

**Final Report in relation to the Matters Arising from the AUQA Review of Deakin University:
Implementation Strategy**

1. Commendations

AUQA made nine commendations.

Commendations	Comment	Action	Accountability	Outcome
Commendations	AUQA made nine commendations. The University community should be made aware of, and take great pride in, the fact that AUQA has identified these as matters worthy of praise. It is worth emphasising that the first commendation relates to the planning framework adopted by the University – a commendation in respect of a matter as fundamental as this is particularly noteworthy.	Develop an internal and external communication strategy	DVC(A) and PVC(D)	Completed
1. AUQA commends Deakin University for the implementation of an integrated planning and budget model that serves as a comprehensive quality framework and ensures that strategic priorities and operational targets are addressed at every level of the organisation.	Comments: (a) In coming years it will be important to guard against a tendency for some faculty and other area operational plans to merely "mimic" the University's operational plan. (b) The connection between functional area plans and operational plans could be improved. (c) A decision should be made regarding whether school and divisional work plans should be compulsory and/or whether targets in operational plans should be disaggregated (eg, insisting that faculty operational plans include targets for each school's contribution to the faculty's target).	(a) to be considered when approving the 2006 Operational Plans (b) ongoing (Senior Executive) (c) to be reviewed in 2007	(a) Senior Executive (b) Senior Executive (c) Vice-Chancellor	(a) Completed for 2006; ongoing (b) and (c) Completed. Considered as part of an external review of Deakin's planning, resourcing, accountability and evaluation framework. New Functional Area Plans for the period 2008-2012 are to be developed according to revised guidelines issued in Nov 2007. School and divisional work plans have been made compulsory from 2008. Disaggregated targets are not mandatory as the approach does not work for all Faculties.
2. AUQA commends Deakin University for its support of the Online Teaching and Learning Fellowship Program which is an innovative and successful strategy for supporting those staff with an interest in further extending the use of online technologies in their teaching.	This commendation suggests that a 'fellowship program' of the kind adopted in relation to online teaching is a good way of supporting and facilitating new developments until they are fully integrated into the culture of teaching.	Ongoing consideration	Senior Executive	Completed The provision of training for teaching staff is the responsibility of the Institute of Teaching and Learning; a new program of professional development activities was implemented in 2006 and a number of joint appointments between the Institute and Faculties are in place.

Commendations	Comment	Action	Accountability	Outcome
3. AUQA commends Deakin University for the establishment of Research Priority Areas which are successfully providing a stimulus for the development of research networks across the University and partnerships with external organisations.	This commendation suggests that identifying areas of strength and providing special support to them can stimulate desirable outcomes.	Ongoing consideration	Senior Executive	Completed Deakin has enhanced this approach as part of its revised plans for research management.
4. AUQA commends Deakin University for its two-day intensive workshop for early career researchers which are highly valued by staff and which facilitate their first research grant applications.	(a) Intensive workshops for early career researchers to continue to be offered. (b) Note AUQA comment: " The residential workshop is received so positively, in particular for the assistance with writing research grant applications, that some researchers suggested annual follow-up sessions for a few years." (para 4.3). (c) Consider possible introduction of similar intensive workshops in other areas.	(b) To consider (c) Ongoing Consideration	(a) DVC(R) (b) DVC(R) (c) Senior Executive	Completed (a) workshops continued. (b) a facilitated approach to writing linkage grant applications was implemented in 2006 in response to this feedback. Research Services provides specialist attention to staff who are within the first 6-8 years of preparing grant applications. (c) a revised set of training courses for research supervisors was implemented in 2006. The success of these initiatives has contributed to Deakin's decision to establish an Institute of Research Training; its responsibilities will ensure the ongoing provision of workshops such as these.
5. AUQA commends Deakin University for the significant improvement of a number of research performance measures in recent years.	(a) Ensure that Office of DVC(R) and internal Deakin research community take pride in this commendation. (b) Ensure that the significance of this commendation is understood externally.		(a) VC and DVC(R) (b) PVC(D)	(a) Completed (b) Communicated in various ways to key external audiences
6. AUQA commends Deakin University for its strategy to link with, and serve, the needs of its rural and regional communities.	(a) Ensure that the significance of this commendation is understood by those in the communities and by politicians. (b) The University must strive to ensure that the Community Responsibilities; Rural and Regional Engagement Functional Area Plan continues to identify new ways of linking with, and serving, the needs of rural and regional communities.		(a) PVC (D), PVC(R&R) (b) PVC (R&R)	(a) Progressed and ongoing. (b) The CR;RRE FAP was revised in 2005 taking this comment into account. Subsequent iterations of the relevant FAP will be guided by the goal and targets contained in the new Strategic Plan, 2008-2012.
7. AUQA commends the University for its manifest commitment to equity and access which allows individuals and groups who might otherwise not be able to participate in higher education to do so.	(a) There is much to be done to ensure that this commitment is fulfilled, particularly in relation to student selection. (b) Significant progress has been made in relation to scholarships and we should continue our endeavours in this regard.		(a) VP (b) PVC(D), VP	Ongoing. (a) and (b) significant progress made in 2005 that has contributed to improved outcomes in student selection since 2006. A discrete Student Equity Unit was established in 2006 to improve student equity at Deakin.

Commendations	Comment	Action	Accountability	Outcome
8. AUQA commends Deakin University's Institute of Koorie Education for the community-based learning model that is successfully providing Indigenous students with access to higher education.	It is apparent that it was the community-based learning model that commended itself to the Panel. The University must ensure that this community-based learning model continues to be supported and further developed.		DVC(A), Director IKE	Completed Actions have been taken to more explicitly recognise and support the community-based learning model. This includes recognition for IKE in the parameters driving the University's resource allocation model that has been in place since 2007 .
9. AUQA commends the University for the implementation of the Performance Planning and Review process which is a useful and valued tool in performance management and individual career planning.	Changes have been made to the PPR policy from 2005; these changes are designed to further improve the process. The impact of the changes and the extent to which staff see the process as a valuable tool in performance management and career planning should be kept under review.		COO, Director HRSD	Completed . A full review was undertaken in 2007 resulting in further improvements to the PPR process that will be progressively implemented during 2008.

2. Affirmations

AUQA has affirmed seven improvements identified by Deakin.

