

# Progress Report

## Overview

In 2005 AUQA conducted an audit of Central Queensland University (CQU). The audit was welcomed and timely for CQU. After careful consideration of the audit report, our view was that it is a reasonably balanced and fair report, although the report made a number of contradictory statements which negated the overall constructive expression and interpretation of the report of CQU to its stakeholders.

Overall, CQU acknowledges the constructive process of participating in the AUQA audit and the opportunities which the audit report presented were very much aligned with our own analysis of the areas to be addressed.

AUQA commended many of CQU's activities and made several recommendations and affirmations for improvement. AUQA further invited CQU to submit 8 of 12 Commendations to the AUQA Good Practice Database.

Approximately 18 months (October 2007) after AUQA has published CQU's Audit Report, the University is required to submit to AUQA a Progress Report outlining actions taken in response to the Audit Report. Specifically, CQU is expected to report either demonstrable progress against each Recommendation/Affirmation, or established plans for addressing the Recommendation/Affirmation, or sound reasons why the Recommendation/Affirmation will not be pursued. The institution may also wish to report benefits it has been able to derive from Commendations (p30).<sup>1</sup>

The attached document is submitted as the Progress Report for CQU and is publicly available at <http://www.quality.cqu.edu.au/FCWViewer/view.do?page=1933>.

## Background

As is evident, CQU does not fit a standard university type, often described as 'a unique university in Australia<sup>2</sup>'. Its formal ownership is public yet more than half its students are taught by and almost half its revenue is derived from, a private-for-profit company owned jointly by the University and a partner private-for-profit company. Two-thirds of CQU's students are on-campus, but most subjects are supported by study materials developed for distance education students as well as classes on campus. CQU is a regional university based in the regional city of Rockhampton, yet more than half its students study at its campuses in the capital cities of Sydney, Melbourne and Brisbane.

The principal teaching period of the academic year at CQU is 3 terms which makes it a highly distinctive university. The distinctive core of CQU's distance education program is the learning materials produced for each subject supporting the year round teaching programs. CQU gives different emphases to a single mode of study – flexible learning which is a blended or hybrid study mode that lessens distinctions between full-time and part-time and on-campus and off-campus study. CQU is highly advanced in the development of different study modes. Delivery modes include the use of distance education materials for on-campus study, study on-line and extensive use of the internet. This is far in advance of many other Australian universities which have yet to introduce resource-based education into their on-campus programs, let alone a systematic and comprehensive use of information and communications technologies. CQU's practice is also well in advance of universities overseas which tend to offer either campus-based or distance education programs but less frequently offer both, and even more rarely integrate them as much as CQU and the other advanced Australian universities.

<sup>1</sup> AUQA Audit Manual Version 2.1, 2005, page 30

<sup>2</sup> AUQA Audit Report, 2006, page 3

C\_Management Services is a private-for-profit company jointly owned by Central Queensland University and the private-for-profit company Kallawar Holdings Pty Limited. The University shares in the profits generated by C\_Management Services.

Staff of C\_Management Services teach and mark the continuous assessment of students at CQU's Australian International Campuses at Brisbane, the Gold Coast, Melbourne and Sydney. CQU staff moderate assessment across all campuses. These students are full-time on campus and follow the same curriculum and undertake the same assessment as other CQU students. CQU has a right of veto over the appointment of C\_Management Services' teaching staff. End of term exams are marked by a combination of CQU and other staff.

CQU's arrangement is thus distinctive in incorporating its commercial partner within its system and may be accurately described as a public-private partnership rather than the more commercial arrangements of other universities.

Central Queensland University does not fit into any standard organisational type. While Central Queensland University is considered a regional university, 55% of its load is taught at sites in the central business districts of Sydney, Melbourne and Brisbane and at the Gold Coast.

Neither is CQU a public university, in the conventional sense. While it is legally a public university, it has a close association with a private partner and it gains only 27% of its revenue from Australian Government grants, by far the least of any other public university in Australia and less than the formally private University of Notre Dame Australia, which receives 28% of its revenue from Australian Government grants (DEST, 2006). CQU's relationship with its private partner is particularly innovative, being a novel form of public-private partnership. Most public-private partnerships are of governments contracting out previous government activities, and most raise issues in agency theory. CQU's partnership with Kallawar Holdings Pty Limited is distinctive (1) in being initiated by the participating corporations, not by government; (2) in being in higher education; and (3) in the close integration of the operations of the public and private partners, thus avoiding the principal-agent problems of conventional public-private partnerships.

### **Summary**

In May 2007 a two-person Review Panel comprising senior academics with lengthy experience in Quality Management in universities, and as Quality Auditors in Australia and overseas, were invited to assist CQU with a review to guide preparation of a Progress Report to AUQA. As requested, the Review Panel examined an AUQA Action Plan prepared by CQU in response to its Audit Report; decided on a review methodology; undertook interviews with relevant staff and stakeholders to validate the evidence that actions had been taken and verified their efficacy; triangulated information across various groups; and prepared a report to guide CQU in improving CQU's actions in response to the Audit Report and prepare its Progress Report in a timely manner.

The AUQA Action Plan was analysed in detail by the Review Panel and relevant documentation to support the actions and provide evidence of their implementation, as well as any outcomes, was examined.

Interviews undertaken by the Review Panel with staff and students confirmed the value derived from the AUQA Audit report and provided evidence to the Review Panel that the Commendations had given impetus for further development of these initiatives. The Progress Report is populated with validated information and evidence derived from examination of documents and from interviews

### **Enquiries**

Comments or enquiries regarding the Progress Report may be directed to Ms Jo Miller, CQQuality Officer in the first instance or to Mr Ken Window, Executive Director (Corporate Services).

