



THE UNIVERSITY OF
NOTRE DAME
A U S T R A L I A

Progress Report:

AUQA Cycle 2 (2008 Audit)

Report Date: November 2009

The University of Notre Dame Australia (contact details): [Fremantle Campus](#)
[Sydney Campus](#)
[Broome Campus](#)

<http://www.nd.edu.au>
gmo@nd.edu.au

Introductory Statement

AUQA's *Report of an Audit of The University of Notre Dame Australia* for Cycle 2 Audit was received by the University in December 2008. The foci of this audit were 'the Core Curriculum' and 'the Discipline of Nursing' themes, together with follow-up on selected recommendations from the 2003 Cycle 1 Audit, and the University's compliance with the *National Protocols for Higher Education Approval Processes* (MCEETYA).

The University welcomed AUQA's acknowledgement of the improvements made since Cycle 1 Audit and was greatly encouraged by the eleven commendations received. The University accepted AUQA's invitation to submit contributions to the AUQA Good Practice Database for Commendation 3 (*AUQA commends Notre Dame on the multifaceted admissions process that places importance on the fit between the student and the institution*) and Commendation 8 (*AUQA commends Notre Dame on the high quality of the undergraduate nursing programs on each campus with their enhanced emphasis on the clinical practicum experience*) with Commendation 8 ultimately being selected for inclusion.

This Progress Report addresses the developments for each of the nine Recommendations and three Affirmations made by AUQA. Where possible, evidence to verify this progress has been referred to (e.g. template, memo, minutes, plan, publication, website, terms of reference, report, discussion paper). The information provided herein is accurate as at the date indicated on the cover of this Report and it should be noted that the University is fully committed to achieving further on-going improvements for its programs and processes.

Recommendation/Affirmation	Quality Improvements Made & Effects on Outcomes	Evidence of Progress
<p>Recommendation 1 AUQA recommends that Notre Dame establish clear KPIs and processes of annual reporting against the Strategic Plan by relevant internal stakeholders such as schools, colleges and administrative units.</p>	<p>➤ (R1.1)The University has formalised the requirement of written reports from Schools on each Campus. These reports are now prepared on an annual basis for presentation to The Trustees, the Board of Directors, the Board of Governors. The outcomes which Deans are expected to report on are as follows:</p> <ul style="list-style-type: none"> -University Objects, -University Strategic Plan, -School Teaching and Learning Plan, -School Research Plan, -Staff Scholarship, Research, Publications, -Collaborations and Linkages, -Graduate Attributes, -Pastoral Care, -Teaching and Unit Performance, -Student Data –enrolments, graduation/completion rates, attrition. <p><i>Effect:</i> This requirement has made Deans more aware of the need to collect teaching and learning data and to make quality cycle connections between what is planned for, what has been achieved, and what needs to be done to make improvements.</p> <p>➤ (R1.2)Work is in progress on developing/improving School Teaching & Learning Plans and School Research Plans. More work is required to establish clear KPIs for the University Strategic Plan.</p>	<ul style="list-style-type: none"> • University reporting templates have been developed for use by the Deans. • The anticipated timeline for completion of an institutional Teaching & Learning Plan with explicit performance indicators is by the end of 2010.
<p>Recommendation 2 AUQA recommends that Notre Dame review policy of appointing all staff on limited term contracts, in order to provide staff with greater continuity and security of employment and to enhance career development, provide opportunity to engage in sustained research and provide continuity with respect to research higher degree supervision.</p>	<p>➤ (R2.1)The University commenced its detailed review of staff conditions early in 2009 and the roll-out of the ensuing changes is planned for June 2010. In addition to these initiatives, the University and the National Tertiary Education Union (NTEU) have recently begun a series of preliminary meetings as part of negotiations for an Enterprise Agreement covering all staff. Successful negotiations will lead to an Enterprise Agreement that will take precedence over the existing Academic and General Staff Awards. These preliminary meetings will address matters such as:</p> <ul style="list-style-type: none"> -membership of the negotiating group (representation from the University, NTEU and staff of the University); -timing and frequency of the formal negotiation meetings; -communication channels to all staff; -the means of consulting with staff, the formal commencement of negotiations. 	<ul style="list-style-type: none"> • Vice Chancellor Memos to all staff on 10/11/09 & 26/2/10

