

# AUQA Audit Progress Report

Item	Reference	Audit Report Extract	Monash Response
	<b>Context</b>		
1.	AUQA Recommendation 1 (page 10)	AUQA recommends that Monash University take measures to simplify the organisation's operation and rationalise the decision-making processes in order to reduce the sense of bureaucratic overload.	The University has responded in a variety of tangible ways, through: <ul style="list-style-type: none"> <li>• The reorganisation of a number of senior committees to form a single Senior Management Forum (SMF);</li> <li>• A shared services review;</li> <li>• The introduction of SPENDWISE procurement system to rationalise decision-making and increase efficiency;</li> <li>• The implementation of an Information Management Strategy;</li> <li>• The establishment of a Business Intelligence Project which will facilitate reporting and decision-making across the University;</li> <li>• The redevelopment of online policy banks and systematic review of policy and procedure statements.</li> </ul>
2.	AUQA Recommendation 2 (page 13)	AUQA recommends that Monash University explore the possibilities for adding to the University Council international members in order to strengthen the University's international profile.	The University is considering this recommendation in the context of requirements for the composition of Council established by the <i>Monash University Act 1958</i> and the National Governance Protocols for Higher Education Providers. As all Victorian Universities are currently reviewing their governing statutes and regulations, this is being addressed in the light of that process over the second half of 2008.
3.	AUQA Recommendation 3 (page 13)	AUQA recommends that the Monash University Council Audit Committee membership be revised so the Audit Committee includes no members of the Council Executive Committee and be expanded to include appropriately qualified external members.	The University created an independent Membership Committee in December 2007 which is, inter alia, examining this recommendation in the context of national guidelines such as the Australian National Audit Office 'Better Practice Guide on Audit Committees' (2005). The University has committed even more clearly to the review cycle which is the subject of this affirmative.
	<b>Quality</b>		
4.	AUQA Affirmation 2 (page 19)	AUQA affirms the need identified by Monash University to take steps that assure the effective implementation of the five-year cycle of academic and service area reviews.	A targeted plan for increasing compliance with academic and support service reviews policy building on existing resources such as reviews guidelines and the searchable online reviews database is under development.

	People		
5.	AUQA Recommendation 4 (page 21)	AUQA recommends that Monash University include targets for research activity in the probation requirements to equally reflect the importance of research and teaching in the probation process.	Academic staff probation requirements currently include research activity as a requirement. Targets are agreed between the staff member and his/her supervisor and are recorded in the 'Engagement Profile' developed as part of the Performance Management Scheme.
6.	AUQA Recommendation 5 (page 24)	AUQA recommends that Monash University ensure that staff supervisors are adequately trained in order for the Performance Management Scheme for general staff to be consistently applied and to strengthen supervisors' abilities to discuss with staff equitable development opportunities that enable them to pursue appropriate career advancement opportunities.	The Performance Management Scheme affords staff and their supervisors the opportunity to discuss annually the staff member's performance and development goals. The scheme is applied to all ongoing and fixed-term academic staff and to all ongoing and fixed-term general staff from HEW level 5 and above. All supervisors undertake a compulsory one-day training program in performance management.
7.	AUQA Affirmation 1 (page 9)	AUQA affirms Monash University's recognition of the need to focus on embedding planning at school and department level and that the introduction of the Conference for Academic Heads as a recurrent annual event is an important means of achieving this goal.	Standard templates for department/school level have been developed and work is ongoing to support Academic Heads in developing effective planning processes.  The Conference for Academic Heads has been an annual event since 2005 and the colloquium is now sponsored directly by the DVC (Education).
8.	AUQA Affirmation 3 (page 22)	AUQA affirms Monash University's intention to ensure that the level of English language competency of some staff is improved and that support is offered to assist staff in improving their level of cultural awareness and their English language skills through initiatives such as the CLEAR program.	In 2007 the Centre for the Advancement of Learning and Teaching (CALT) developed the Communication and Language Enhancement for Academics and Researchers (CLEAR) project. The project addresses the following: <ul style="list-style-type: none"> <li>(i) the identification of the range and scope of communication and cultural issues affecting Monash staff;</li> <li>(ii) the development and delivery of resources, programs and materials to support academic staff and faculties; and</li> <li>(iii) awareness-raising among Monash academic staff of the importance of transcultural communicative competence and clarity in communication.</li> </ul> Due to the success of the development phase, in 2008 the project was funded for a further year with the aim of consolidating and embedding the program into ongoing university operations.