# Progress Report

Affirmations	Action Taken	Progress/Evidence
<p><b><u>Affirmation 1</u></b></p> <p>AUQA affirms CQU's plan to improve linkages between Campus Advisory Committees and University management through a dedicated executive portfolio.</p>	<p>Terms of Reference for Campus Advisory Committees have been amended and the Committees are now reporting to the Vice-Chancellors Executive (VCE) and to Council through the VC.</p> <p>The Pro Vice-Chancellor (Research and Innovation) has a specified responsibility for interaction with these Committees.</p>	<p>Campus Advisory Committees Terms of Reference (Version: 3) <a href="http://policy.cqu.edu.au/Policy/policy.jsp?policyid=381">http://policy.cqu.edu.au/Policy/policy.jsp?policyid=381</a></p>
	<p>The Campus Advisory Committees for Emerald (28/11/06), Bundaberg (4/5/07), Gladstone (19/3/07), Mackay (15/5/07) and Rockhampton (4/7/07) have participated in planning forums. These community engagement forums involved Campus Advisory Committee members and various stakeholders across the university, local industry, schools and the local community.</p>	<p>A summary report of all community engagement forums is being prepared for submission to the Vice-Chancellor's Executive and Council. Campus-specific outcomes from each forum have been actioned by the relevant Campus Advisory Committees.</p>
<p><b><u>Affirmation 2</u></b></p> <p>AUQA affirms CQU's current review of its Research Strategic Plan, including the research vision, capacity and capabilities and concepts of scholarship, and the associated re-structuring that will support the teaching programs and maintain its commitment to its key communities.</p>	<p>Research clusters have been identified. Three (3) research clusters have been established and funding allocated. These are Resourcing Queensland, Healthy Communities and the Intercultural Education Research Institute.</p> <p>The 4th Flagship, Dynamic Business Environments, is still being developed.</p> <p>The University is pleased that the Intercultural Education Research Institute (IERI) will involve both CQU and C_MS staff.</p> <p>The Management Plan for Research and Innovation 2007-2010 has been drafted and is currently in the consultation stage of development. It is anticipated that it will be submitted to the November Academic Board meeting for approval.</p> <p>A cluster of performance indicators has been developed in the Research and Innovation Scorecard Report (which supports the KPI report to Council).</p>	<p>Resourcing Queensland flagship proposal together with review outcomes from the external panel.</p> <p>The Healthy Communities research initiative aims to contribute to the well-being of individuals, families and communities by addressing those factors that impact on health and well-being at a population level. The most important feature of the Healthy Communities research initiative is its partnership-building approach with local communities, industries, and service providers.</p> <p>Proposal for the Intercultural Education Research Institute and the report of the proposal's external review panel are available.</p> <p>Research and Innovation Scorecard Report to each meeting of Council.</p>

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	<p>Research Committee of Academic Board (ReCAB) has reviewed all internal grants. Research funds are subject to performance-based distribution. The distribution of RTS funds has been revised.</p> <p>Research Advanced Awards Scheme set up for established researchers.</p> <p>Early Career Researcher Award to assist a new researcher with significant support.</p> <p>Industry Collaborative Grant developed where CQU allocates funding in collaboration with an industry partner to provide a scholarship.</p> <p>Seed grants available (10 projects to \$10,000 maximum).</p>	<p>Internal Grants procedures – refer to item 5.1 March report and item 7.2 May report of Research Committee of Academic Board (ReCAB).</p>
	<p>Postgraduate Research Advisory Panel (PRAP) and Research Committee of Academic Board (ReCAB) Terms of Reference revised.</p>	<p>Revised Terms of Reference (PRAP) <a href="http://policy.cqu.edu.au/Policy/policy.jsp?policyid=563">http://policy.cqu.edu.au/Policy/policy.jsp?policyid=563</a></p> <p>Revised Terms of Reference (ReCAB) <a href="http://policy.cqu.edu.au/Policy/policy.jsp?policyid=737">http://policy.cqu.edu.au/Policy/policy.jsp?policyid=737</a></p>
	<p>Review of the Intellectual Property policy.</p>	<p>IP for students reviewed at 20 March meeting of Postgraduate Advisory Panel (PRAP).</p>
	<p>Roles and Responsibilities statement for Associate Dean (Research &amp; Innovation) has been reviewed at the Research Committee of Academic Board (October 2006).</p>	<p>Roles and Responsibilities statement for Associate Dean (Research &amp; Innovation) available <a href="http://policy.cqu.edu.au/Policy/policy_file.do?policyid=709">http://policy.cqu.edu.au/Policy/policy_file.do?policyid=709</a></p>
	<p>RHD student performance monitoring process revised by Postgraduate Research Advisory Panel (PRAP) and approved at the 30 May 2007 Academic Board.</p>	<p>Postgraduate Research Advisory Panel (PRAP) Report: <a href="http://www.cqu.edu.au/academic_board/academicboard/2007/May07/AB%20300507%20Item%2010.9%20-%20PRAP_Report_17_April_2007.rtf">http://www.cqu.edu.au/academic_board/academicboard/2007/May07/AB%20300507%20Item%2010.9%20-%20PRAP_Report_17_April_2007.rtf</a></p>
<p><b><u>Affirmation 3</u></b></p> <p>AUQA affirms CQU's plans to develop a dedicated approach to the executive leadership of research relating to regional community needs.</p>	<p>Head of Campus Position Description revised in May 2007 and approved. Since AUQA report, new Heads of Campus appointed to Bundaberg, Gladstone and Mackay. The Pro Vice-Chancellor (Research and Innovation) attends and participates as a member at each Campus Advisory Committee.</p>	<p>Policy for the Management Structure, Responsibilities and Reporting Processes for the Operation of Bundaberg, Gladstone and Mackay Campuses approved. <a href="http://policy.cqu.edu.au/Policy/policy_file.do?policyid=318">http://policy.cqu.edu.au/Policy/policy_file.do?policyid=318</a></p>

Affirmations	Action Taken	Progress/Evidence
<p><b><u>Affirmation 4</u></b></p> <p>AUQA affirms the need identified by CQU to improve branding and domestic marketing capabilities.</p> <p><i>See also Recommendation 17</i></p>	<p>DBM Consultants contracted to advise on the re-branding of the University.</p> <p>Consistent representation of the University brand on the web site and sub-sites worked on.</p> <p>Director of Marketing appointed April 2007.</p>	<p>DBM Consultants' interim report presents the findings from the qualitative component of a brand positioning project for Central Queensland University (CQU). The study, carried out by DBM Consultants in early 2007, comprised both focus groups and in-depth interviews with a range of the University's priority target markets.</p> <p>In this initial exploratory phase, the findings were summarised in terms of three key areas, prior to outlining the positioning areas to emerge from the initial exploratory qualitative research:</p> <ol style="list-style-type: none"> <li>1) Factors that influence desire to study and the choice of a tertiary institution.</li> <li>2) The brand experience.</li> <li>3) Perceptions and imagery of CQU.</li> </ol> <p>Web site is moving to a consistent branding format. Currently 47% of web pages are in the consistent branding format. By end of September 2007 there will be a detailed plan for the outstanding web pages with the exception of Blackboard, Student email system and Student Portal (MyCQU) which is 16% of total web pages because of limitations of vendor software.</p>