Affirmations	Comment	Action	Accountability	Outcome
1. AUQA affirms Deakin University's recognition of the need to implement a systematic approach to the effective use of external comparisons across its range of activities.	Note also the comment that "it will be important to include benchmarking partners engaged in distance education, rather than just selecting on geographic considerations." (para 1.2.2 of the AUQA Report) and "the Panel affirms the University's recognition of the need to implement a comprehensive approach to the effective use of external comparisons across its range of activities including for research" (para 4.4).	See target 1.3.2, 2005 Operational Plan	DVC(A)	The implementation of a systematic approach to benchmarking has proved challenging for Deakin. The 2005 OP target 1.3.2 was not achieved. Further work was undertaken in 2006 and 2007 in relation to benchmarking teaching and learning and a systematic approach has been developed, although outcomes are yet to be reported. Benchmarking will be embedded in the next Strategic Plan.
2. AUQA affirms Deakin University's ongoing important work to strengthen its capacity to manage risk effectively.		Review of the effectiveness of the Risk and Compliance Management Sub-committee of the Planning and Resources Committee (PRC)	CFO	Completed The revised risk and risk management program was implemented during 2007. In addition, comprehensive Enterprise Risk Management strategy documentation has been developed. The CFO has, following the approval of PRC, initiated a number of amendments (to commence in 2008) to the Risk and Compliance Management Subcommittee to confirm its position as an effective and strategic subcommittee. See 2007 PREP report for OP target 7.17 and OP addendum target A7.2 for a more detailed account of action taken.
3. AUQA affirms Deakin University's intention to review outcomes from the review of Academic Board to ensure that it is effectively fulfilling its functions as the principal academic authority within the University.	The incoming Chair of the Academic Board, Professor Chris Gray, has put into place a "Steering Committee" which is designed to ensure that the Academic Board's Committees operate effectively.	Target 1.3.16, 2005 Operational Plan		Completed The Academic Board was reviewed in November 2006 and took into account progress with implementation of recommendations from the 2003 review. The new Academic Board held its first meeting in July 2007. All recommendations arising from the Review have been implemented.

Affirmations	Comment	Action	Accountability	Outcome
4. AUQA affirms Deakin University's recognition of the need to reshape organisational structures for the support of teaching and learning so that they can better position the University to respond to the pedagogical implications of its move toward use of online technology.		Systematic implementation in 2005 of relevant aspects of the Review of the Organisational Structure of the University's Administrative and Academic Support	Divisions, DVC(A) and VP	Completed Restructure of Learning Services completed in 2005. Library, Knowledge Media Division, Logistics Division and Institute of Teaching and Learning established in 2005.
5. AUQA affirms Deakin University's action plan to address the various quality improvements needed in its management and quality assurance of off-shore teaching partnerships.		Action Plan to be implemented	DVC(A) has responsibility for monitoring progress	Ongoing Implementation of the 2004 action plan continued throughout 2005 with regular progress reports made to the Senior Executive by the PVC(I). Following the finalisation of this action plan in 2005, targets have been included in both the 2006 and 2007 University Operational Plans regarding a) the monitoring of enrolment/financial targets for offshore teaching partners and b) the continued financial viability and strategic value of each offshore teaching partnership in light of a revised budget model. In both years, these targets have been achieved. Actions taken in 2006 and 2007 included ongoing negotiations with partners and closure of some courses.
6. AUQA affirms Deakin University's intention to review the operation and effectiveness of its Community Reference Groups for South Western and South Central Victoria.		Implementation of any recommendations in 2005 and 2006	PVC(R&R)	Completed Implementation of recommendations was completed in 2005 and 2006.

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<p>7. AUQA affirms Deakin University's recognition of alumni as an important community group with which it could develop stronger links.</p>		<p>Deficiencies regarding alumni engagement to be addressed in a planned manner so as to ensure the long-term sustainability of the processes we put in place; targets in successive operational plans</p>	<p>PVC(D)</p>	<p>Completed A central alumni office was established in 2005 and an alumni engagement strategy developed. This is being progressively implemented. In 2007 a data-matching exercise was conducted for domestic alumni and contact re-established with 60,000 of them. In 2006 Deakin piloted an alumni chapter in India. Following its success in 2007, an alumni chapter was also established in China. Inaugural alumni events were also held in 2007 in Vietnam and Sri Lanka, in addition to the repeat events held in Hong Kong and Malaysia.</p>

3. Recommendations

AUQA has made thirteen recommendations for improvements to the University's practices.

Recommendations	Comment	Action	Accountability	Outcome
1. AUQA recommends that Deakin University explore the latest technology to enhance links across its five campuses, thus reducing the need for staff to spend as much time travelling as they do.	The University is aware of the desirability of reducing intercampus travel (see Strategic Plan, target 7, 2007 regarding Resources, Infrastructure and Services - "reduce intercampus travel per full time equivalent staff member by 10%"); one way of doing this to make better use of technology to link the campuses.	Working Party to be established in 2005 to identify and make recommendations regarding the latest technology to enhance links across campuses for use in teaching and meetings; targets in successive operational plans Addendum to 2005 Operational Plan	COO, VP and DVC(A)	Technology enhancements made to meeting rooms and the VC has actively encouraged staff to make use of these. Baseline data was established in 2005 to monitor progress against Strategic Plan target 7. Significant reductions to staff travel have been revealed by the 2007 data. The introduction of a video conferencing strategy and the purchase of numerous Tanberg video conferencing units has contributed to this progress.
2. AUQA recommends that the Deakin University Academic Board ensure that the Chairs and members of its committees are assisted in developing an improved understanding of their important quality assurance roles.			Chair, Academic Board	Completed In 2005 the Chair of the Academic Board established an Academic Board Steering Committee which includes chairs of all Board committees and subcommittees. A new member induction program was included. The terms of reference were rewritten and the committee membership adjusted to ensure a more strategic focus. In 2006 the Chair of the Academic Board attended the planning meetings of all committees and subcommittees. The implementation of the approved recommendations of the 2006 review of the Academic Board has also assisted.
3. AUQA recommends that Deakin University consider unification of rules or guidelines for implementation of University policies that acknowledges and allows for contextual differences.	The Chair of the Academic Board has addressed this question and will implement changes in 2005.	(a) Chair of Academic Board to implement changes in 2005; (b) review to be conducted in 2007	Chair, Academic Board	Ongoing (a) The University's policy framework was amended to reduce the need for Faculty Rules. Where such a requirement exists, a model rule is provided to guide the development of Faculty Rules. (b) This review has not yet been conducted, but the review will form part of the redevelopment of academic policies in 2008 in accordance with the new Academic Policy Framework.