	Education		
9.	AUQA Recommendation 6 (page 30)	AUQA recommends that Monash University reformulate the role of the Associate Deans (Teaching) to ensure greater opportunity and accountability for leadership in learning and teaching in their faculties and the University as a whole.	<p>The Deputy Vice-Chancellor (Education) led a roundtable discussion with all current Associate Deans (Teaching), or ADTs , and relevant education portfolio members towards reformulating the role in late 2007.</p> <p>A major outcome of this discussion was to highlight the significant variation of the role between faculties in terms of: responsibilities and accountabilities, the degree to which the role is formally defined, and the extent to which the role is operationally and/or strategically focused.</p> <p>Within this context of significant variation, the following actions were agreed and are being implemented:</p> <ul style="list-style-type: none"> <li>• A change of title from ADT (where used) to Associate Dean (Education) or ADE, as a more accurate representation of the breadth of the role</li> <li>• An extensive internal and external consultation process to inform the reformulation of the role.</li> </ul> <p>The internal communication process has involved individual meetings with each ADE and the establishment of an informal network of ADEs. An ADE resources website is under development.</p> <p>Externally, the nominated representatives of the ADEs will participate in national ADE networks and convene follow up sessions with all Monash ADEs.</p>
10.	AUQA Recommendation 7 (page 33)	AUQA recommends that Monash University develop a strategy to better support sessional teaching staff and monitor the effectiveness of this strategy in order to improve the overall student learning experience.	<p>A Sessional Development Project was established within the Office of the Deputy Vice-Chancellor (Education) in 2008.</p> <p>The project, which will be completed by December 2008, will deliver the following outcomes:</p> <p>A university-wide framework and program for the training and professional development of sessional academics;</p> <p>The identification of essential core features of sessional training and development to be offered as modules by relevant providers within the university on a campus-wide basis; and</p> <p>The development of proposals for university accreditation and certification of</p>

			sessional programs.
11.	AUQA Recommendation 8 (page 35)	AUQA recommends that Monash University introduce a formal reaccreditation requirement in its course review policy to ensure systematic consideration of the currency of the University's education program.	The matter will be addressed in the second half of 2008 as part of the Education policies review process.
12.	AUQA Affirmation 4 (page 29)	AUQA affirms Monash University's intention to use a variety of means to encourage improvements in performance including the provision of incentives and rewards for high performance in teaching in order to strengthen the objective to achieve excellence in education.	<p>Faculties, departments and campuses are strongly encouraged to introduce teaching awards and many now have these in place. The Vice-Chancellor's Teaching Excellence awards have been aligned to the criteria and processes for citations and teaching awards established by the Australian Learning and Teaching Council. Support through the Centre for the Advancement of Learning and Teaching (CALT) is also now available to staff, particularly on strategies for documenting excellent practice.</p> <p>The Vice-Chancellor's Showcase has been expanded from one event to a week-long series of teaching showcase events on all campuses (Educate08) including offshore campuses. These events focus on excellent practice and act as role models for early career teachers. A regular calendar of events celebrating best-practice in teaching has also been introduced.</p>
	<b>Research Training</b>		
	<b>Research</b>		
13.	AUQA Affirmation 5 (page 43)	AUQA affirms Monash University's decision to develop a university-wide definition of the term 'research active', which is essential in determining the attainment and sustainability of its goals for research performance.	As part of our preparations throughout 2007 for the planned Research Quality Framework (RQF) exercise we gained a more comprehensive understanding of the multiple contributions Monash academics make to the University's research performance. We no longer believe that it is useful to have a "university-wide" definition of the term "research active". Rather each faculty has developed defined "minimum research expectations" for different levels of seniority. These definitions are now being used to guide consideration of promotions applications.
14.	AUQA Affirmation 6 (page 44)	AUQA affirms Monash University's intention to establish structures that will support the development of research activities at the Gippsland campus, Monash University Malaysia and Monash South Africa and will integrate their research strengths into the	Research directorates have been established to support the development of research at our Gippsland, Malaysian and South African campuses. Nodes of a number of Monash-wide Institutes (such as the Monash University Accident Research Centre) have been established on all three campuses and research performance is improving on all sites.

		University's main areas of research.	
	<b>International</b>		
15.	AUQA Recommendation 9 (page 50)	AUQA recommends that Monash University develop a 'Statement of International Purpose' to support and integrate the understanding of internationalisation more effectively into the activities of the university.	The university has an International Statement of Purpose. This was approved by the Vice Chancellor's Group (International), and the University's International Advisory Group and noted by Academic Board and Council in 2007.
16.	AUQA Recommendation 10 (page 52)	AUQA recommends that Monash University develop procedures to introduce local staff involved in courses taught as part of collaborative teaching arrangements offshore to the University values, such as student-centred and flexible learning, to ensure that the study experience is equivalent.	The university has developed a suite of teaching and coursework management policies and procedures which are considered as part of the regular review of transnational programs. These policies and procedures are communicated to staff via the Office of the Deputy Vice Chancellor (International).
	<b>Engagement</b>		
17.	AUQA Affirmation 7 (page 47)	AUQA affirms Monash University's initiative to develop a Community Engagement Framework that more effectively identifies new directions and coordinates activities, monitors predefined targets, and allows the university to better share experiences across campuses.	The University's Pro-Vice Chancellor (Industry Engagement) and the Advancement Division share responsibility for this area. An industry engagement strategy is in the final stages of development and is scheduled to go to senior management committees by mid 2008. Monash's engagement activities are consistent with and derive from its core education and research activities and the engagement activities of faculties, divisions and centres are valued and supported by the University. The developing Community Engagement Framework recognises the need for Monash to become more systematic in its oversight of engagement.