Recommendation	Action Taken	Progress/Evidence
<p><b><u>Recommendation 1</u></b></p> <p>Attend to the organisational change management process, as it completes its restructuring, to ensure that staff are sufficiently informed and remain empowered in the interim to continue with the business of the University.</p>	<p>Managing Change - Principles and Processes - Organisational Review 2007 document endorsed by staff and union representatives.</p> <p>Extensive consultations with Staff Consultative Committee as required by current University Collective Agreement.</p>	<p>Managing Change - Principles and Processes - Organisational Review 2007 (finalised 4 October 2007 - V0.11)</p>
	<p>Review of International Administrative Functions at CQU completed.</p> <p>Five Faculties reduced to three from 1 January 2006. New Faculties are:</p> <ul style="list-style-type: none"> <li>○ Arts, Humanities and Education</li> <li>○ Business and Informatics</li> <li>○ Sciences, Engineering and Health</li> </ul>	<p>Successive change management proposals communicated through the Organisational Review Website</p> <p><a href="http://facultysite.cqu.edu.au/FCWViewer/view.do?page=610">http://facultysite.cqu.edu.au/FCWViewer/view.do?page=610</a></p>
	<p>The University is making budget adjustments in response to the changing patterns of student enrolment.</p> <p>Continuing reviews of student enrolment numbers at CQU across both Australian funded and full-fee paying programs have indicated that the University will be significantly under the targets originally projected for 2007. Although CQU will commit significant funds to new programs and marketing initiatives, the downward trend is expected to flow on through 2008. This means that major expenditure reductions are required immediately at CQU and within our joint venture partner C_MS.</p> <p>Whilst positions are continuing to be reviewed as part of the Restructure &amp; the Education Support Project (by the Deputy Vice-Chancellor and the Executive Director (Resources)), it is very clear that this is not the only area of expenditure that will need to be addressed.</p>	<p>Directors and Managers will also carefully review all travel expenditure in light of the current environment prior to allowing commitment of the expenditure.</p> <p>The Supply Office has also been requested to review all purchases and assess where further savings may be made.</p> <p>All Directors and Managers have taken measures to reduce costs across the University and have begun to curtail non-essential expenditure. This does not apply to expenditure items that are necessary to fulfil the requirements of Research &amp; Specific Purpose projects which have been funded from external sources or the University Research Budget.</p> <p>A reduced capital expenditure budget has been developed.</p>
	<p>Staff Forums on Thursday 9 November 2006, 12noon-1pm and Tuesday 15 May 2007 from 1pm-2pm</p>	<p>Link to 15 May Staff Forum -</p> <p><a href="http://onlinemedia.cqu.edu.au/staff_forums.htm">http://onlinemedia.cqu.edu.au/staff_forums.htm</a> (staff login required to access)</p>

<p><b><u>Recommendation 2</u></b></p> <p>Council to develop strategies to ensure it is able to inform and balance its fiduciary governance responsibilities with its academic governance responsibilities.</p>	<p>Council adopted at its March, 2007 meeting, a new form of reporting progress against planned objectives.</p> <p>A KPI report is made to each meeting of Council on the 8 KPIs for the University which cover the following organisational perspectives:</p> <ol style="list-style-type: none"> <li>1. <b>Organisational Academic Focus:</b> <ul style="list-style-type: none"> <li>• Learning and Teaching;</li> <li>• Research and Innovation.</li> </ul> </li> <li>2. <b>Organisational Sustainability:</b> <ul style="list-style-type: none"> <li>• Strategic Focus;</li> <li>• Financial Viability.</li> </ul> </li> <li>3. <b>Organisational Capacity:</b> <ul style="list-style-type: none"> <li>• Staffing Excellence and Proficiency;</li> <li>• Resource and Workplace Efficiency.</li> </ul> </li> <li>4. <b>Organisational Competitiveness:</b> <ul style="list-style-type: none"> <li>• Student Competitiveness;</li> <li>• Institutional Competitiveness.</li> </ul> </li> </ol> <p>The sub-components listed above form the 8 Key Performance Indicators (KPIs) for the University.</p>	<p>KPI reports endorsed by March 2007 meeting of Council. <a href="http://www.cqu.edu.au/council/bulletins/2007MarchBulletin.pdf">http://www.cqu.edu.au/council/bulletins/2007MarchBulletin.pdf</a></p>
	<p>Council has requested that each Academic Board report be against its Terms of Reference. Consultants have prepared flowcharts and then improvements of the academic decision making processes for courses and programs.</p>	<p>Framework for Academic Benchmarking and Performance Measurement discussed at the September 2006 meeting of Academic Board <a href="http://www.cqu.edu.au/academic_board/academicboard/2006/September2006/Unconfirmed%20AB%20report%2020%20September%202006.pdf">http://www.cqu.edu.au/academic_board/academicboard/2006/September2006/Unconfirmed%20AB%20report%2020%20September%202006.pdf</a></p> <p>Issue Paper – Academic Standards and Governance discussed at the March 2007 meeting of Academic Board <a href="http://www.cqu.edu.au/academic_board/academicboard/2007/March07/Academic%20Board%20Report%2028Mar07.pdf">http://www.cqu.edu.au/academic_board/academicboard/2007/March07/Academic%20Board%20Report%2028Mar07.pdf</a></p> <p>The University Council has approved a review of academic governance which will look at the role and composition of the Academic Board, it's reporting to Council, KPIs, the sub-committee structure, and the different levels at which academic matters can be determined.</p>

Recommendation	Action Taken	Progress/Evidence
	<p>Risk Management (<i>Academic Board Report – 28 March 2007</i>)</p> <ul style="list-style-type: none"> <li>• A draft document entitled 'Risk Management Framework for Academic Board' has recently been developed. The approach is designed to be supportive of and subordinate to the Risk Management Policy Framework for CQU; CQU Specific Risk Management Standards; and draws on the Australian and New Zealand Risk Management Standard AS/NZ 4360:1999 Risk Management.</li> <li>• A ½ day session facilitated by BDO Kendall was organised with the intent of identifying academic risks and following through with the necessary action. Workshop was held on Monday 23rd July 2007.</li> </ul>	<p>Academic Board Report – 28 March 2007</p> <p><a href="http://www.cqu.edu.au/academic_board/academicboard/2007/March07/Academic%20Board%20Report%2028Mar07.pdf">http://www.cqu.edu.au/academic_board/academicboard/2007/March07/Academic%20Board%20Report%2028Mar07.pdf</a></p> <p>Risk management template developed for academic activities.</p>
<p><b><u>Recommendation 3</u></b></p> <p>Develop a more comprehensive risk management framework incorporating the current legislative compliance framework and also strategic and operational risks across the spectrum of University activities.</p>	<p>New Risk Management software – CURA - purchased and implemented with training provided to staff.</p> <p>Risk Management Report provided to every meeting of Audit, Compliance and Risk Committee on two or three key risks.</p> <p>Council has considered and approved a Risk Management Framework and Risk Management Policy.</p> <p>The current legislative compliance requirements have been incorporated into strategic and operational activities.</p>	<p>BDO Kendall conducted Risk Management Workshops in November 2006 for Senior Managers and all staff leading to a revised identification of key risks. Presentation can be accessed at: <a href="http://www.cqu.edu.au/compliance/internalaudit.htm">http://www.cqu.edu.au/compliance/internalaudit.htm</a></p> <p>Risk Management Framework and Guidelines <a href="http://policy.cqu.edu.au/Policy/policy_file.do?policyid=328">http://policy.cqu.edu.au/Policy/policy_file.do?policyid=328</a></p> <p>Risk Management Policy <a href="http://policy.cqu.edu.au/Policy/policy_file.do?policyid=327">http://policy.cqu.edu.au/Policy/policy_file.do?policyid=327</a></p> <p>Compliance Policy <a href="http://policy.cqu.edu.au/Policy/policy.jsp?policyid=653">http://policy.cqu.edu.au/Policy/policy.jsp?policyid=653</a> approved</p>