	<p>It is important to note that the log of claims which NTEU has prepared includes the issues of job security and fixed term contracts – both of which are particularly pertinent to addressing AUQA recommendation 2.</p> <p>Staff on all Campuses will have direct access to materials and information arising from this process and consultative opportunities will be set up to ensure that staff has the opportunity to contribute.</p> <p>➤ (R2.2)In August of 2009 a fulltime Director of Staffing was appointed to the University. The Vice Chancellor has instructed the Director of Staffing to work on the following areas which have been identified as immediate priorities for 2010:</p> <ul style="list-style-type: none"> -Developing communication and consultation process to facilitate the replacement of the current enterprise award with an enterprise agreement which incorporates the latest government regulations; -Further investigations into different models available as a basis for consideration of alternatives to the current “maximum term” contracts for academic and administrative staff specifically. The issue of contract duration will be pivotal to the discussions; -Following on from the outcomes of the above, the relevant University policies and regulations will be reviewed and amended accordingly (e.g. performance management, probation, promotion). 	<ul style="list-style-type: none"> • NTEU has made a log of claims which will be the basis of some of the negotiations.
<p>Recommendation 3 AUQA recommends that Notre Dame consider the implementation of external reviews for senior committees such as Board of Directors, Trustees, Board of Governors and the academic councils.</p>	<p>➤ (R3.1)Considerations for the implementation of external reviews for senior committees are in progress. The University Secretary has engaged with The Trustees, the Board of Directors, and the Board of Governors on this issue and some recommendations will be made to the Vice Chancellor in due course.</p> <p>➤ (R3.2)The Provosts/DVCs are considering similar possibilities for the Academic Councils.</p>	<ul style="list-style-type: none"> • The anticipated timeline for making recommendations to the Vice Chancellor on possible appropriate models for reviewing senior committees is by mid 2010. • The anticipated timeline for making recommendations to the Vice Chancellor and Provosts/DVCs on possible appropriate models for reviewing Academic Councils is by mid 2010.
<p>Recommendation 4 (urgent) AUQA recommends that Notre Dame engage in systematic collection and evaluation of reliable quantitative and qualitative evidence (including benchmarking) to support its Objects of excellent standards in teaching, scholarship, research, professional education and pastoral care.</p>	<p>➤ (R4.1)During 2009 the University’s growing commitment to quality assurance and enhancement actuated significant strides forward in developing a more robust institutional survey suite for teaching and learning. An <i>Institutional Teaching and Learning Survey Suite Grid</i> has been compiled. The surveys which are included have been used by the University as evaluative tools for processes which are integral to its academic improvement cycles: systematic review of the quality of its activities; measuring and collecting evidence of teaching and learning performance standards; feeding back information for improvement, planning, benchmarking.</p> <p>➤ (R4.2)The University’s Institutional Teaching and Learning Survey Suite Grid for 2008/2009 has grown to include the following:</p> <ul style="list-style-type: none"> - Australasian Survey of Student Engagement (AUSSE), - Staff Student Engagement Survey (SSES), 	<ul style="list-style-type: none"> • Quality Management Office’s <i>Institutional Teaching and Learning Survey Suite Grid (October 2009)</i>.

- Australian Graduate Survey (AGS),
- Graduate Pathways Survey (GPS),
- Beyond Graduation Survey (BGS),
- Teaching Performance Evaluation (internal),
- Unit Content Evaluation (internal).

➤ **(R4.3)** Benchmarking has taken place using GPS data and the results have been disseminated to the Trustees, Boards, staff, students, and the wider community through the University's *In Principio* publication. Arrangements are in place for benchmarking data to be produced with the 2009 AUSSE results.

