



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

STRATEGIC PLAN

Notre Dame 2008 – 2018

June, 2008

Purpose:	To detail the 10 year Strategic Plan for The University of Notre Dame Australia.
Responsible Executive:	Vice Chancellor
Responsible Office:	Vice Chancellery
Contact Officer:	University Secretary
Effective Date:	June, 2008
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Preface

This ten year Strategic Plan for The University of Notre Dame Australia was approved by the University's Board of Directors on 11 July, 2008. The Strategic Plan identifies the qualitative and quantitative goals which the University is proposing to pursue in the period 2008-2018.

The Strategic Plan is revised regularly by the Board of Directors and adjusted for actual enrolments, progress made on specific goals or new challenges and opportunities which may have arisen*. The document is intended for use by the University's Trustees, Directors, Governors and staff in planning, developing and financing the institution.

Professor Celia Hammond
Vice Chancellor

August, 2008

* The latest amendments to enrolment numbers and organisational structure were made in January 2010.

The University: Background

The University of Notre Dame Australia (UNDA) was established by an Act of the Parliament of Western Australia, on 21 December 1989 (*see Appendix 9*) and by a Canonical Statute of the Archdiocese of Perth on 2 July 1991 (*see <http://www.nd.edu.au/university/index.shtml>*). Its Act of Parliament is comparable to the statutes of other Australian universities. The Act established Notre Dame as a self accrediting institution. Its founding ‘partner’ was the University of Notre Dame in the United States. UNDA established its Fremantle Campus and enrolled its first postgraduate students in February 1992 and its first undergraduate students in February 1994. At the invitation of the Bishop of Broome, UNDA opened its Broome Campus in 1994. At the invitation of the Cardinal Archbishop of Sydney, it opened its Sydney Campus in 2006. The Archbishop of Melbourne has approved the University establishing a Clinical School of Medicine in Victoria. This Clinical School, which will be associated with UNDA’s Sydney Medical School, is planned to open in 2010.

The University is a Catholic private higher education institution. It receives Australian Government funding to support student places in Medicine, Nursing and Education on its Fremantle and Sydney Campuses and for students on its Broome Campus. UNDA also receives Commonwealth research funding, and capital grants for facilities. It receives low interest loans from the Western Australian State Government for some of its capital projects in that State.

UNDA has experienced substantial growth in recent years in physical size, in student and staff numbers, and in its range of academic offerings. It now operates with national Colleges with constituent Schools of Arts and Sciences, Business, Education, Health Sciences, Law, Medicine, Nursing and Philosophy and Theology. Appendix 1 outlines the University’s academic structure. Appendix 2 lists the various degrees, diplomas and certificates offered at the University.

The growth of the University (to a total of about 7,000 students in 2008), coupled with changes to the regulatory framework of the Australian Government and the need to provide for its relatively new campus in Sydney, has produced a distinctive governance and administrative structure for the University (See Appendix 3). Its Act of Parliament stipulates that the Trustees are the ultimate custodians of the University, responsible for ensuring compliance with the Objects of UNDA, the appointment of Directors and Governors, and the Vice Chancellor. The Board of Governors, appointed by the Trustees, is a constituency-based body which acts in an advisory and support capacity. The Board of Directors is the managing body of the University. Its members are drawn from the Board of Governors, and appointed by the Trustees. The Chancellor chairs all three of these Boards.

The Vice Chancellor is the Chief Executive Officer of the University. He/she is responsible for all aspects of the University’s leadership and management. He/she reports to the Trustees, the Board of Directors, and the Board of Governors. (Appendix 4 lists the current membership of the Trustees, Directors and Governors of the University.)

The University has set itself five principal goals to achieve by 2018. These goals are:

1. To position itself as a distinctive private Catholic university within Australia, noted for the excellence of its undergraduate education, its scholarship, its training for the major professions, and the pastoral care of its students.
2. To fulfil its compact with the Australian Government to specialise in and achieve a leading position as a university engaged in teaching, professional training and research in the fields of Health and Education.
3. To be regarded as one of the best Catholic universities in the world.
4. To grow to a total enrolment of about 10,000 equivalent full-time students.