Recommendations	Comment	Action	Accountability	Outcome
<p>4. AUQA recommends that the University communicate to students more effectively the nature and aims of the Deakin Advantage and assist them to document the discipline-specific and generic skills they are developing throughout their course.</p>	<p>A decision has been taken not to continue to use the term "Deakin Advantage" to describe what is a list of quite standard generic skills and outcomes, but, rather, to describe this list as setting out the "Attributes of a Deakin Graduate". (a) It is planned to establish these statements for all Deakin's degree programs, not just undergraduate programs. (b) Steps should be taken to communicate to students the "Attributes of a Deakin Graduate" and to assist them to document the skills they are developing. It is important that DUSA is involved in this project. (c) It will also be necessary to ensure that members of staff and students understand the difference between the "Deakin Advantage" (now re-named "Attributes of a Deakin Graduate") and the "Deakin Advantage in Teaching and Learning" (see Strategic Plan which describes this as "a suite of programs and opportunities for undergraduate students unique to Deakin.").</p>	<p>(a) Ensure that statements of attributes are in place for all degree programs by the end of 2006; (b) Work with DUSA in 2006 and 2007 to communicate attributes to students and to develop mechanisms for documenting skills (c) Develop and implement a communication strategy.</p>	<p>(a) Chair, Academic Board (b) DVC(A), VP (c) DVC(A), PVC(D)</p>	<p>(a) The Academic Board approved a statement of postgraduate attributes in 2005. (b) & (c) The Teaching and Learning Committee of the Academic Board has undertaken a thorough review of all of its policies and has developed a new set of graduate attributes. These are integrated into the course development and review process. Deakin has been involved in a national project to develop a Diploma Supplement which will assist with the communication of graduate attribute outcomes to students. The Institute of Teaching and Learning has undertaken a trial of the use of ePortfolios as a tool for students to document their learning outcomes. In 2007 the Teaching and Learning Committee undertook a project to ensure that graduate attributes and skills are incorporated into courses and that they are being assessed and promoted to students. See 2007 PREP report in relation to OP target 1.6. In summary, the attributes of a Deakin Graduate work is not complete; the Deakin Advantage work is ongoing.</p>
<p>5. AUQA recommends that Deakin University harmonise its approach to the comparability of assessment such that one set of agreed principles can be applied consistently across the University.</p>	<p>It is suggested that, in 2005, the Academic Board should review the various approaches to comparability of assessment adopted by faculties with a view to determining the best approach for implementation in first semester 2006.</p>		<p>Chair, Academic Board</p>	<p>Completed Revisions to rules on comparability of assessment were completed in 2005. A schedule of approved methods has been implemented and variations require approval by the Academic Board.</p>

Recommendations	Comment	Action	Accountability	Outcome
6. AUQA recommends that Deakin University extend the scope of its foreshadowed review of the system of student evaluation of teaching and units to include all aspects of its implementation and follow-up.	(a) the survey instrument is to be reviewed in 2005 (see Target 1.3.14, 2005 Operational Plan); (b) a review of the implementation and follow up system should be conducted in 2006.		(a) DVC(A) (b) VP, DVC(A) and Chair, Academic Board	Completed (a) Revisions to the SETU survey instrument were approved in 2005 for implementation in 2006. The revised instrument was introduced for the S2/2006 evaluations. (b) Following the revisions to the SETU system, much more comprehensive data is available at the individual staff member, School, Faculty and University level. As an outcome of the Review of Teaching and Learning held early in 2007, the process of follow up and action in relation to SETU results has been reviewed and the responsibilities of Deans and Heads of School in relation to these clarified.
7. AUQA recommends that in reviewing the Student Portal and Learning Toolkit, Deakin University ensure that it consults extensively with students to ensure that their patterns of need and usage, as well as the limitations on personal computing equipment are fully recognised and accommodated.	Aspects of the Student Portal and the Learning Toolkit are kept under regular review and students are consulted. Nonetheless, a more formal, comprehensive review appears to be warranted; naturally this will involve consultation with students. The particular points made by AUQA relating to patterns of need and usage and limitations on personal computing equipment should be taken into account.	To conduct review	DVC(A), VP	Completed. The Student Portal was reviewed as part of a larger web strategy project. Approval was obtained for the Web Action Plan that documents a comprehensive 3-5 year strategy for the University's web environment. A cross-organisation team has been established to develop the Prospective Student website. The Deakin Learning Toolkit was evaluated at the beginning of 2006 and the Toolkit was redesigned and redeveloped taking into account feedback received.
8. AUQA recommends that Deakin University consider improved mechanisms for involving, as a group, the Heads of Research Priority Areas in strategic planning for research.		To be considered by the Research Management Sub-committee of PRC in 2005 DVC(R) Addendum to 2005 Operational Plan	DVC(R)	Completed. The leaders of the three main priority areas are involved in all major planning decisions. Throughout 2007 extensively consultation has occurred with key 'stakeholders' as Deakin develops its plans to achieve a step change in research.
9. AUQA recommends that Deakin University clarify the role of the Higher Degrees by Research sub-committee in the oversight and effective follow-up of research degree reviews.		To be included as an addendum to 2005 Operational Plan with a view to implementation no later than 2006 (Chair, Academic Board)	Chair, Academic Board	Completed. In 2005 the Academic Board approved amendments to the Quality Assurance and Policy Compliance in HDR that includes processes for oversight and effective follow-up of research degree reviews.