➤ **(R4.4)** The following initiatives which relate to AUQA Recommendation 4 have been recently approved by the Vice Chancellor and will be implemented from the present and during 2010:

- Development of an institutional policy to guide staff use of surveys. This will include a process for managing/monitoring approvals for the proposed use of any surveys beyond those which are part of Institutional Teaching and Learning Survey Suite;
- Clearer communication to staff and students on the surveys which the University is involved in (description, frequency, timing, purposes etc) by dissemination of the Institutional Teaching and Learning Survey Suite;
- As an extension to the University's suite of teaching and learning surveys, an initial priority for survey approvals will be those which demonstrate that they can contribute meaningfully to building up an authentic picture of the Notre Dame learning community. It is envisaged that this will be driven at the more localised level (school, Office, Campus etc).

Effects:

The increased engagement with external surveys and some benchmarking with other Universities has had a very affirming effect on the Notre Dame learning community particularly in relation to overall student satisfaction measures and the quality of teaching and the courses offered.

Another effect has been the realisation that in order to build up an authentic picture of the Notre Dame learning community, the institutional survey suite should be broadened to incorporate feedback from other stakeholders – many non-academic areas of the University have already begun to collect survey information.

As a result of this increased awareness of survey instrumentation, there is now a recognised need to develop an institutional policy on survey use which will include a survey approval process.

• Quality Management Office's *Benchmarking Report: 2008 Graduate Pathways Survey (May 2009)*.

• Quality Management Office's *Discussion Paper: Survey Management (October 2009)* for Executive Council and Academic Councils.

Recommendation 5

AUQA recommends that Notre Dame better disseminate the evidence it does collect on meeting academic standards throughout the institution.

- **(R5.1)**The Quality Management Office reports to the Vice Chancellor, the Provosts/DVCs, and the Academic Councils on institutional, Campus, School evaluations for teaching performance and unit content using time series data to formulate emerging trends to inform improvement cycles. This information has also been disseminated to academic staff via the Deans.

- **(R5.2)**During 2009 the Quality Management Office has produced other reports on various aspects of academic standards and these have been disseminated to the Academic Councils and to academic staff via the Deans.

- **(R5.3)**The Academic Councils have been considering ways of disseminating appropriate University academic standards information (e.g. unit content evaluation feedback) to students.

- **(R5.4)**Quality Management Office has supplied academic standards data to Deans and the Provost/DVCs for the preparation of reports to the Trustees, Board of Directors and Board of Governors.

- **(R5.5)**Quality Management Office is currently working on developing a Quality website to further disseminate the data and reporting it undertakes on the University's academic standards.

- **(R5.6)**Quality Management Office has collaborated with the Student Life Office on the Fremantle Campus to publish "student friendly" information on the University's achievements on academic standards. Information of this type has also been disseminated more widely via the University's biannually published magazine *In Principio*, and in media releases for the University and wider communities (stored on ND website).

- Quality Management Office's *2009 Evaluation Report: Teaching Performance Evaluation and Unit Content Evaluation results Summary and Time-Series Data with Emerging Trends (June 2009)*.

- Quality Management Office's *Performance Analysis of Unit Content Items (August 2009)*.

- Quality Management Office's *2009 Audit of Unit Outlines (September 2009)*.

- Quality Management Office has disseminated a draft document on expectations/performance indicators and standards for Unit Coordinators at the University (November 2009). Feedback from academic staff has come through Deans to the Academic Councils.

- Academic Council (Fremantle Campus) minutes of 31/8/09, Item 4(b) and Academic Council (Sydney Campus) minutes of 24/9/09, Item 4.1.4 .

- Reports by Schools for Trustees, Board of Directors, Board of Governors.

- Articles in *SLO Mail* student publication, *In Principio*, website/media releases.