5. To achieve a strong overall budgetary and financial position.

OBJECTS OF THE UNIVERSITY

The objects of the University (as defined in its enabling Act of Parliament) are:

- (a) The provision of university education, within a context of Catholic faith and values, and*
- (b) The provision of an excellent standard of:*
 - (i) Teaching, scholarship and research;*
 - (ii) Training for the professions; and*
 - (iii) Pastoral care for its students.*

(S5, The University of Notre Dame Australia Act, 1989)

It is from these Objects that the University derives its strategic direction. All developments, decisions and actions should have, at their heart and guiding them, the Objects of the University. The University has developed, and its Trustees have endorsed, a set of key strategies to be adopted by the University to uphold and reflect its Objects as a Catholic university. These strategies are outlined in [Appendix 5](#).

The University aims to be of service to the wider Australian community and the Church through the establishment and development of campuses which offer undergraduate and postgraduate education within a context of the Catholic faith and values.

In 2007 the University agreed to enter into a ‘compact’ with the Australian Government to specialise in the fields of Health and Education. This compact will commence in 2010 (see Appendix 7) and will see substantial and long-term Australian Government support for funded places in Health and Education, and related capital grants.

In pursuing its Objects, as defined in its enabling Act, the University will strive to achieve the following qualitative and quantitative goals:

STRATEGIC DIRECTION – QUALITATIVE GOALS

General Goals

- Offer academic courses at pre-university, undergraduate and graduate levels which are highly regarded within the community and in the various professions served by the University.
- Give priority to the provision of undergraduate education, comprehensive in nature and first class in quality, to school-leaver and mature age students.
- Provide to all undergraduates a Core Curriculum of units drawn from the disciplines of Philosophy, Ethics and Theology. (In the case of the Broome Campus, the Core Curriculum will reflect its special mission as a setting for reconciliation between Aboriginal and non Aboriginal Australians): The Core units are to be of a high academic standard, well taught, relevant, providing a strong, liberal education base, and reflective of the Catholic traditions and philosophy of the University.

- Provide spiritual/religious development programs and opportunities in the Catholic tradition to students and staff of the University, complemented by Catholic social justice education experiences.
- Try to ensure that all staff members have strong empathy with, and commitment to, the Objects of Notre Dame, and provide relevant opportunities for the professional and personal development of staff.
- Encourage and promote the recruitment and admission of students, both Australian and international, who are academically strong, suitable for entry to their chosen professions, and who ‘fit’ well with the mission and values of the University.
- Develop a strong and continuing relationship with the alumni of the University within Australia and overseas.
- Maintain close cultural and working relationships with the University of Notre Dame in the United States, and with other major US ‘partner’ Catholic universities.
- Develop facilities on the Fremantle, Sydney and Broome Campuses which are of excellent quality, and places of beauty, which reflect the traditions and culture of the University and the Church.
- Develop an academic milieu within the University which supports academic freedom and a spirit of enquiry and intellectual challenge (see [Appendix 6](#)).
- Give special attention in curriculum, course design and student support to the advancement of indigenous people and the promotion of reconciliation between the indigenous and non-indigenous people of Australia.
- Fulfil the University’s proposed compact with the Australian Government by providing excellent courses in the fields of Health and Education on each of its three Campuses, and related research and development programs (see [Appendix 7](#)).

Specific Goals

Excellence in teaching

- Recruit and retain academic staff who have a commitment to uphold and advance the Objects of the University, and the educational goals outlined in the Strategic Plan.
- Recruit and retain academic staff with appropriate postgraduate academic qualifications and a reputation for excellence in teaching and the advancement of scholarship in their respective disciplines.
- Aim to ensure academic staff in professional disciplines are expert, experienced, highly regarded in their professions and that they continue to maintain strong relationships and involvement within their profession.
- Give priority to teaching quality in academic staff recruitment and promotion.
- Recognise and reward excellence in teaching and professional training.