Recommendation	Action Taken	Progress/Evidence
<p><b>Recommendation 4</b> Restructure the governance arrangements for its partnership with C_MS in a manner that is sufficiently transparent and robust to enable Council to effectively exercise its governance responsibilities for the University's entire affairs.</p> <p><i>See also Recommendation 19</i></p>	<p>Following approval by Council, a detailed submission seeking approval for new arrangement between C_MS and CQU made to the Queensland State Government.</p> <p>Service Level Agreements (SLAs) form part of the proposed agreement and restructured relationship with C-MS.</p>	<p>The response to Recommendations 4 and 19 has been combined.</p> <p>In January, 2008, CQU purchased the 50% equity owned by its commercial partner in C_Management Services Pty. Ltd. (CMS). So CMS is now a wholly owned subsidiary of CQU and will continue to operate as an entirely commercial entity.</p> <p>Under the agreement, CQU has been able to retain key CMS management presenting a seamless transition for students on the Australian International Campuses (AICs).</p> <p>The University has established a Strategic Management Group with executive staff from both CQU and CMS to operationalise the new CMS – CQU interface. There will be six user groups supporting the work of the Senior Management Group on such things as student finance and administration, and information technology.</p> <p>A key task to address is to revise the Service Level Agreements (SLAs) which set out in detail the respective roles and responsibilities of each of the parties.</p> <p>As to corporate governance, immediately as a transition measure the Board of CMS will consist of the Chancellor and Deputy Chancellor of CQU. However, the University will restructure the Board within three months to remove perceived conflicts of interest and to appoint some independent directors and the University is working on drafting a Charter for CMS which is essentially advice from the University as shareholder to the new Board.</p>
<p><b>Recommendation 5</b> Develop an integrated planning and reporting framework, in conjunction with the strategic plans for C_MS, aligned to the risk management and quality assurance frameworks and incorporating appropriate external benchmarking; and that the various structural entities with quality and risk management responsibilities be integrated so as to more effectively support this framework.</p>	<p>A Planning Policy establishing the integrated planning framework for the University has been developed and approved by Council (July 2006).</p> <p>The Budget and Planning Group is also required to ensure that the budget and planning processes take place in an integrated manner.</p> <p>The CQU Strategic Plan has been reviewed and approved via Planning and Resources Committee and Council.</p> <p>Organisational units are required under the Planning Policy to develop annual operational plans which at the local level support and operationalise the Strategic Plan, the CQU annual Operational Plan and components of relevant Specialist Management Plans.</p>	<p>Strategic Plan (2007 – 2011) <a href="http://policy.cqu.edu.au/Policy/policy_file.do?policyid=703">http://policy.cqu.edu.au/Policy/policy_file.do?policyid=703</a></p> <p>Annual Operational Plan - 2007 <a href="http://policy.cqu.edu.au/Policy/policy_file.do?policyid=704">http://policy.cqu.edu.au/Policy/policy_file.do?policyid=704</a></p> <p>Planning policy available via the policies web site. <a href="http://policy.cqu.edu.au/Policy/policy_file.do?policyid=659">http://policy.cqu.edu.au/Policy/policy_file.do?policyid=659</a></p> <p>The Budget and Planning Group Terms of Reference were approved by the Vice-Chancellor <a href="http://policy.cqu.edu.au/Policy/policy.jsp?policyid=649">http://policy.cqu.edu.au/Policy/policy.jsp?policyid=649</a></p>

Recommendation	Action Taken	Progress/Evidence
<p><b><u>Recommendation 6</u></b></p> <p>Develop strategies to systematically embed its generic skills and attributes into the curriculum, teaching and assessment practices of the University such that the CQU experience is of a consistent quality and is comparable with universities nationally.</p>	<p>Priority action for 2007 within the Management Plan for Learning and Teaching.</p> <p>CQU Management Plan for Learning and Teaching 2007 – 2010 approved by Academic Board 29 November 2006. <a href="http://policy.cqu.edu.au/Policy/policy_file.do?policyid=680">http://policy.cqu.edu.au/Policy/policy_file.do?policyid=680</a></p> <p>Carrick Grant proposal on assessing staff attitudes towards graduate characteristics lodged. Proposal unsuccessful, however Carrick provided \$10,000 seed funding to further refine the methodology and seek broader sector participation. Revised application submitted to Carrick, now involving 18 universities.</p>	<p>Half-yearly report against the Management Plan for Learning and Teaching 2007 – 2010 noted by the July and August meetings of Education Committee of Academic Board (ECAB)</p> <p><a href="http://www.cqu.edu.au/academic_board/ecab/2007/August%2007/ECAB%20150807%20-%20Item%209.7%20-%20Half-yearly%20Progress%20Report%20against%20LTMP-incl%20facs.pdf">http://www.cqu.edu.au/academic_board/ecab/2007/August%2007/ECAB%20150807%20-%20Item%209.7%20-%20Half-yearly%20Progress%20Report%20against%20LTMP-incl%20facs.pdf</a></p>
<p><b><u>Recommendation 7</u></b></p> <p>Take greater cognisance of national higher education standards (such as the AQF and AVCC Guidelines, and benchmarks with comparable degree programs at other universities) when determining advanced standing for its degree programs.</p>	<p>Review of Advanced Standing and other admissions processes such as Recognised Prior Learning, Credit Transfer and Articulation undertaken.</p> <p>A review of Credit Transfer policy and processes at other universities has been investigated and reported.</p> <p>Course Credit policy approved by Academic Board on 26/7/2007.</p>	<p>The Articulations Database now makes it clear that Certificate IVs are acceptable as a basis for admission to our award programs but that no credit or advanced standing there from accrues to a student entering a CQU program. We have revised our Course Credit Policy taking into account external references such as National Code s, Australian Qualifications Framework (AQF), AVCC Policy Guidelines on Cross-Sector Qualification Linkages (2001)</p>