	<ul style="list-style-type: none"> ➤ (R5.7)Quality Management Office has set up a reporting template for CEQ and GDS data. The challenge has been to “back fill” the information for 2007 and 2008. This task has almost been completed. The reporting templates also include information for national results and results from two comparator Universities for benchmarking purposes. This information, along with the results for 2009 will be, in the first instance, presented to Academic Council (Fremantle Campus because there will not be any results involving Sydney Campus until 2010). The results will then be disseminated to staff via the Deans. Appropriate aspects of the findings will be considered for inclusion on the Quality website. ➤ (R5.8) A Course Review Policy with accompanying Review Schedules for all Campuses has been developed, approved and introduced. Processes involve self review and external professional involvement/points of reference which are providing valuable perspectives for further reflection, planning, evaluation and action on meeting academic standards. The policy requires a Feedback to Staff & Students Plan to ensure dissemination of the evidence collected. <p><i>Effect:</i> The release of the teaching and unit content evaluation reports has been greatly appreciated by Deans and academic staff. The information produced has been meaningfully incorporated into the two course reviews which have taken place in 2009.</p>	<ul style="list-style-type: none"> • Draft reporting template and data preparation for CEQ & GDS with provision for including national data and data for two comparator universities. This information will be presented to the Vice Chancellor and Executive Council by mid 2010 and then disseminated to the Academic Councils for further discussion and elucidation on the meaning and potential uses of the data – and for further School dissemination. Appropriate aspects of this data will also be publicised to students and the wider community. • <i>Policy : Course Reviews (June 2009) and Review Schedules</i>
<p>Recommendation 6 AUQA recommends that Notre Dame review its structure of academic decision making with a view to enhancing participation by academic staff and students in those areas of direct concern to them and to better utilise the expertise and professionalism of the University’s academic staff.</p>	<ul style="list-style-type: none"> ➤ (R6.1)In 2009 the University has made a number of modifications to the composition of some of its committees to enhance staff participation. These include: <ul style="list-style-type: none"> -appointing Associate Deans to Governance and Discipline Committees; -changing University Regulations to allow Associate Deans to chair discipline Committees; -the addition of some Associate Deans to Academic Council; -allowing Associate Deans to deputise for Deans at Academic Council; -regular meetings of Dean to discuss academic and administrative issues; -allowing Associate Deans to attend for Deans at Deans’ Meeting; -exploration of an Academic Leadership unit; -increased representation by academics from Schools on the University-wide Research Committees; - informal meetings with Provost/DVCs and staff in senior management positions; -regular meetings between the DVC and Student Affairs Committee Representatives; -one avenue for School-based academics to provide input into higher level academic decision making in areas of direct concern to them is through the School Committees. 	

<p>Recommendation 7 AUQA recommends that Notre Dame institute a staff satisfaction survey to gain a better and more formal understanding of the concerns and aspirations of staff.</p>	<p>➤ (R7.1)The University has undertaken considerable preliminary work for introducing a staff satisfaction survey. <i>The Voice Project</i> has now been confirmed as the survey provider. Currently collaborations are underway between the University and this provider for the formulation of questions which will yield insights into staff aspirations and any areas of staff concern. The survey will be launched at the beginning of March 2010. It will be an online survey sent to all staff (except sessional and casual) across the three Campuses. The survey site will remain live for two to three weeks.</p>	<ul style="list-style-type: none"> • <i>The Voice Project Outline</i> document.
<p>Recommendation 8 AUQA recommends that Notre Dame facilitate greater opportunities for sessional staff to engage in staff development activities and to undertake scholarly activities in the short-term.</p>	<p>➤ (R8.1)A full review of sessional staff practices and policies was under taken by the University in late 2008. In relation to the focus of AUQA’s audit, these broad University level changes have been supplemented by School-based strategies.</p> <p>➤ (R8.2)A specific induction program has been designed to be run for sessional staff at the start of each semester. This covers University wide issues as well as School specific issues. Sessional staff are paid for attendance at this Induction.</p> <p>➤ (R8.3)Sessional staff are now included in the University’s Professional Development program. The training needs of sessional staff have been incorporated into the program and training events relevant to sessional staff will be identified on the Professional Development Calendar.</p> <p>➤ (R8.4)Sessional staff are now entitled to apply for fee remission for one standard semester length unit per semester in the Graduate Certificate in University Teaching.</p> <p>➤ (R8.5)As part of their performance development, sessional staff will be provided with on-going feedback regarding performance and will have the opportunity to participate in a performance review. The review covers ‘development needs’ and any actions required are fed back to the Staffing & Professional Development office to follow-up.</p> <p>➤ (R8.6)The new Centre for Faith Ethics and Society is currently developing a number of resources to support new and sessional staff in the teaching of the core curriculum.</p> <p>➤ (R8.7) Schools have made their professional development activities open to their sessional staff.</p>	<ul style="list-style-type: none"> • <i>Sessional Staff Review Committee Report(January 2009)</i>. • <i>Sessional Staff Induction Handbook, April 2009</i>. • <i>Dean’s Guide to Sessional Staff, October 2009</i>. • <i>Sessional Staff Performance Review Form</i>. • <i>Notre Dame Professional Development Program Semester 2, 2009</i>.