- Provide professional development and further education opportunities for academic and administrative staff to enable them to enhance their teaching and administrative skills.

Excellence in scholarship and research

- Encourage a culture of scholarship among all academic staff, with a focus on maintenance and development of contemporary knowledge and skill in relevant disciplines.
- Develop high quality research training in selected specialties, particularly in health and education and theology.
- Support existing staff who seek to upgrade their qualifications to doctoral level.
- Encourage each School (and related institutes) to identify research priorities relevant to UNDA's objectives and special interests, especially in the areas of health, education, and indigenous studies, and theology, and foster a research culture which underpins the University's primary thrust towards undergraduate teaching.
- Encourage and support academic staff to publish regularly the outcomes of their scholarship and research in scholarly journals, books and other means.
- Encourage Schools and their staff to seek research grants from external sources for projects which accord with the University's qualitative priorities. Aim to establish linkages with other universities; and with industry and the professions in priority areas, especially health and education.
- Support the development of honours programs for undergraduate courses, and seek to ensure that a significant proportion of undergraduates (up to 20 per cent in each School) enrol for honours.
- Recruit a number of high quality doctoral candidates (for PhD's and Professional Doctorates). Ensure that doctoral candidates are adequately supervised and supported with resources, and are integrated into the academic life of the Schools. Ensure that doctoral requirements are rigorous and that theses and dissertations are subject to expert and independent external examination.

Excellence in training for the professions

- Engage, through various means, including the use of each School's Advisory Board, in regular consultation with the professions, industry and employers to ensure courses and units meet the highest standards of professional accreditation.
- Ensure that professional courses promote the recognition, understanding and development of ethical professional behaviour.
- Emphasise work experience, internships and 'industry ready' approaches to course design and implementation.
- Support and promote the quality and availability of a substantial professional practicum or internship in all courses.

- Provide opportunities for students to combine ‘Christian service learning’ with professional training, with a special focus on exposure of students to situations which introduce them to social justice issues and questions.
- Establish substantial working partnerships with major Catholic providers of health, education and social welfare services (eg – the Catholic Education Offices, the major Catholic hospital systems, Caritas etc) to enhance practicum opportunities for students and support the work of the Church in these areas.

Excellence in pastoral care

- Optimise personal contact between teacher and student and encourage all staff to see pastoral care of students as a primary responsibility.
- Promote pastoral care for staff as a means of developing the Christian community base of the University.
- Develop an inclusive Campus Ministry program which offers all students spiritual discovery and growth opportunities.
- Offer academic and personal counselling to all students.
- Promote the development of a spirit of community on each campus of the University.
- Encourage each School to be active in career counselling and employment support for its students.
- Ensure that the University is free from discrimination of all kinds, and that it is a place of acceptance and understanding (see Appendix 7).
- Support international students and encourage their integration into University life, and the wider Australian community.

STRATEGIC DIRECTION – QUANTITATIVE GOALS

General Goals

- Ensure that the University has a strong and secure financial base, that it operates in surplus, that each Campus is viable, and that it has the resources to support the recruitment and retention of an excellent student and staff body.
- Ensure that the University gives its students and benefactors, excellent value for fees paid and the funds they provide to support teaching, scholarship, research, professional training and pastoral care for students.
- Develop high standard facilities and resources on the University’s Campuses in Fremantle, Sydney and Broome which:
 - Provide an effective platform for the delivery of the University’s courses, services and programs;
 - Support in full the Objects of the University;

- Enable the University to meet its enrolment projections;
 - Make the University a place of beauty and inspiration for the community.
- Increase and diversify the University's income stream through the establishment and enhancement of relationships with the University's alumni, the Church and other entities, including business, government, charitable trusts, foundations, and individual donors and sponsors.
 - Maintain a strong and positive relationship with the University's financiers, the Catholic Church Development Funds, and State and Commonwealth Governments.
 - In the development of new Australian Government funding policies seek the adoption of a 'voucher' type model for undergraduate education whereby qualified students are directly funded by the Australian Government and are able to pursue use of their entitlement or 'scholarship' at the institution of their choice (see Appendix 8).