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<p><b><u>Recommendation 8</u></b></p> <p>Encourage a more collegial approach to curriculum development, which will both stimulate and incorporate scholarship and research and philosophical discussions about quality education.</p>	<p>Education Committee of Academic Board (ECAB) has endorsed the (7) Principles of Good Practice in Undergraduate Education and is working on embedding these into criteria to support curriculum development. Division of Teaching and Learning Services (DTLS) has developed a resource package of articles on implementing the 7 Principles of Good Practice in Undergraduate Education across disciplines. Learning and Teaching grant has been funded for a project integrating the 7 Principles.</p> <p>Implementation of the Management Plan for Learning and Teaching will be guided by the Seven Principles for Good Practice in Undergraduate Education endorsed by Academic Board.</p>	<p>Academic Board adoption of (7) Principles of Good Practice Teaching: <a href="http://www.cqu.edu.au/academic_board/academicboard/2006/September2006/Unconfirmed%20AB%20report%2020%20September%202006.pdf">http://www.cqu.edu.au/academic_board/academicboard/2006/September2006/Unconfirmed%20AB%20report%2020%20September%202006.pdf</a></p>
	<p>Curriculum development is a specific activity under Goal 2 of the 2007 Management Plan for Learning and Teaching.</p> <p>DTLS Curriculum Design and Development Unit established. Staffed by Head, 2 curriculum designers and 1 graphic designer.</p> <p>CQU reviewed and consolidated its assessment policies, resulting in a new policy in late 2006 (i.e. Assessment of Coursework). It provides a framework for designing, implementing and reviewing assessment, and therefore a foundation for curriculum development.</p>	<p>ECAB approval of Assessment of Coursework Policy Implementation Plan: <a href="http://www.cqu.edu.au/academic_board/ecab/2007/March%2007/Item%204%20-%20ECAB%20Report%20-%2014%20February%202007.-%20V2.doc">http://www.cqu.edu.au/academic_board/ecab/2007/March%2007/Item%204%20-%20ECAB%20Report%20-%2014%20February%202007.-%20V2.doc</a></p> <p>Implementation of the assessment policy is placing emphasis on the development of good practice in assessment</p>
	<p>The Program and Course Approval (PCA) database upgrade project ultimately aims to align better the University organisation and Committee structure, and interface more effectively with other University systems including Peoplesoft Student, Handbook, and the Content Management System.</p>	<p>PCA Workshop 23 April 2007 with Planwell Consulting Group.</p> <p>Academic Database being investigated as an alternative system.</p>
	<p>PVC (AS) regularly disseminates scholarly articles and other resources on learning and teaching to Associate Deans (L&amp;T) and AIC Associate Directors (L&amp;T).</p> <p>PVC (AS) presentation to Council Planning Day May 2007 titled ‘Supporting and improving CQU’s academic profile’ available.</p> <p>2007 Learning &amp; Teaching Showcase, with the theme “The Scholarship of Learning and Teaching at CQU - Informing Practice - Sharing Wisdom” was a success. CQU and AIC staff on the organising</p>	<p>Learning and Teaching grants information <a href="http://learning.cqu.edu.au/lt_grants/projects.htm">http://learning.cqu.edu.au/lt_grants/projects.htm</a></p>

Recommendation	Action Taken	Progress/Evidence
	<p>committee.</p> <p>PVC (AS) has contributed to Learning and Teaching Seminars, faculty presentations, staff sessions and the Graduate Certificate in Flexible Learning.</p> <p>Policy reviews by Education Committee of Academic Board (ECAB) are being undertaken in a scholarly manner e.g. the Assessment of Coursework Policy was informed by literature and best practice, and its implementation is being overseen by a reference group.</p> <p>CMS Staff are eligible for teaching awards and grants.</p>	<p>Through the Curriculum Design and Development Unit (CDDU) which is a collection of around 16 full-time equivalent staff within the Division of Teaching and Learning Services (DTLS), the University management has set out to increase the involvement of staff in this task. The CDDU provides advice and support to CQU academic staff to analyse, design and develop and to deliver learning and teaching across CQU's many modes and campuses.</p> <p>Further, the Multi-campus Teaching Site Academic Roles and Responsibilities (R&amp;R) Working Party is revising this policy document and the role of the Course Co-ordinator as well as the Program Co-ordinator will play an even more vital role within the University in the future. The Working Party understands that it is important that the R&amp;R document emphasize those roles. In the previous version, there had been references made to 'devolution of responsibility', and 'collegiality' was mentioned as a responsibility. This type of wording is being replaced with a specific recognition of the Course Co-ordinator's final accountability for the course, and for processing course feedback and input. It is imperative that the curriculum design be cognisant of the student audience, recognising both the domestic and international student enrolments and cultural differences, with the suggestion that further consideration be given to the fact that course decisions may need to be made at campus level – there is a need to get this balance correct.</p> <p>At the November 2007 meeting of the Education Committee of Academic Board (ECAB), it was suggested that the R&amp;R document be split into two major components. The overall policy would consist of the policy statements as listed in Part A, with some sections listed as appendices. It was then suggested that the roles and responsibilities of each position description (i.e. Course Co-ordinator) be contained within a separate part of the document, and perhaps included with the policy as a grouping of appendices, with only staff access to this section, as it would contain the more specific position description responsibilities. This continues to be a work in progress.</p>