Recommendations	Comment	Action	Accountability	Outcome
10. AUQA recommends that Deakin University implement an ongoing training program for higher degree by research supervisors at all levels of experience and draw on resources available from external sources.		To be included as an addendum to 2005 Operational Plan with a view to implementation no later than 2006.	DVC(R)	<p>Completed</p> <p>In 2005, the Research Management subcommittee reviewed all training courses for research supervisors that are held across the University. Each Faculty provided a revised set of training in 2006 for research supervisors based on the information collected. The establishment of the Institute of Research Training will assist Deakin in the ongoing provision and improvement of research training programs.</p>
11. AUQA recommends that Deakin University's processes for the analysis and response to surveys of higher degree by research students and annual progress reports be clearly outlined within a framework of accountability for action on issues that arise and that the Higher Degrees by Research sub-committee's role in overseeing the use of this information for continuous quality improvement be addressed.		To be included as an addendum to 2005 Operational Plan with a view to mechanisms being implemented in 2006.	DVC(R), Chair, Academic Board	<p>Completed</p> <p>At its November 2005 meeting the Academic Board approved a new process for conducting the annual reviews of HDR student progress. This utilises an online reporting system and an annual timetable of reports and follow-up. This was fully implemented in 2006. When HDR student survey outcomes yield significant results the Research and Research Training Committee of the Academic Board has a process for addressing any matters of concern.</p>
12. AUQA recommends that Deakin University extend the range of skills development workshops available to higher degree by research students and provide them to both on- and off-campus students using appropriate technologies.		To be included as an addendum to 2005 Operational Plan with a view to workshops being commenced for on and off-campus students no later than in 2006. Addendum to 2005 Operational Plan	DVC(R)	<p>Completed</p> <p>The Research Management subcommittee has collated all training courses for HDR students that are held across the University. Each Faculty conducted an expanded range of Faculty-specific training courses in 2006 based on the information collected. Centrally organised HDR residential workshops were also held in 2006. The establishment of the Institute of Research Training will assist Deakin in the ongoing provision and improvement of research training programs.</p>

Recommendations	Comment	Action	Accountability	Outcome
<p>13. AUQA recommends that Deakin University undertake a review of the place, scope and pedagogy of its professional doctorates in relation to the PhD, and that the review include appropriate external input.</p>		<p>To be included as a target in the 2006 Operational Plan</p>	<p>DVC(R)</p>	<p>Completed Review undertaken in 2005. In view of diminishing number of professional doctorates, a relevant target was not included in the 2006 OP. In April 2006, PRC recommended that 4 professional doctorates be discontinued. Only one remains, the Doctor of Psychology.</p>

4. Comments

In the course of its report, AUQA has made several comments which should influence our approach or, in some cases, prompt us to take action.

Area of activity	Reference in the Report	Action	Accountability	Outcomes
1. Mission statement; Council Performance Indicators.	<p>"In its discussion with staff, the Panel noted that while reference to relevance, innovation and responsiveness were often made, knowledge of the aspiration to be recognised as the country's most progressive university was less evident. Also, the agreed set of indicators by which Council monitors performance do not track performance at this level." (para 1.1)</p> <p>"With the specificity of the indicators, it was not clear how the Council tracks University performance at the more global level, such as the aspiration to be recognised as "Australia's most progressive University". ... Consideration should be given to ways of facilitating Council's ability to make judgments along these lines, with reference to 'relevance, innovation and responsiveness'." (para 2.1)</p>	These are fundamental matters to be considered as part of the five-year review of the Strategic Plan and the next review of the Council Performance Indicators.	VC	<p>Preliminary work was undertaken in 2005 with PriceWaterhouseCoopers and discussed with Council. It was agreed that the Council Performance Indicators would remain unchanged and be subject to review as part of the preparations for the development of the next Strategic Plan.</p> <p>During 2007 an external review of Deakin's planning, resourcing, accountability and evaluation framework was completed. This review included consideration of the Council Performance Indicators, and no major changes were recommended.</p> <p>As part of the development of the new Strategic Plan to be approved in early 2008, Deakin is developing a new set of targets by which to measure the University's performance against the achievement of its Strategic Plan. Progress against these targets is one of the ways that Council tracks the University's performance against its strategic direction. The Council Performance Indicators assist in this regard but have a broader application so far as the general performance of the University is concerned. Notwithstanding this observation, the Council Performance Indicators will be reviewed in 2008 in the context of the University's new Strategic Plan and to ensure that indicators are included to measure progress against Deakin's mission.</p> <p>Not completed.</p>

Area of activity	Reference in the Report	Action	Accountability	Outcomes
2. Warrnambool campus.	(a) "Some Warrnambool-based staff point to instances of University policies that are not appropriate for the Warrnambool environment and occasions where being 'out of sight' of their colleagues at Geelong and Burwood has meant that they are left out of the communication loop." (para 1.1.1) (b) "Likewise, some Warrnambool students report instances of a lack of consultation or opportunity to participate in University events such as the Southern University Games." (para 1.1.1) (c) "The smaller number of people based at Warrnambool often means that achieving what is considered to be a critical mass to run staff development workshops is difficult and these staff often need to travel to another campus which can sometimes be a disincentive to participate." (para 8.3)	(a) PVC(R&R) to conduct a workshop in 2005 to investigate this; Senior Exec to then address concerns (b) VP to discuss with DUSA (c) Director, HRSD to address	(a) PVC(R&R), Senior Executive (b) VP (c) Director, HRSD	Completed (a) Report on outcomes of the Workshop provided to the Senior Executive. The Vice-Chancellor's response to the report was provided to Warrnambool staff. (b) Completed. (c) Changed arrangements were implemented for Warrnambool staff that improve the opportunities to participate in staff development activities. This includes a reduction in the number of people required to hold a workshop at Warrnambool.
3. Functional Area Plans.	"The Functional Area Plans have a different character from one another. All of them identify objectives and strategies to be pursued, although not all identify who will be accountable for action. ... It appeared to the Panel that faculties based their plans mostly on the University's Strategic and Operational Plan, rather than the Functional Area Plans. This is possibly because the former two plans are much clearer in identifying short- to medium-term priorities than are some of the Functional Area Plans." (para 1.3)	See commentary regarding commendation 1.		Completed New Functional Area Plans for the period 2008-2012 are to be developed according to revised guidelines issued in Nov 2007. Among other things, the guidelines clarify the purpose of FAPs, the planning period to which they apply and the frequency with which they must be updated.