Specific Goals

1. Enrolment Quantum and Structure

- By 2018 achieve an enrolment base of approximately 10,000 equivalent full time students: (Fremantle Campus 5000; Sydney Campus: 5000; Broome Campus 100). This enrolment quantum to comprise, nominally, 90% undergraduate, 10% postgraduate; 90% domestic, 10% international. (See Appendix 9 for enrolment projections through to 2018.)

2. Commonwealth Government Support

- Within the framework of existing policy, maintain a tuition income base which is a mixture of Commonwealth Supported Places (CSPs) and fee paying places. All students enrolled in undergraduate courses in Education, Medicine, Nursing, and Health Sciences to be fully 'covered' by CSPs.
- Develop special courses and research programs in Health and Education which reflect and fulfil the University's 2008 compact with the Australian Government (Appendix 7).
- Achieve an allocation of 110 commencing CSPs in Medicine, 250 in Nursing, and 350 in Education on each of the Fremantle and Sydney Campuses.
- Achieve an allocation of 75 commencing CSPs in Physiotherapy on the Fremantle Campus in 2009 and, by 2013, 75 commencing CSPs on the Sydney Campus.
- Aim to establish a School of Health Sciences on the Sydney Campus in 2009/2010. This School to be comparable, eventually, in structure and course offerings to the School of Health Sciences on the Fremantle Campus.
- Achieve reforms to the Australian Government's existing 'pipeline' policy for CSPs such that UNDA's high retention rates in Education are supported.
- Seek the abolition of the 20% surcharge imposed by the Australian Government on undergraduate Fee Help loans.
- Achieve full recognition by the Australian and Western Australia Government of the special regional status of the University's Broome Campus with special assistance from State and Commonwealth to maintain its viability.

- Achieve funding for major new capital projects from the Australian Government’s Capital Development Pool Program and Education Investment Fund.
- Achieve an appropriate level of Australian Government research funding from the Institutional Grants Scheme and the Research Training Scheme.
- Develop the Broome Campus as a specialist centre for education and research related to indigenous people and their communities, with a particular focus on teaching and health.
- Gain an annual allocation of 8 Australian Post-graduate Awards from the Australian Government for allocation by the University among the Sydney, Fremantle and Broome Campuses.

3. State Government Support

- Maintain access to the WA State Government Low Interest Loans Scheme for capital works on the Fremantle and Broome Campuses, and seek the adoption of a comparable program by the Government of New South Wales.
- Achieve access to Commonwealth and State Government funding (Western Australia, New South Wales, Victoria) of clinical training and other support services for medical, nursing and physiotherapy students in public and private hospitals and health centres.