<p><b><u>Recommendation 9</u></b></p> <p>Develop a systematic approach to encouraging and resourcing research-informed teaching.</p>	<p>The Academic Leadership Group has been formed by the PVC (AS) and PVC(R&amp;I) and comprises academic managers and leaders throughout the university (Executive Deans, Associate Deans, Heads of Schools, and Professors). This Group is working towards a shared understanding of a definition of the teaching-research nexus as it applies at CQU, and exploring the nexus can be supported in the CQU context. The Group meets approximately every 6 weeks.</p> <p>Activities relating to the definition of scholarship are detailed in the 2007 Management Plan for Learning and Teaching.</p> <p>Academic Leadership Group is discussing the complex notion of research informing teaching.</p>	<p>Regular Academic Leadership Group meetings held to discuss interpretation of teaching-research nexus, scholarship, innovation etc.</p> <p>The report of an audit of CQU by AUQA reported that the teaching-research nexus does not appear to be well supported in practice ...[with] ... There is little evidence of a systematic approach to encouraging it, and many staff acknowledge that significant improvement is required (page 30). Efforts have been made in response to this finding, and AUQA’s recommendation that the university “develop a systematic approach to encouraging and resourcing research-informed teaching” (page 31). The focus of the Academic Leadership Group, led by the Pro Vice-Chancellor (Academic Services) and Pro Vice-Chancellor (Research and Innovation), during 2007 was the development of a definition of the teaching-research nexus as it applies at CQU. Through Group discussions, and discussions between Group members and the required feedback to the Group from their staff, the definition is being refined and a shared understanding developed. The next step in the process of embedding a nexus culture is to identify examples for each component of the definition.</p> <p>Members of the Academic Leadership Group include staff at the Head of School or equivalent leadership roles and above. As part of their ‘between meeting’ activities, they are tasked by the PVCs with holding discussions, obtaining opinions and identifying examples of effective practice from their academic staff (all levels). They provide feedback on this to the Leadership Group and the evidence from our perspective is the tabled documents and the Leadership Group meeting notes.</p> <p>The PVCs have not done any independent assessment as yet on the level of awareness or engagement across the University. However, this will occur in due course. It should be noted that one of the principle objectives of the leadership group is to assist the people at the middle management level to be more effective leaders, not just managers. Focusing on the teaching-research nexus allows us to develop an appropriate understanding of what this term means for CQU and engaging these people in developing their leadership skills.</p>
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<p><b><u>Recommendation 10</u></b></p> <p>Review the role of course coordinator, especially with regard to its academic leadership responsibilities and the criteria by which staff are appointed as course coordinators.</p>	<p>Course Co-ordinator roles and responsibilities being reviewed by the Multi-campus/Teaching Site Academic Roles and Responsibilities Working Party reporting to Education Committee of Academic Board (ECAB).</p> <p>Student Charter is provided for students and staff detailing the rights of students and describes the behaviour and responsibilities of students whilst studying at CQU.</p> <p>Student Ombudsman PD reviewed as part of the restructure consultation process and increased to a 0.7 appointment.</p> <p>Recommend that Student Ombudsman present at staff orientation and induction sessions and in particular the executive summary of the Student Ombudsman's Annual Report.</p>	<p>Review of Course Co-ordinator roles and responsibilities to be completed for implementation for T1, 2008.</p> <p>Student Ombudsman's Annual Report available <a href="http://faculty.cqu.edu.au/FCWViewer/getFile.do?id=5034">http://faculty.cqu.edu.au/FCWViewer/getFile.do?id=5034</a></p> <p>Course Co-ordinators are appointed according to the requirements of each level (A, B, C etc) and then they are mentored within the Schools. They go through a University induction process (for University systems etc).</p> <p>Goal 3, Activity 3.4 of the Learning and Teaching Management Plan (2008 edition) is 'Implement mentor programs to support new academic and casual teaching staff'. The Faculty of Business and Informatics (FBI) intends to ensure that Schools establish a mentoring system for new staff. Staff can course co-ordinate multi-campus courses from Step 1 of Level B.</p> <p>As mentioned under Recommendation 9, one of the principal objectives of the leadership group is to assist the people at the middle management level to be more effective leaders, not just managers. The Group will explore additional ways of developing leadership capacity during 2008.</p> <p>Academic Staff Development Unit (ASDU) annually conducts an Early Career Academic Program (ECAP) for new staff to understand their various roles including Course Co-ordination. A Blackboard website has been established for ECAP where resources are kept. Staff are provided with University mentors for the duration of the program and beyond if they choose. The Communities of Practice (COPs) established in 2007 is continuing and financially supported by the Excellence Initiative from the Carrick Institute. The COPs established thus far have occurred in the School of Health and Human Performance, Faculty of Business and Informatics, Mackay campus, with the AICs of Melbourne and Sydney due to be implemented in 2008. These COPs deal with all matters academic including curriculum development and research-informed teaching for staff at all levels. Other research-informed teaching occurs through the Learning and Teaching Grants conducted twice a year through ASDU.</p>
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Recommendation	Action Taken	Progress/Evidence
<p><b><u>Recommendation 11</u></b></p> <p>Review its student evaluations of teaching and course systems with a view to maximising their strategic benefits.</p>	<p>An external review of course and teaching evaluations was conducted. Consequently the Head, Academic Staff Development Unit is leading a working group to determine effective means for using teaching evaluation information for quality enhancement purposes.</p>	<p>5.1 Student Evaluation – Academic Board Report 28 March 2007  <a href="http://www.cqu.edu.au/academic_board/academicboard/2007/March07/Academic%20Board%20Report%2028Mar07.pdf">http://www.cqu.edu.au/academic_board/academicboard/2007/March07/Academic%20Board%20Report%2028Mar07.pdf</a></p> <p>The recommendations from the report on the Review of the Use of Student Feedback for CQU’s Evaluation of Teaching and Courses Systems are being actioned through a working party. The working party is reviewing and renewing the entire student evaluation of feedback system – policy, processes, procedures, and improvement loops at the strategic, faculty, division and unit level. This working party reports to ECAB.</p>
	<p>C_MS conducts online surveys T1 and T2 for AIC based students regarding student services.</p>	<p>Survey reports and action plans available.</p>
<p><b><u>Recommendation 12</u></b></p> <p>Increase its emphasis on academic professional development, via a variety of forms, especially focusing on such pedagogic issues as curriculum development and review, assessment practices and the teaching-research nexus.</p>	<p>The draft Professional Development Framework has been developed to promote and encourage an enhanced professional development focus for all staff at Central Queensland University. Revised Professional Development Framework considered at Vice-Chancellor’s Executive (VCE) on 10/9/07.</p> <p>Academic Promotion/Accelerated Progression policy, Guide for Applicants for the Academic Promotion/Accelerated Progression Round and Academic Promotions Committee Terms of Reference revised and approved.</p> <p>Foundations of University Learning and Teaching induction program developed. The program has been developed based on national best practice with a strong scholarly focus, and is mandatory for all academic staff new to Central Queensland University. Two sessions have been held in 2007. A customised program is offered to schools and sessional staff. A package of resources for staff has been developed.</p> <p>The Academic Staff Development Unit, DTLS is supporting the emergence of communities of practice, holding professional development sessions where the agenda is driven by the users, and encouraging the utilisation of the skills and expertise of staff from across the University.</p> <p>Academic staff have established the Early Career Academics Program to assist early career academics to develop a comprehensive suite of skills, knowledge and abilities, as well as supporting and providing</p>	<p>Proposed Professional Development Framework – is being circulated within CQU for comment and is available at <a href="http://www.hr.cqu.edu.au/FCWViewer/getFile.do?id=5382">http://www.hr.cqu.edu.au/FCWViewer/getFile.do?id=5382</a></p> <p>Academic Promotion/Accelerated Progression Policy available in the policy portal <a href="http://policy.cqu.edu.au/Policy/policy_file.do?policyid=253">http://policy.cqu.edu.au/Policy/policy_file.do?policyid=253</a></p> <p>2007 Guide for Applicants for the Annual Academic Promotion/Accelerated Progression Round available in the policy portal <a href="http://policy.cqu.edu.au/Policy/policy_file.do?policyid=254">http://policy.cqu.edu.au/Policy/policy_file.do?policyid=254</a></p>

Recommendation	Action Taken	Progress/Evidence
	<p>opportunities for networking and building collaborative relationships with fellow academics. The program focus is shaped by the needs of early career academics and facilitated by academic staff with support from the Academic Staff Development Unit in DTLs. Approximately 30 staff have attended the regular ECAP sessions held to date.</p>	
	<p>The Outside Studies Program (OSPRO) policy has been revised and approved. These revisions provide a centralised, streamlined and transparent process which feeds into the University's annual budget process; clarify the requirements and accountabilities of all parties; and bring the financial assistance offered in line with sector standards.</p>	<p>Outside Studies Program (OSPRO) Policy, Application Kit and Reporting Template available in the policy portal. <a href="http://policy.cqu.edu.au/Policy/policy_list.do;jsessionid=8a4d0571ce7ea3c873b39844ee99bb4a2c9523ca843.e3qMb3iTbNmPe34Nc3uQb3iSa3r0n6jAmljGr5XDqQLvpAe">http://policy.cqu.edu.au/Policy/policy_list.do;jsessionid=8a4d0571ce7ea3c873b39844ee99bb4a2c9523ca843.e3qMb3iTbNmPe34Nc3uQb3iSa3r0n6jAmljGr5XDqQLvpAe</a></p>
	<p>In 2006, PVC (AS) presented sessions on engaging students and provided resource materials and contributing to the 2007 Professional Development program on self-regulated learning.</p> <p>2007 Learning and Teaching Showcase report: <a href="http://learning.cqu.edu.au/showcase2007/2007_ShowcaseReport.pdf">http://learning.cqu.edu.au/showcase2007/2007_ShowcaseReport.pdf</a> More than 200 staff participated in one or more sessions. The program and presentations for the 2007 Learning and Teaching Showcase from <a href="http://learning.cqu.edu.au/showcase2007/">http://learning.cqu.edu.au/showcase2007/</a></p> <p>Carrick Institute grant scheme 2007 – Developing our staff: inter-university collaboration for mapping and delivery of a shared professional development programme for tertiary educators. Partner institutions include: University of Canberra, Flinders University, CQU, University of Newcastle, Ballarat University, ECU, and Murdoch University.</p>	<p>AIC Professional Development Session 2007 includes a staff symposium “Faculty Perspectives on International Education” and involved Melbourne and Rockhampton staff and 3 Professors from Endicott College.</p> <p>3 graduates; 14 staff currently enrolled in the Graduate Certificate in Flexible Learning. Mandatory for all new academic staff to attend three-day learning and teaching induction.</p>
	<p>Developing a series of professional development opportunities for staff to be more successful in achieving research potential – grants, publications, etc.</p>	<p>Two-day research development workshop conducted developing skills for new researchers.</p>