	<ul style="list-style-type: none"> ➤ (R8.8) Some Schools such as Philosophy & Theology have put in place pathways for sessional staff to support their applications to contracted positions as they become available. ➤ (R8.9) Philosophy & Theology in Sydney has introduced a ‘mentoring program’ to assist new or developing tutors. ➤ (R8.10) Some Schools such as Philosophy & Theology and Nursing are paid to attend professional development meetings in relation to assignment marking and planning days. ➤ (R8.11) A Graduate Certificate in Liberal Arts has been developed on the Sydney Campus, in part to assist sessional staff with professional development in relation to the Core Curriculum and the Objects of the University. 	
<p>Recommendation 9 AUQA recommends that Notre Dame plan for increased support for research in targeted areas; continue with the development of a research culture, make more significant budgetary commitments to support research, recruit and develop research active staff; and consider the creation of a high level position to lead research and make progress on research initiatives.</p>	<ul style="list-style-type: none"> ➤ (R9.1) The University fully supports AUQA’s broad recommendation in regard to research and would like to reiterate the strong commitment that the University has made to this area under the direction of the current Vice Chancellor. While research and scholarship have always been acknowledged as critical to the development of the University, it is only recently that Notre Dame has arrived at a point in its development that it is able to increase its commitment to building its research activity and culture. The University has now clearly committed itself to achieving ‘excellence in research’ with a focus on research concentration, the development of policies and systems to encourage a more active research culture and to support the recruitment and development of research active staff. The University recognises the need for strategic thinking around research and as such a new body, the Vice Chancellor’s Research Advisory Group, has been established which is also helping to steer the numerous research initiatives which have been introduced to the University. <p>Establishment of the <i>Centre for Faith, Ethics & Society, Institute for Health & Rehabilitation Research, Nulungu Centre for Indigenous Studies</i> has been of significant benefit to academics as these are providing access to specialised research expertise and mentoring.</p>	<ul style="list-style-type: none"> • Vice Chancellor’s May 2009 statement on <i>Building Research</i>. • Decision to establish <i>Solidarity: The Journal of Catholic Social Thought and Secular Ethics</i> in partnership with the Archdiocese of Sydney. • The appointment of four high level research positions in 2009: <ul style="list-style-type: none"> -Professor of Palliative Care (Nursing) with the Cunningham Centre (UNDA, St Vincent’s Mater Health, NSW Cancer Institute & University of New South Wales); -Chair of Cerebral Palsy (Medicine) funded by Macquarie Group Foundation; -Professor of Biostatistics, <i>Institute for Health and Rehabilitation Research</i>; -Broome Campus Research positions in <i>Nulungu Centre for Indigenous Studies</i>. • The development of <i>Researchonline</i> (with policy), the University’s open source online research repository. The development of a dedicated online research information portal. • The growth of the research training program at the University in the areas of grant writing, human research ethics and academic writing for staff and graduate research students. • The development of a dedicated work space on the Fremantle campus for HDR students.

	<p><i>Effect:</i> <i>The initiatives introduced have very clearly heralded to academic staff the Vice Chancellor's strong support of research at the University. The effect has been a palpable positive shift in staff attitude towards finding opportunities to engage in research. There are very promising signs of an inchoate research culture developing at Notre Dame.</i></p>	<ul style="list-style-type: none"> • A review and broadening of the University Research Incentive Scheme to include a more comprehensive coverage of categories of research output, including creative works. • <i>Policy: Supporting Research Supervision</i> includes information on supporting research supervision for honours and HDR students. • The University has become a full member of the Deans and Directors of Graduate Studies Australia and the Australasian Research Management Society. • A review of academic staff contracts in relation to building research capacity. • Appointment of a University Research Grants & Awards Officer in 2009. • Appointment of a University Ethics Officer (Research) in 2010.
<p>Affirmation 1 AUQA affirms that Notre Dame establish an overall, systematic annual approach to continuous staff appraisal and career development.</p>	<ul style="list-style-type: none"> ➤ (A1.1) The current staff appraisal system is linked to the contract renewal process. The University recognises that this approach presents some limitations particularly in relation to the period of time from one appraisal to the next. A preferred model at this stage, is one in which staff appraisal for academic and administrative staff is linked to the supervisory relationship itself (i.e.) the expectation that line-managers will take on the broader role of performance review. This will entail appropriate training for managers in the supervisory capacity, changes to processes, policy changes. ➤ (A1.2) For 2010 the University intends to introduce a periodic appraisal system which identifies aspects of performance which require further development and then builds in periodic and continuous processes to support improvements along the way. 	