4. Capital Acquisitions and Development

- Convert key leasehold buildings, as appropriate, in Fremantle and Sydney, to freehold as soon as possible.
- Develop facilities on University properties in Broadway, Sydney, to enable the Sydney Campus to grow to approximately 5,000 EFT students. Summary details of the total Sydney Campus and its proposed development program (subject to finance and official approvals) are:
 - Stage 1:** St Benedict’s, Broadway buildings refurbishment. Completed: 2006. Student capacity: 1,200. Cost: \$12.0m. Houses Schools of Law, Business, Philosophy and Theology.
 - Stage 2:** Sacred Heart, Darlinghurst refurbishment and new building. Completed: 2008. Area: 4,404m². Increase in student capacity: 1,000. Houses Schools of Medicine and Nursing. Cost: \$24.0m.
 - Stage 3:** Pioneer House, Broadway, refurbishment. Six storey building. To be completed January 2010. Area: 3,250m². Increase in student capacity: 1,000. Houses Schools of Education and Arts and Sciences. Estimated cost: \$20.0m (including site).
 - Stage 4:** Corner site, Broadway and Buckland Street (the ‘car wash’ site). Proposed new building. Work to commence 2010, completion and occupation 2012. Area: approximately 7,000m². Increase in student capacity: 1,500. Houses University Library, Vice Chancellery, School of Health Sciences. Estimated cost: \$35.0m (including site).
 - Stage 5:** Grafton Street warehouse (adjacent to Pioneer House). Proposed new 4 storey building. Work to commence 2013, completion and occupation 2015. Area: approximately 5,200m² (4 x 1,300m²). Houses specialist facilities which support all Schools on the Broadway Campus (student recreation; special laboratories; performing arts; campus life and ministry, etc). Estimated cost: \$25.0m (including site).

Seek Commonwealth, State, Archdiocesan and private benefactor support for these developments.

- Develop a new Teacher Education classroom building on the Fremantle Campus on the ND4 site. Estimated cost: \$7.0m.
- Acquire and develop facilities for a Clinical School of Medicine in Victoria. Seek financial support of the Commonwealth and State Governments, the Archdiocese of Melbourne and private benefactors.
- Maintain high physical standards in all University buildings and facilities. Ensure a consistency of standards and architecture for all Campuses, with standard fixtures, fittings and furniture in order to enhance the unity of the University.

5. Collaboration

- Seek collaboration partnerships with other universities which will enable the sharing of facilities and services, reducing costs, and encouraging a diversification of course offerings.
- Reach an agreement (for Medicine on the Fremantle Campus) with The University of Western Australia, such that the two Medical Schools share access and resources to clinical training in public and private hospitals throughout Western Australia, whilst retaining their individual identity and special character and philosophy of education. Seek Commonwealth and State capital recurrent support for these shared arrangements.

6. Fund Raising

- Build a Development Program operating on the Fremantle, Sydney and Broome Campuses which will help to secure a strong private endowment base for the University as a whole, and for each campus, through support from major benefactors including Governors, individuals, companies, foundations, the Church, and the wider community.
- Aim for an Endowment Fund of at least \$25m for each of the Fremantle and Sydney Campuses, and \$5m for the Broome Campus by 2018, the income from which will support capital projects, special academic appointments, student scholarships, and student financial aid.
- Build a comprehensive relationship with the University's alumni which maintains their association with and commitment to the institution, and encourages their financial and other support for its graduates.

7. Tuition Fees

- Ensure that tuition fees for domestic and international students are raised (over time) to a level which will cover operating costs in individual courses, and be competitive with public universities.

8. Budget and Debt Management

- Meet debt servicing obligations and systematically eliminate major debt to the University's financiers. Aim for a debt-to-equity ratio of a maximum of 20 per cent by 2025.

Appendix 1: Academic Structure

University Academic Structure, 2010

The University of Notre Dame Australia has an academic structure that consists of national Colleges and constituent Schools across the three campuses in Fremantle, Sydney and Broome.

Provosts

- Fremantle and Broome Campuses: Mark McKenna
- Sydney Campus: Hayden Ramsay

The University of Notre Dame Australia College of Arts and Sciences

Executive Dean: Gerry Turcotte

- School of Arts and Sciences, Sydney (Dean: Gerry Turcotte)
- School of Arts and Sciences, Fremantle and Broome (Acting Dean: Dylan Korczynskyj)

The University of Notre Dame Australia College of Business

Executive Dean: Sonja Bogunovich

- School of Business, Fremantle and Broome (Dean: Sonja Bogunovich)
- School of Business, Sydney (Dean: Geoff Morris)

The University of Notre Dame Australia College of Education

Executive Dean: Michael O'Neill

- School of Education, Fremantle and Broome (Dean: Michael O'Neill)
- School of Education, Sydney (Dean: Mark Tannock)