Area of activity	Reference in the Report	Action	Accountability	Outcomes
4. Staff input into strategic directions.	<p>"Many staff are appreciative of the sense of direction and purpose that the PREP process has delivered for the University and this is, without question, a positive development. Nonetheless few academic or general staff the Panel met felt that they had significant opportunities to have input into these strategic directions. For the time being at least, this is not problematic as there is general agreement with the direction that has been decided. This may not always be the case, however, and care will be needed to ensure that the senior managers of the University find ways of sufficiently involving the general University community in strategic decision-making." (para 1.3)</p>	<p>This is an important comment which must be acted upon. (a) It will be particularly important to obtain such input when developing the next version of the University's Strategic Plan (2007). A series of Workshops should be held through the course of 2007 in preparation for this.</p> <p>Although Deans and Senior Managers are involved in the PREP process and in setting the strategic direction of the University, the extent to which Deans and Senior Managers involve their staff, informing them of decisions and seeking their views, is patchy.</p> <p>(b) Consider ways of ensuring that information is given and views sought</p>	<p>a) VC assisted by Senior Executive</p> <p>(b) Senior Executive</p>	<p>Ongoing</p> <p>(a) addressed in the framework for developing Deakin's next Strategic Plan. Widespread consultation on stage one of the framework was undertaken in the latter part of 2006 and in 2007. Stage two, which involved the development of the major sections of the Plan, took place over the course of 2007 and the members of the Senior Executive who were responsible for this work, consulted extensively and in a variety of ways. All members of the University had the opportunity to participate in the process of developing Deakin's next Strategic Plan.</p> <p>(b) The framework referred to above incorporates extensive consultation with staff and other groups.</p> <p>In addition, conferences are held for staff on matters of importance and each year the Vice-Chancellor makes a series of presentations at each Campus, to which all staff are invited.</p>

Area of activity	Reference in the Report	Action	Accountability	Outcomes
5. Communication.	<p>"Care will need to be exercised to ensure that there is an appropriate match between the needs of staff to engage in discussion of University directions and the range and frequency of opportunities for providing input. The University has noted as an area for improvement the need to improve communication channels across the University. At the time of the audit, a Communications and Marketing Plan was under development. Consideration of ways of enhancing bottom-up communication and ensuring that the corporate areas of the University can listen to the suggestions and comments of staff should be included in this Plan." (para 1.4)</p>		VC	<p>Ongoing</p> <p>Internal communication matters are covered in both the Communications and Marketing and the Human Resources Functional Area Plans. The former focuses upon ways of assisting information flow to and information access by staff while the latter describes ways of enhancing staff consultation as well as obtaining feedback and staff input.</p> <p>During 2006 a staff "suggestions box" was trialled as a way of receiving and responding to staff suggestions on areas for improvement and on innovations. This has continued in 2007 and 2008.</p> <p>A Staff Consultative Group was established in August 2005 to provide the Vice-Chancellor with advice on significant issues of concern to staff.</p> <p>The findings of the 2006 Staff Survey showed that communication and consultation were the issues of most concern for staff. In response to this, various actions were implemented in 2007 and new initiatives will be pursued in 2008.</p>

Area of activity	Reference in the Report	Action	Accountability	Outcomes
6. The Academic Board.	<p>6.1 Teaching and Learning Committee. "Some additional assistance is required to aid the Teaching and Learning Committee, and possibly other committees, in their application of self-evaluative techniques and in responding to the results of these reviews." (para 2.2.1)</p> <p>6.2 Higher Degree by Research Sub-committee. "While the formal terms of reference of the HDR sub-committee are very clear, the Panel was not confident that the members have a good understanding of the ways in which the committee could or should be exercising its responsibilities at University level. It appears reactive and not to be taking a leadership role in ensuring University-wide assurance of the research training program. The HDR sub-committee needs to formalise the ways in which it attends to the quality assurance mechanisms in place (such as annual candidate progress reports; oversight and follow-up of research degree reviews). The Panel's investigations in this area provided evidence of breakdowns in implementation of 'The Regulation and Procedures for Higher Degrees by Research'. As discussed in ... Recommendation 2, attention is needed to improve the understanding of quality assurance measures and their place within the University's overall quality management system. Particular attention is needed to develop the capacity of the HDR sub-committee to fulfil its leadership role in HDR matters." (para 5.1)</p> <p>"The HDR sub-committee is responsible for encouraging good supervisory practices and in March 2004 revised the 'Code of Good Practice in Supervision of Higher Degrees by Research', which continues to be promulgated throughout the University. The Higher Degrees by Research Procedure and the Code state that a principal supervisor should not normally supervise more than the equivalent of seven full-time HDR candidates concurrently, and the HDR sub-committee must approve formally the supervisory arrangements of all higher degree candidates. Excluding those students whose work is currently being examined, three staff have a supervisory load of more than seven equivalent full-time student units (EFTSU); none of whom have undergraduate teaching responsibilities. The Panel was informed that 32 staff have a load of more than five EFTSU." (para 5.2)</p>		Chair, Academic Board	<p>Completed</p> <p>So far as 6.1 is concerned, the self-review process was revised in 2005 and was successfully applied. This involved all members in a review discussion and feedback to the Board. The outcomes are then considered by the Steering Committee and advice provided to the committees. The Chair of the Academic Board further evaluated the annual Academic Board and committee self review process in 2006 and determined that the process did not require change.</p> <p>So far as 6.2 is concerned, the terms of reference and membership of the HDR Committee were substantially revised at the end of 2005 to emphasise the quality assurance role. A new process for the exit survey of HDR students was introduced including an explicit description of the role of the HDR Committee in evaluating the effectiveness of the actions taken, including additional follow-up where necessary. The Quality Assurance and Policy Compliance in Higher Degrees by Research operational procedure was amended to include details of the Reviews of HDR students, the conduct of these reviews, reporting and follow-up.</p> <p>So far as para 5.2 is concerned, see comment in relation to item 15 below on Workload of Supervisors.</p>