Affirmation 2 (urgent)

AUQA affirms that Notre Dame increase its efforts to improve library holdings and services in the two main Libraries (St Benedict's and St Teresa's) of Notre Dame in Sydney and Fremantle.

- **(A2.1)**The University accepts the importance of further developing the library holdings and services to support students and staff. In order to improve this service in the past 12 months considerable effort has been devoted to the development of a more structured approach to the governance of the University Library. This has helped to ensure that decision making is collaborative between the managers of the six libraries and has been underpinned by the development and refinement of policies relating to library services. A considerable number of new resources, both print and electronic, had been added to the collection. In 2010 the Library plans to put an emphasis on collection development in the St Teresa's and St Benedict's libraries and the expansion of e-book collections. Specific improvements include:
- **(A2.2)**In January 2009 the Library formally established a Library Management Committee, composed of the six library managers and the Digital Liaison Librarian, who manages the seventh library. The committee exists to oversee management of the Library and effective use of our resources, human and financial.
- **(A2.3)***University Library Service Charter* – developed in Feb 2009 to provide a framework for the provision of services to students and academic staff.
- **(A2.4)***New Library Website* - deployed in April 2009 after consultation with students and staff regarding layout and functionality. A further redesign of this website to be deployed in January 2010. The new website makes it easier for students to locate library resources and understand the services available to them from the libraries.
- **(A2.5)***Online Subject Guides* – the Library now offers subject guides for all major disciplines using the *Springshare* service from the US (widely used in Australian universities for this purpose).
- **(A2.6)**University Library website via a mobile - in September 2009 the site was optimised to be readable by a range of mobile devices (iPhone, iPod Touch, smartphones etc).
- **(A2.7)***Service Desk Environment* – in November 2009 the Library implemented the use of an automated problem tracking system to log, resolve and report on library systems problems.
- **(A2.8)**The library has made a considerable expansion of its E-Resources in 2009. These include; *ACLS Humanities E-Book*, *Columbia International Affairs Online*, *Education Research Complete*, *Newspaper Source Plus*, *Ovid Nursing e-books*, *Research Starters* (Business & Education), *Stat Ref*, *WestLaw*, *Wiley Interscience e-Journal Collection*.
- **(A2.9)**The Library has plans to add new e-journal collections and e-book content in the 2010 academic year. These titles have been selected with input from the academic staff and students and will be available from 1.1.2010.

- University Library Service Charter & Report.
- New Library Website.