The University of Notre Dame Australia College of Health Sciences

Executive Dean: Helen Parker

- School of Health Sciences, Fremantle (Dean: Helen Parker)
- School of Health Sciences, Sydney (Dean: TBA)

The University of Notre Dame Australia National College of Law

Executive Dean: Jane Power

- School of Law, Fremantle (Dean: Jane Power)
- School of Law, Sydney (Dean: Gerard Ryan)

The University of Notre Dame Australia College of Medicine

Executive Dean: Julie Quinlivan

- School of Medicine, Fremantle (Dean: Gavin Frost)
- School of Medicine, Sydney (Dean: Gerard Carroll)

The University of Notre Dame Australia College of Nursing

Executive Dean: Margot Kearns

- School of Nursing, Fremantle and Broome (Dean: Selma Allix)
- School of Nursing, Sydney (Dean: Tracey Thornley)

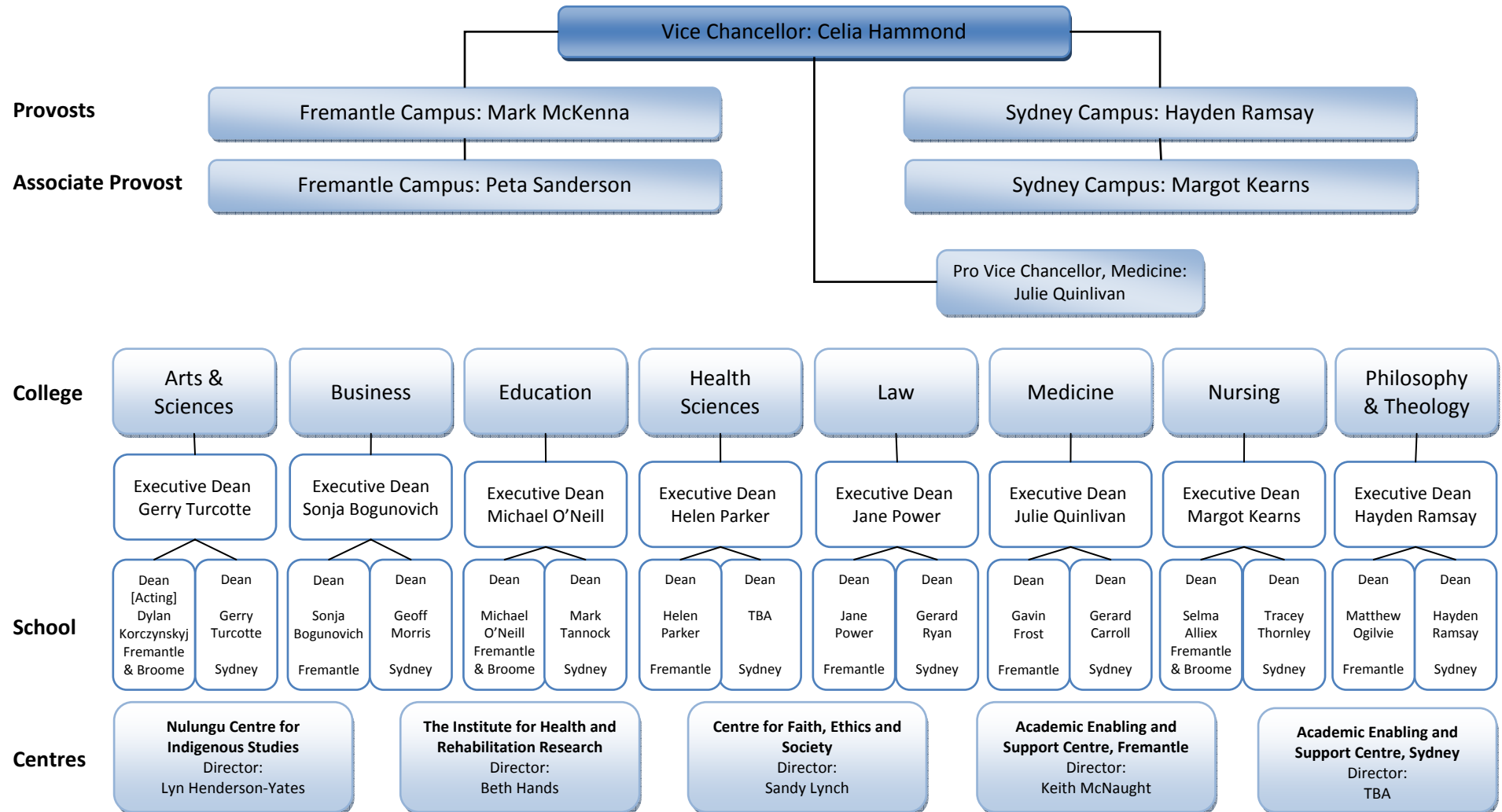
The University of Notre Dame Australia College of Philosophy and Theology