Area of activity	Reference in the Report	Action	Accountability	Outcomes
7. DUSA	"DUSA represents all Deakin students and operates across all campuses, with executive positions to represent students with special interests, such as postgraduate students and students studying by distance. In general, this appears to work well as a way of representing to the University matters of concern and interest to students. Most students met by the Panel, however, were largely unaware of DUSA activities in this regard." (para 2.3)	VC and VP to discuss with President, DUSA	VC, VP	<p>Ongoing</p> <p>DUSA will need to develop a much more active presence in an environment of voluntary student unionism. The VP has been working with DUSA on plans for its future in a significantly more difficult financial environment.</p> <p>The VC and the VP and DVC(A) hold regular meetings with the President of DUSA.</p>
8. Policies.	"[It] has been determined that policies will be 'launched' twice a year. This potentially creates unhelpful delays in implementation and the University should consider other mechanisms that can be used to inform staff about policy changes that affect their work." (para 2.4)	As many new policies were developed in 2004, it was decided that, usually, new policies would come into operation only twice a year. The aim was to be able to provide a comprehensive list of new policies to staff every six months rather than inundating them with them. Where a delay in implementation would create a problem, the policy came into operation on a specified date. When the number of new policies reduces, it will be possible to provide details of them as and when they come into operation rather than 'stockpiling' them.	Senior Executive	<p>No longer promulgated only twice a year.</p> <p>In 2006 the VP has reviewed the effectiveness of <i>The Guide</i>, the electronic information repository providing access to legislation, policies, plans etc. This emerged as part of the outcomes of the 2005 review of HRSD.</p> <p>A major project commenced in 2006 to make significant improvements to <i>The Guide</i> and to policy development at Deakin. This project will largely be completed by mid-2008.</p> <p>Not completed but in train.</p>
9. Teaching and Learning.	"The Teaching and Learning Functional Plan is currently under development. ... It is important that the Plan is completed and operationalised as soon as possible." (para 3.1)		DVC(A)	<p>Completed</p> <p>In 2007 the Vice-Chancellor commissioned an external review of teaching and learning at Deakin. The outcomes of this review have led Deakin to adopt a longer term program of change to become a national leader in teaching and learning, especially through flexible education. A new Teaching and Learning Plan 2008-2012, has been developed that reflects this process of major change in vision for teaching and learning and implementation of this Plan has commenced.</p>

Area of activity	Reference in the Report	Action	Accountability	Outcomes
10. Policy Review.	<p>“[A] considerable amount of academic policy development and revision has been undertaken within the University since the beginning of 2003, including policies relating to Academic Advisory Boards (March 2003); advanced standing (July 2003); assessment (November 2003); course accreditation and re-accreditation (February 2003); evaluation of teaching and units (September 2003); admission and selection to undergraduate and postgraduate awards (March 2004) and TAFE alliances and agreements (September 2003). Much of this work was very timely. In some instances, the phase-in of these policies is still occurring which has made it difficult for the Panel to assess the effectiveness of the policies being implemented.” (para 3.1.1)</p> <p>“In June 2004, Academic Board approved a policy entitled ‘Quality assurance and policy compliance in courses and units’ which provides for reviews of units and introduces annual reviews of courses. It also makes provision for targeted reviews of particular courses, schools or faculties that “may be triggered in response to the outcomes of course reviews, the introduction of new policy or any other factors considered relevant by the Academic Board”. Although this policy is too recent for the Panel to determine its effectiveness, the Panel endorses the University’s attempt to formalise these activities into a quality assurance system. In support of the new system of annual course reviews, the Planning Unit will produce a compendium of Course Experience Questionnaire and Graduate Destination Survey data for each course.” (para 3.2)</p>	See Target 1.3.7, 2005 Operational Plan; the effectiveness of all other policies mentioned is to be assessed in the course of 2006 and 2007 at the latest.	Chair, Academic Board, DVC(A), VP	<p>In 2005 the Academic Board received reports on compliance with these policies as required under the Quality Assurance and Policy Compliance in Courses and Units policy. Compliance statements were also included in the accreditation process.</p> <p>Further targeted audits were conducted in 2006 and 2007. In 2006 the Academic Board sought and received advice from Internal Audit and amended its audit process appropriately. Internal Audit confirmed that the audits are a valuable part of the Academic Board’s continuous quality improvement activities.</p> <p>Not completed but in train.</p>
11. Plagiarism.	“The Panel requested trend data, by faculty, of the number of reported incidents of plagiarism and an analysis of the actions taken. This shows that since 1999, there has been considerable variability in the number of reported incidents across faculties. In one faculty, only four cases were detected in the past four years. While some of this variability might be able to be accounted for in terms of the nature of assessment in different disciplines, there would be benefit in the University ensuring that all faculties are applying, with equal rigor, University policy in this area.” (para 3.4.2)	Chair, Academic Board to review the application of the plagiarism policy by each Faculty by the end of 2007.	Chair, Academic Board (with possible assistance from Internal Audit)	The recommendations arising from the audit of compliance with the Plagiarism and Collusion policy were implemented in 2006 and 2007. The Teaching and Learning Committee conducted a review of the application of the policy by each Faculty in 2007. As a result of this review, recommendations for further work to improve the collection and monitoring of incidences of plagiarism and collusion and to adopt a standard form of words for advising students about plagiarism and collusion have been approved. Ongoing and to be implemented in 2008.

Area of activity	Reference in the Report	Action	Accountability	Outcomes
12. Student Evaluation of Teaching.	"A student survey is only one method of obtaining student input into the evaluation of teaching. Students commented that they would like to have greater opportunity to provide feedback on subjects, for example, via focus groups." (para 3.5)		DVC(A) to consider	Ongoing. The Student Evaluation of Teaching and Units (SETU) process will continue. In addition, student feedback panels are being established for each course. These panels will meet with staff at least twice a year and will commence operation in 2008.
13. Online Teaching.	<p>"As increasing emphasis is placed on the use of online teaching, priority now needs to be on leading staff in their re-thinking of pedagogy so that educational technologies can be used to maximise the support of effective student learning. The University's research on student reactions to DSO shows that their satisfaction varies considerably across faculties; this finding was endorsed by students met by the Panel. One area of variability highlighted by distance education students interviewed by the Panel was sometimes unacceptably long delays (up to two months) in staff responding to e-mails or providing feedback on assignments. ... More effective mechanisms and processes are required to 'close the gap' between policy relating to online teaching and learning and its implementation University-wide. ... Deakin has had a strong tradition in conventional print-based distance education and its staff have frequently taken the lead in developing pedagogy for this form of teaching and learning. Given the number of students that enrol from a distance at Deakin, the University now has the opportunity to demonstrate leadership in the very different pedagogy required, and possible, in online education. (para 3.6)</p> <p>"There is a need to devise strategies to increase the transfer of skills and approaches gained by the [Online Teaching] Fellows to staff less committed to online teaching and the consideration of pedagogy." (para 3.6.1)</p>	DVC(A) to consider addressing via 2006 and 2007 Operational Plans	DVC(A)	Completed. Deakin Studies Online (DSO) has undergone significant revision and integration with other online tools to provide a seamless online environment for students. SETU results indicate significant improvements in satisfaction with DSO. The professional development program in relation to DSO has also been revised with a far greater emphasis on the appropriate pedagogies for online teaching. The new Teaching and Learning Plan sets a clear direction in relation to online and distance education as part of the University's approach to flexible education.
14. Research Priority Areas.	"Some RPAs sponsor development programs for their members who are considered to be underperforming in research. Increased co-ordination of these activities may be possible to reduce the duplication of effort which was evident in some areas." (para 4.2.1)	DVC(R) to consider for possible inclusion in 2006 Operational Plan	DVC(R)	Completed. Coordination of priority area activities is much improved following the review of these areas in 2005.