	<ul style="list-style-type: none"> ➤ (A2.10)The Library is finalising a project to select a new Library Management System and discovery interface for customers. ➤ (A2.11)Staffing levels in the Library have increased across the University. ➤ (A2.12)In Feb 2009 a third level was opened to students at St. Benedict's Library, Sydney Campus (Broadway). ➤ (A2.13)Broadway capacity for additional physical resources (books, audiovisual, etc.) has increased in 2009 by approximately 75%. 	
<p>Affirmation 3 AUQA affirms Notre Dame's commitment to improve planning and delivery for information technology to support the University.</p>	<ul style="list-style-type: none"> ➤ (A3.1)At the beginning of 2009 the Vice Chancellor and the Executive Committee reviewed the structure of the Information Technology Services (ITS) Department. As a result, the Fremantle Campus now has three distinct IT areas: infrastructure, systems and communications; business solutions; governance and project coordination. ➤ (A3.2)The ICT Governance Committee was convened earlier this year with the following membership: Pro Vice Chancellor (Fremantle Campus.), Pro Vice Chancellor (Sydney Campus), Chief Financial Officer of the University. The purpose of this Committee centres around ensuring effective management of IT projects, improvement of communication among the Campuses for IT matters, and the provision of requisite background information (for decision-making) to the Vice Chancellor and the Executive Council. ➤ (A3.3)During 2009 the ITS Department has been engaged in significant planning, external consultation, strategic thinking, professional development, and building of resources in order to make improvements to infrastructure to ensure improved performance, stability and business continuity. ➤ (A3.4)A Change Advisory Board (CAB) has been establish to effectively manage the numerous change requests that impact on IT but do not have an impact on teaching research or budgets. ➤ (A3.5)The following projects have been reviewed by CAB, endorsed by the ICT Governance Committee and approved by the Vice Chancellor via the Executive Committee, and they attest to the University's commitment to making on-going improvements to the planning and delivery of information technology : 	<ul style="list-style-type: none"> • Terms of Reference document developed for ICT Governance Committee. • Professional development courses undertaken by ITS staff to improve work practices and communication: <ul style="list-style-type: none"> -Prince 2 - a process based approach to project management which has been introduced to assist with documenting projects and promoting effective communication with key stakeholders. -ITIL – a tool used for managing services, developments, operations within the IT area and promotes effective practices within the University. • Terms of Reference document developed for CAB. • Memo from PVC (Fremantle Campus) to Fremantle Staff on 2/11/09.

Data Centres

- A new Data Centre has been built in St Teresa's Library on the Fremantle Campus which will replace the current inadequate data repository. The new Data Centre is Tier 2 compliant and offers a more stable and scalable environment in which to deploy IT services for maximum availability.
- A number of new servers are currently being deployed in the new Data Centre to accommodate existing and future services in this greatly improved environment.
- On the Sydney Campus (Broadway site) the server room is undergoing an upgrade into a Data Centre.

Wide Area Network

- A connection to Australian Academic and Research Network (AARNet) is being negotiated to significantly increase the bandwidth available between the Sydney and Fremantle Campuses.
- For Broome Campus, in the absence of an AARnet connection, a 100Mb Telstra link will be established between it and the Fremantle Campus.

Wireless Network

- A wireless network will be implemented on the Broome Campus and the wireless network on the Sydney and Fremantle Campuses will be expanded to provide greater coverage and to provide for a greater number of concurrent users.

Email

- The student email system will move to the Live@edu, a Microsoft managed service for improved reliability.
- The staff email system will be moved to the Microsoft Exchange product suite which will provide a more stable platform with new and improved services associated with email, calendaring and on and off campus document access.

Directory and Shared Services

- Currently there are four different directory services operating across the University's campuses. The plan is to consolidate these into a single environment under Microsoft Active Director.
- Similarly, the University uses three different services to provide access to shared files and to shared printers. Microsoft Distributed File System will replace this as the single shared service.

Operating System

- The University plans to replace the existing Windows XP operating system with Windows 7. "Group policy" technology will be introduced to centrally manage Windows 7 on each of the University's desktop computers.

Maze Upgrade

- Maze is the primary system used by the student administration, fees, finance and staffing offices of the University. The current version will be upgraded to Maze version 9 and then transferred into the new Data Centre referred to above.

Blackboard Upgrade

- Blackboard is the University's learning management system. At present, it is susceptible to risks especially around its continuity. Plans are in place to re-implement Blackboard in the new Data Centre for enhanced disaster recovery and higher availability. This initiative will be particularly significant for the Sydney Campus.

Service Desk Express

- IT staff have been trained to use Service Desk Express. This system for managing incidents reported by students and staff has been operational for some months and a satisfaction survey has been distributed. On the basis of the results, some adjustments will be made. The additional features of this system will also be introduced over the next few months.

Additional Projects

- Other highly technical developments which are being implemented include: virtualisation, SQL consolidation, new SAN environments, new Backup environment, implementation of a dual proxy server farm, and use of Forefront antivirus software.

➤ (A3.6)At this stage, ITS Department is experiencing a period of extensive change and foundation-building. Policy formation has been an important part of this process and a number of documents are almost at the approval stage. As stability becomes more prevalent, benchmarking activities will be given further consideration.

