice Chancellor (Academic) and Chair of the Committee on University Entrance (CUE) for the introduction in September 2006 of the trimester based Bachelor of Science in Sustainable Energy Management at APMI in Singapore with the structure as attached to the agenda and located within the Division of Science and Engineering.

17. LEAVE OF ABSENCE

In accordance with Clause 9 (2) of the Standing Orders for Academic Council and Subordinate Bodies Mr David Holloway has requested leave of absence until 21 July 2006 due to overseas teaching commitments.

Resolved AC/100/2006 to approve leave of absence from Academic Council for Mr David Holloway to 21 July 2006.

18. LEAVE OF ABSENCE – ASSESSMENT COMMITTEE

In accordance with Clause 9 (2) of the Standing Orders for Academic Council and Subordinate Bodies the President of Academic Council has approved leave of absence for the Chair of the Assessment Committee for 2 meetings.
Resolved
AC/101/2006
to ratify the actions of the President to approve leave of absence
from the Assessment Committee for Professor Stuart Bradley to
14 August 2006.

19. SENATE

At its meeting on 24 May 2006 Senate approved the following recommendations
generated from the Academic Council meeting of 15 March 2006:

- Bachelor Degree Regulation 1.(1) – insert new course
- Certificate Regulation 1.(c) – insert new course
- Diploma Regulation 1.1 (b) – insert new course

The recommendations generated from the Academic Council meetings of 12 April
2006 and 17 May 2006 will not be reported until the next meeting of Academic
Council

The President thanked Mrs Kelsey Halse for her efforts in organising a successful
meeting at the Rockingham campus, acknowledging the amount of work that was
involved.

Meeting concluded at 2.55 pm

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Signed as a true record of the meeting of the Academic Council held on

PROFESSOR MICHAEL BOROWITZKA - CHAIR

Dated:
**SENATE MEETING DATES 2006**

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All Senate meetings will commence at 4.30 pm.

**SENATE MEETING DATES 2007**

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