Area of activity	Reference in the Report	Action	Accountability	Outcomes
15. Workload of Supervisors.	"Discussions with HDR students revealed concerns with the level of availability of some supervisors who are perceived by students to be under pressure to increase research productivity. The Panel believes there would be benefits from a University-wide analysis of workload of supervisors with a view to stringent application of caps on the numbers of students supervised by any one supervisor." (para 5.2).		DVC(R), Chair, Academic Board and Director, HRSD	A detailed survey of supervisor load showed that the normal load of 7 HDR candidates per supervisor is observed by all supervisors except a small number of staff (less than 10) who have no undergraduate teaching and have been given approval to have a load of up to 10. The annual survey of HDR candidates indicates a high degree of satisfaction with supervision. To be audited again in 2008.
16. Offshore Teaching Partnerships	"The Panel endorses the University's intention to clarify the place of teaching partnerships within the University's internationalisation strategy. The current Internationalisation Functional Area Plan 2004-2007 does not do so." (para 6.2)	PVC(I) to incorporate within the Internationalisation Functional Area Plan his paper addressing this matter	DVC(A)	Completed. The Internationalisation Plan was revised in 2007 and will be finalised and approved early in 2008. The Plan makes clear reference to the place of teaching partnerships within the University's internationalisation strategy, as does the new iteration of Deakin's Strategic Plan (2008-2012).
17. Onshore International Students.	"[T]he University plans to conduct a pilot survey of international students on their perceptions of the quality of the teaching and student support services provided to them. The Panel supports this intention as it will allow for better informed decision-making on the priorities for meeting the needs of these students. In 2000, retention rates of international students were found to be statistically significantly lower than those for domestic students for the first time since 1996. In response to this, the University made some improvements to the provision of student support services particularly at the Burwood campus. Deakin plans to repeat this research in 2005 and the Panel endorses this intention." (para 6.3)	Repeat research in 2005	DVC(A)	Completed. Responses to the SETU survey and the Student Survey are analysed by citizenship to identify any possible areas of concern. Ongoing. A Review of the language and learning support for students was undertaken in 2006. Implementation of the recommendations from this Review commenced in 2007 and are continuing into 2008.

Area of activity	Reference in the Report	Action	Accountability	Outcomes
18. Community Activities; Community Reference Groups.	<p>(a) "The University needs to be more proactive in communicating its achievements to its various community stakeholders, especially in relation to its research activities and achievements. The University has recognised the need to "formalise an annual program of public events on Deakin's campuses in 2005 that strengthen the partnerships between the University and its local communities" (Performance Portfolio, p.65) and the Panel endorses this." (para 7.2)</p> <p>(b) "Clearly the reference groups have been a worthwhile and positive development but the Panel considers that there is additional scope for the University to use these groups as active participants in the identification of ways the University can contribute to these communities. The Panel notes the intention to review the operation of these groups and endorses this. It suggests that as part of the review, some thought be given to the possible merits of establishing a similar reference group for Burwood/Toorak." (para 7.3.1)</p> <p>(c) "At the end of 2003, the University conducted a pilot survey of the Warrnambool Community Reference Group to assess their perceptions of the ways in which the University relates to the community. Unfortunately the survey was limited in its design and the responses not particularly informative but the Panel supports the University's desire to seek input from stakeholders." (para 7.3.1)</p>		<p>(a) PVC(D) and PVC(R & R)</p> <p>(b) PVC(D) and PVC(R & R)</p> <p>(c) PVC(R & R)</p>	<p>Ongoing.</p> <p>(a) An annual program of public events has been formalised and commenced in 2005. A Community Consultation Strategy has been implemented from 2006.</p> <p>(b) This has been addressed in the review of the Reference Groups. A Melbourne Community Leaders Group for the Melbourne Campus at Burwood was established in 2007, following some preliminary planning undertaken in 2006.</p> <p>(c) A revised and refined survey instrument was used in the 2006 survey.</p>
19. Staff Induction.	<p>(a) "A new development in 2004 has been the launch of the excellent online Induction Program, which takes a 'just in time' approach to providing the large amount of information with which new staff must become familiar. ... Automated tracking of completion rates is currently not technically possible. The Panel encourages the University to continue close monitoring of the program's effectiveness." (para 8.2)</p> <p>(b) "The University intends to investigate improved induction processes for academic staff in faculties to ensure a more systematic process is used for all staff, including sessional and casual staff and the Panel endorses this intention." (para 8.2)</p>		<p>(a) COO and Director, HRSD</p> <p>(b) DVC(A) and Director, HRSD</p>	<p>(a) Resources are not currently available to implement the tracking facility.</p> <p>(b) Completed</p>