➤ (A3.7)A Tutorial Sign-Up Committee on the Fremantle Campus has been working on making further improvements to this service. The sign-up Package has been reengineered and feedback from students indicates that the changes made have been successful.

- Development of draft Acceptable Use Guidelines for students and staff (e.g.) email use, internet use, security of machines, passwords, client operating systems.

- Development of draft Standard Hardware Issue Policy to ensure that equipment purchased can be fully supported by ITS and that staff can access all platforms provided by the University.

- Document Control timetable sign-up reports for eSignup Module and email notification identify areas for improving student satisfaction and the solutions required.

- Minutes from Student Affairs Committee meeting of 13/8/09 indicates positive feedback from students as acknowledgement of recent improvements made to the electronic tutorial sign-up.

<p>Affirmation 4 AUQA affirms Notre Dame's commitment to seeking appropriate evaluation tools to assess the impact of the Core Curriculum.</p>	<ul style="list-style-type: none"> ➤ (A4.1)The survey conducted by the Fremantle School of Philosophy and Theology has now been completed and the data from this survey are currently being analysed. ➤ (A4.2)In 2010 the new Centre for Faith Ethics and Society in the Sydney campus will under take a similar survey on the ET100 Ethics unit in the Core Curriculum. ➤ (A4.3)The Provost/DVC on the Sydney Campus completed a review of the Core Curriculum in 2009 and this has been recently presented to the Vice Chancellor for consideration. This review has provided a set of recommendations to strengthen the Core Curriculum's ability to meet its goals, as reflection in the mission and Objects of the University. 	<ul style="list-style-type: none"> • Sydney Core Curriculum Review.
<p>Affirmation 5 (urgent) AUQA affirms Notre Dame's approach to research concentration which encourages the exploration of research links, collaborative strategic partnerships and team building with appropriate partners in cognate disciplines at other institutions in Perth and elsewhere to expedite capacity building for and achievement of measurable quality research outcomes.</p>	<ul style="list-style-type: none"> ➤ (A5.1)The University welcomes AUQA's affirmation in this area. The University's broad research goals are outlined in the Vice Chancellor's May 2009 statement on <i>Building Research</i> and indeed insist on a concentration of research effort in order to maximise our potential despite our smaller size. The University has now clearly committed itself to achieving 'excellence in research' and has made significant progress in this development since AUQU's last visit. In particular: <ul style="list-style-type: none"> • the University has now created three specific centres to be a hub for research across the University. These centres have all been tasked to develop research partnerships with institutions nationally and internationally; • the Nulungu Centre for Indigenous Studies has significantly increased its research activity over the past year and is involved in research projects of national significance; • research collaborations between the Institute for Health and Rehabilitation Research and partners in the public health sector has increased over the past year. <p>Some outcomes of this collaboration since AUQA's visit in 2008 include:</p> <ul style="list-style-type: none"> • HBF Program Grant: <i>Cancer Survivor Program</i> in collaboration with Cancer Council WA; • <i>Halls Creek Alcohol Evaluation Management Brief 2009-2010</i> in collaboration with the Drug and Alcohol Office; • <i>Enhancing musculoskeletal triage in the Emergency Department by an enhanced multidisciplinary model of care</i> in the Fremantle Hospital and Health Care; • The movement of the Cerebral Palsy Institute onto the Darlinghurst site, Sydney; • Research Collaboration in Palliative Care with the Cunningham Centre (Notre Dame, St Vincent's Mater Health, NSW Cancer Institute & University of New South Wales); • The establishment of a Chair of Cerebral Palsy (Medicine) funded by Macquarie Group Foundation through CP Institute; • The establishment of <i>Solidarity: The Journal of Catholic Social Thought and Secular Ethics</i> in partnership with the Archdioceses of Sydney. 	<ul style="list-style-type: none"> • Vice Chancellor's May 2009 statement on <i>Building Research</i>. • Appointment of a full time Director for the <i>Institute for Health and Rehabilitation Research</i>. • Opening of the <i>Centre for Faith Ethics and Society</i> on the Sydney Campus and the appointment of a fulltime Director.