Recommendation	Action Taken	Progress/Evidence
<p><b><u>Recommendation 13</u></b></p> <p>Review how ICT can better support the learning and teaching activities of the University, perhaps using the Division of Library Services' teaching &amp; learning planning approach as an exemplar.</p>	<p>A plan for moving forward on CQU's Learning Management System (LMS)/Virtual Learning Environment (VLE) topology is available from ITD.</p> <p>An Inventory of Term 2, 2006 Online Courses at CQU available.</p>	<p>Recommendations from the review of Interactive System-wide Learning (ISL) report were discussed by Education Committee of Academic Board (ECAB) in March 2006. Actions defined and agreed by Education Committee of Academic Board (ECAB) in April 2006 and approved by Academic Board at its April meeting. (also for Rec 20.3). <a href="http://www.cqu.edu.au/academic_board/ecab/2006/April%2006/ECAB%20Agenda%204-ECAB%20Report%2015%20March.doc">http://www.cqu.edu.au/academic_board/ecab/2006/April%2006/ECAB%20Agenda%204-ECAB%20Report%2015%20March.doc</a></p> <p>A report on Interactive System-wide Learning (ISL) had been discussed and approved by ECAB. Information Technology Division (ITD) believes that 4 of 6 recommendations assigned to ITD exclusively have been successfully completed; the remaining 2 recommendations are budgeted for 2008. Another 12 recommendations in the report require actions from other business units and faculties. ECAB will follow up on this report during 2008, calling for a status report against the recommendations, and monitoring subsequent progress.</p> <p>As part of the ITD Restructure, a new senior position with a strong emphasis on support and development of Learning and Teaching has been created - Principal Technologist (Educational Technology). Existing positions have had Learning and Teaching support and development functions inserted or strengthened, including Communications Manager and Manager (Web and Academic Systems).</p> <p>Additionally, the penultimate draft of the new Information Communication Technology (ICT) Governance proposal includes a committee concerned with governance and innovation for ICT in Learning and Teaching – the committee name has not been finalised, but “ICT in Learning and Teaching” (ICTILT) is being mooted. The precursor group is called “E-learning Governance Group”, and has already met a number of times to discuss support and development of Learning and Teaching. The group includes senior staff from ITD and DTLS, as well as the Associate Deans (Learning and Teaching) or their representatives.</p>

Recommendation	Action Taken	Progress/Evidence
<p><b><u>Recommendation 14</u></b></p> <p>Develop a coordinated approach to the planning, implementation and review of its community engagement activities and intentions.</p>	<p>External Relations Committee of Council conducted a formal needs analysis survey with community leaders to develop a comprehensive Community Relations Plan.</p> <p>The outline Community Engagement Plan was submitted to the December Council meeting. It laid out the consultation process for 2007.</p> <p>A Development Officer has been recently appointed (June 2007) who is responsible for Alumni, development and to a large extent community engagement.</p> <p>Embrace the potential contribution that Nulloo Yumbah could make to its overall ability to fulfil the promises embedded in the Reconciliation Statement.</p>	<p>Presentation on community and external relations to the May 2007 Council meeting (agendum 8.2) available.</p> <p>Community forum held in Rockhampton in July 2007.</p> <p>Nulloo Yumbah's support of the Reconciliation statement is evidenced through the delivery and co-hosting of the course 'Reconciliation in the Workplace and Community' which is a compulsory course within the Social Work program. (refer to Student Handbook)</p>
<p><b><u>Recommendation 15</u></b></p> <p>Establish a strategic human resource capability and capacity designed to support its new Strategic Plan.</p>	<p>Human Resources Information System (HRIS) implementation project is in progress.</p> <p>A DRAFT Management Plan – Human Resources 2007-2010 developed and being distributed for consultation with stakeholders.</p> <p>A list of all academic staff positions at Associate, Prof or Prof level which has been advertised since 1 July 06 is available.</p> <p>Policy - Induction and Orientation have been prepared through extensive consultation and are planned for implementation in 2008.</p>	<p>The most recent ALESCO system (version 10) has been implemented and is undergoing parallel testing with the current system. Employee Self Service Online (ESSO) launched 26/06/2007.</p> <p>HRIS project (phase one: stage 2) business case available.</p> <p>Functional alignment for HR completed. Initial Change Proposal submitted to VCE in August 2006.</p> <p>Early Career Academics Program (ECAP) launch – 20/7/07. ECAP is targeted at those academics only recently appointed at CQU and looking for assistance in furthering their careers.</p>
<p><b><u>Recommendation 16</u></b></p> <p>Recognise the strategic importance of aligning and resourcing its information and communication technology capacity to the needs of a flexible mode, multi-campus University in which students are studying at all times.</p>	<p>Data Warehouse Reference Group re-established and Information Technology (IT) staff allocated to project.</p>	<p>Director ITD appointed and commenced in January 2007.</p> <p>Data Warehouse Project has been re-directed to a more strategic intent. Project Initiation document available stating list of priorities and risk mitigation.</p>

Recommendation	Action Taken	Progress/Evidence
	Consultants (Planwell Consulting) engaged to advise the University on the upgrade to the Program and Course Approval (PCA) database.	<p>Recommendation of new process from ITD to PVC (Academic Services) to ensure that business processes allow the timely availability of course profiles.</p> <p>Academic Database being investigated as an alternative.</p>
	The effectiveness of Information System-wide Learning (ISL) as a teaching tool has been reviewed with additional training provided to staff and students how to obtain maximum benefits from teaching technologies.	Recommendations from the review of ISL report discussed by ECAB in March 2006. Actions defined and agreed by ECAB in April 2006 and approved by Academic Board at its April meeting.
	Division of Teaching and Learning Services (DTLS) and ITD undertook a survey and analysis of student facing ICT systems i.e. an ICT system that a student would use as part of their student journey to determine the relative priority, availability expectations and general usability feedback.	This survey and analysis assisted in assigning priorities for ICT. Employed review to address issues and improve service.
	Consider the contribution or potential contribution to the learning environment.	Information commons have been completed at the Rockhampton, Gladstone and Bundaberg campuses. Mackay campus is part of overall capital works program under current consideration.
	Provisions for extended hours of IT support.	<p>On call staff hours has increased since mid 2006.</p> <p>Flexible delivery support combine service desk and utilising talents of students and staff.</p> <p>The implementation of an online knowledge base Customer Relationship Management (CRM) system will allow 24/7 self service support centre.</p>
	Improvement to internet / network connection service.	Since November 2005 the number of network issues to Gladstone, Mackay and Bundaberg campuses as well as a redundant network connection to AARnet for internet traffic has been reviewed. The current reliability of the CQU network connections can be validated by metrics. Report available.