Area of activity	Reference in the Report	Action	Accountability	Outcomes
20. Graduate Certificate in Higher Education.	<p>"This is an important initiative consistent with a growing recognition that staff in Australian universities should be provided with increased opportunities to develop skills in teaching and understand how to enhance student learning. For maximum effect, it will be important for Deakin to monitor closely staff opinion on the usefulness of the Certificate in achieving these aims." (para 8.3.1).</p>		DVC(A)	<p>The Graduate Certificate of Higher Education (GCHE) was thoroughly reviewed in early 2007 and significant changes were made to its structure and content to provide more flexibility for our diverse range of staff. In particular, a number of modules offered by the Institute of Teaching and Learning and the Human Resources Services Division may be integrated into the GCHE. The new GCHE will commence operation in 2008 with some additional enhancements to be completed during that year.</p> <p>A survey of staff undertaking the GCHE is to be conducted in 2009.</p>
21. Workloads.	<p>(a) "Each faculty has developed its own workload model, many of which are very complex. However, they are used more as counting devices than as workload management tools. Additional effort is required to ensure that workload is distributed equitably to ensure that Deakin can support staff in the range of activities required of them. There may also be benefit in faculties combining the best features of their very different models." (para 8.5)</p> <p>(b) "A group particularly important to the University's achievement of its research objectives is early career researchers, and these staff, in particular, appear to require workload relief. As mentioned in section 5.2, the workload of higher degree by research supervisors needs examination." (para 8.5)</p>		<p>(a) DVC(A) and Director, HRSD</p> <p>(b) DVC(R), Chair, Academic Board and Director, HRSD</p>	<p>(a) Not completed. A review of workload models was undertaken during 2007 and a report presented to the Human Resources Advisory Committee of Council. The review indicated that all Faculties have models which are consistent with the Enterprise Bargaining Agreement and attempt to balance workloads across the major activities of teaching, research and service. During 2008 work will continue on the development of a common set of principles for workload models and subsequent revision of workload models across the University.</p> <p>(b) Completed. Achieved through the introduction of a range of initiatives including: the appointment of a staff member to assist with grant applications, in particular with ARC Linkage applications; seminars for HDR supervisors on each Campus; an early career researchers workshop which emphasised career development and winning external research funding; seminars on applying for Discovery and Linkage grants; and IP seminars on each Campus.</p> <p>The work of the Institute of Research Training will have a special focus on research training for early career researchers.</p>

Area of activity	Reference in the Report	Action	Accountability	Outcomes
22. The Library.	"The breadth and depth of the collection is generally found to be sufficient to support students and research activity, although in some discipline areas the collection is not strong. ... The Panel heard a minority of comments from students about some unhelpful and unfriendly library staff but this was outweighed by the generally very positive experiences in interacting with library staff." (para 9.2)	VP to discuss with Library staff	VP	Satisfaction with service is monitored routinely and improvement plans developed if necessary. The survey results do not support the proposition that staff in the Library are unhelpful and unfriendly.
23. Information Technology.	"As the University moves to increasingly integrate online teaching technologies (see also section 3.6) it will be vitally important that the IT services are effectively integrated into planning for teaching as well as for research. The University plans to review the Information Technology Services Division in 2005 and the Panel endorses this intention." (para 9.3)		COO	Completed. The review of ITSD was scheduled for 2007 but it was brought forward to 2006. Implementation of the findings of the ITSD Review and the relevant findings of the PricewaterhouseCoopers Financial Management Review are being used to assist the University to address the matters raised by the Panel.

5. Problems which became apparent through the AUQA process

The Panel sought further information to substantiate and test assertions made in the Performance Portfolio. When collecting the information sought by the Panel, some problems were made manifest.

Area of activity	Identified problem	Action	Accountability	Outcomes
1. MIBT Policy so far as it deals with the moderation of assessment.	One faculty could not show that it was complying with this aspect of this Policy.	Internal Audit investigation to ensure compliance in 2005	Internal Audit	Ongoing. Audit completed and actions in response to its findings were implemented in 2006. This includes the Deakin-MIBT Academic Advisory Committee, through its Assessment Sub-committee, taking responsibility for finalising the moderation of results for MIBT units.
2. Culturally Inclusive Curricula Policy.	It was apparent that some faculties had not implemented this policy.	To consider value of Policy and to make changes and/or take steps to ensure compliance	Chair, Academic Board	Not yet completed. In progress with follow up to occur in 2009. The International and Culturally Inclusive Curricula policy has not been implemented. The draft new Attributes of a Deakin Graduate include awareness of cultural diversity and understanding and appreciation of international perspectives in a global environment. The University's new course accreditation process requires Faculty Boards to ensure that proposed new courses support the development of specified graduate attributes. The new Academic Policy Framework provides for the revocation of the policy.
3. Failure of the MIBT-Deakin Academic Advisory Committee to meet on a regular basis.		PVC(I) to establish a meeting schedule and ensure meetings are held and that matters of substance are discussed and minuted	DVC(A)	Completed. Implemented and ongoing.
4. Academic Advisory Boards.	The minutes of the meetings of some Academic Advisory Boards suggested that they were not operating effectively. In the case of one School, it was obvious that the meetings were held merely as a matter of form.	To ensure that there is a proper understanding within each Faculty and School of the importance of Academic Advisory Boards	DVC(A)	Requirements to document input from Academic Advisory Boards in new course proposals has had an impact in relation to this matter. Follow up to occur in 2009 with an audit.

Area of activity	Identified problem	Action	Accountability	Outcomes
5. Evaluating conferences and workshops.	In some cases it was not possible for us to provide AUQA with details regarding the number of people who participated in or attended a program, conference or workshop or how they evaluated it. It is important that this data is routinely collected and that any changes based on feedback from participants is documented. The "Feedback Sheet" for the Early Career Researchers Workshop might be seen as an exemplar.	General application		Ongoing Generally applied.
6. Plagiarism.	The AUQA Panel asked us to produce examples of the material given to students in particular subjects to inform them about plagiarism. While we were able to produce this material, it was necessary to obtain it via individual lecturers as there seemed to be no common approach within faculties regarding what students are told, when or how.	DVC(A) and Chair, Academic Board to investigate	DVC(A) & Chair, Academic Board	The report of the review of the application of the Plagiarism and Collusion policy (see Comment no. 11 on page 13) confirmed a common approach across Faculties in the methods used to inform students about plagiarism. Follow up to be undertaken in 2010.

6. "Areas for improvement" identified by Deakin in the Performance Portfolio; the Self- Review Process

"Area for improvement"	Action	Comment	Responsibility	Outcomes
1. Areas for improvement.	Each substantive chapter of the Performance Portfolio concludes with a list of "areas for improvement". Many of these were identified as a result of the self-review which preceded the completion of the drafting of the Performance Portfolio. The matters identified must be examined as part of the annual planning cycle and attended to in a systematic manner in future operational plans.	Senior Exec to consider on an annual basis	Senior Executive	Completed. Each identified area for improvement has been addressed in University Operational Plans over the period 2005-2007.
2. The Self-Review Process.	The University must decide on its future approach to self-reviews; options will be discussed with AUQA.		VC	VC held discussions on this matter with the Executive Director of AUQA in 2006 and an approach will be implemented in the lead up to Deakin's Cycle 2 AUQA audit.

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By: Director, Policy and Planning.