Recommendation	Action Taken	Progress/Evidence
	ICT management plan is under development (25%) and comprehensive risk management has been incorporated. Plan ready for consultation with primary stakeholders in July 2007. Introduction of change management practices which included risk assessment with each change – i.e. change to an existing system configuration, upgrade etc as per ITIL model.	Project governance being revised as part of overall IT governance review. Approved in principle by Executive Director (Resources). ITD has established a project office for the professional oversight for all projects applying Prince 2 methodology rigorously. Major projects have been successfully completed. Current governance model includes an analysis and acquisition process adopted from QUT.
<p><b>Recommendation 17</b> Prioritise reviewing its web site with a view to aligning its usage with the strategic directions of the University, to improving usability and consistency through common publishing standards based on benchmarked good practices, and to improving the external perception of the University.</p> <p><i>See also Affirmation 4</i></p>	<p>A discussion paper on the current state of the CQU website, and recommendations on moving forward has been prepared by the University Webmaster. This discussion paper was considered by VCE at its 14 August 2006 meeting.</p> <p>Significant progress has been made in updating the portal, including review of the front page and IT issues.</p> <p>ITD preparing to Implement “ITIL” Quality IT Service Management to ensure these standards are consistently applied.</p>	<p>Google referencing being applied to Content Management System. (Content Management System is a software system that manages all of our web pages. The plan is to migrate all university sites and to use templates across all sites).</p> <p>VCE has approved the recommendations, and implementation has commenced. Web management plan will also address the issue of redundant information of current web pages.</p> <p>Progressive migration of web content into the content management system will reduce this perception. CQU documenting tenders for Customer Relationship Management (CRM) system which will incorporate comprehensive online knowledge base. Estimated implantation in quarter 4, 2007 (stage 1).</p> <p>Policies are progressively being reviewed by Policy Administrators.</p> <p>The policy portal is tightly controlled through the Content Management System (CMS).</p> <p>The IT Infrastructure Library (ITIL) provides the foundation for quality IT Service Management <a href="http://itd.cqu.edu.au/itil/">http://itd.cqu.edu.au/itil/</a></p>
<p><b>Recommendation 18</b> Develop campus-specific plans for coordinating, reviewing and reporting on student services and support.</p>	<p>Student Learning Journey Reference Group has identified the need for a coordinated survey on students’ overall university experience.</p> <p>Student Support Scale of CEQ to be analysed and provided to Student Learning Journey Reference Group.</p>	<p>Overall, the Student Journey activities co-ordinate a number of services that was previously unaligned.</p> <p>Student Services facilitates an on-line student orientation program which supports the face-to-face campus orientations. <a href="http://facultysite.cqu.edu.au/FCWViewer/view.do?sessionId=8a4d0571ceac7049c30e8f74332a1fbcd96c4f9cc85.e3qMb3iTbNmPe3aTaxiTc30Te6fznA5Pp7ftolbGmkTy?page=1418">http://facultysite.cqu.edu.au/FCWViewer/view.do?sessionId=8a4d0571ceac7049c30e8f74332a1fbcd96c4f9cc85.e3qMb3iTbNmPe3aTaxiTc30Te6fznA5Pp7ftolbGmkTy?page=1418</a></p> <p>In late 2006, the Vice-Chancellor engaged a team of external consultants to undertake an extensive process re-engineering exercise to gain a thorough understanding of the inputs and outputs of each administrative position within the University with a view to streamlining processes</p>

Recommendation	Action Taken	Progress/Evidence
		<p>through the implementation of IT initiatives to ensure a more efficient and effective operation.</p> <p>Another external consultant, engaged by the Vice-Chancellor, who specialises in identifying IT solutions to achieve efficiencies in large organisations, led the process re-engineering exercise and formed an initial Project Team which was representative of all areas of the University which were identified to be involved in student support functions, including Student Administration, Student Services, Faculty of Arts, Humanities and Education, Faculty of Business and Informatics, Faculty of Sciences, Engineering and Health, Equity and Diversity Office, Division of Teaching and Learning Services, Division of University Relations, and Information Technology Division.</p> <p>The rationale for proposing a new Division – a CQU student centre with the working title of Navigate CQU - is to provide students, prospective students and stakeholders of CQU with information about the University, its programs and courses, its services, policies and procedures in an accurate, timely and consistent manner, utilising the most cost-effective processes. The proposal also aims to provide rapid, specialised support responses to students in a co-ordinated and targeted manner through the use of Knowledge Base and Customer Relationship Management software.</p>

Recommendation	Action Taken	Progress/Evidence
<p><b><u>Recommendation 19</u></b></p> <p>Improve systems for determining and ensuring operational-level service standards at the AICs.</p> <p><i>See also Recommendation 4</i></p>	<p>Following approval by Council, a detailed submission seeking approval for new arrangement between C_MS and CQU made to the Queensland State Government.</p> <p>Service Level Agreements (SLAs) form part of the proposed agreement and restructured relationship with C-MS.</p> <p>The high dependency on contract and casual staff has an impact on the student learning environment that is largely disregarded by C_MS and CQU.</p>	<p>The response to Recommendations 4 and 19 has been combined.</p> <p>In January, 2008, CQU purchased the 50% equity owned by its commercial partner in C_Management Services Pty. Ltd. (CMS). So CMS is now a wholly owned subsidiary of CQU and will continue to operate as an entirely commercial entity.</p> <p>Under the agreement, CQU has been able to retain key CMS management presenting a seamless transition for students on the Australian International Campuses (AICs).</p> <p>The University has established a Strategic Management Group with executive staff from both CQU and CMS to operationalise the new CMS – CQU interface. There will be six user groups supporting the work of the Senior Management Group on such things as student finance and administration, and information technology.</p> <p>A key task to address is to revise the Service Level Agreements (SLAs) which set out in detail the respective roles and responsibilities of each of the parties.</p> <p>As to corporate governance, immediately as a transition measure the Board of CMS will consist of the Chancellor and Deputy Chancellor of CQU. However, the University will restructure the Board within three months to remove perceived conflicts of interest and to appoint some independent directors and the University is working on drafting a Charter for CMS which is essentially advice from the University as shareholder to the new Board.</p>