Executive Dean: Hayden Ramsay

- School of Philosophy and Theology, Fremantle (Dean: Matthew Ogilvie)
- School of Philosophy and Theology, Sydney (Dean: Hayden Ramsay)

Appendix 1: Academic Structure

National College & School Academic Leadership Structure 2010



Appendix 2: Degrees, Diplomas and Certificates of the University
(as at 2010)

FREMANTLE CAMPUS COURSES

UNDERGRADUATE

School of Arts and Sciences:

- Bachelor of Arts
- Bachelor of Arts / Bachelor of Behavioural Science
- Bachelor of Arts (Politics & Journalism)
- Bachelor of Arts (Politics & Journalism) / Bachelor of Behavioural Science
- Bachelor of Arts / Graduate Diploma of Education (Secondary)
- Bachelor of Behavioural Science
- Bachelor of Behavioural Science / Bachelor of Communications and Media
- Bachelor of Behavioural Science / Bachelor of Marketing & Public Relations
- Bachelor of Behavioural Science / Bachelor of Counselling
- Bachelor of Communications and Media
- Bachelor of Communications and Media / Bachelor of Marketing & Public Relations
- Bachelor of Communications and Media / Bachelor of Arts
- Bachelor of Communications and Media / Bachelor of Behavioural Science
- Bachelor of Counselling
- Bachelor of Counselling / Bachelor of Behavioural Science
- Bachelor of Science
- Bachelor of Science / Bachelor of Arts
- Bachelor of Science / Bachelor of Behavioural Science
- Bachelor of Science / Graduate Diploma of Education (Secondary)
- Bachelor of Social Science
- Certificate in Modern Greek Language
- Diploma in Modern Greek Language

School of Business:

- Bachelor of Business
- Bachelor of Commerce
- Bachelor of Commerce / Bachelor of Arts
- Bachelor of Commerce / Bachelor of Behavioural Science
- Bachelor of Commerce / Bachelor of Communications and Media
- Bachelor of Commerce / Bachelor of Science
- Bachelor of Commerce / Bachelor of Sport and Recreation Management
- Bachelor of Human Resource Management
- Bachelor of Human Resource Management / Bachelor of Arts
- Bachelor of Human Resource Management / Bachelor of Behavioural Science
- Bachelor of Marketing and Public Relations
- Bachelor of Marketing & Public Relations / Bachelor of Arts
- Bachelor of Marketing & Public Relations / Bachelor of Communications and Media
- Bachelor of Marketing & Public Relations / Bachelor of Behavioural Science
- Bachelor of Marketing & Public Relations / Bachelor of Sport & Recreation Management

- Bachelor of Sport & Recreation Management/Bachelor of Communications and Media
- Bachelor of Sport and Recreation Management
- Bachelor of Sport and Recreation Management/ Bachelor of Science

School of Education:

- Teacher's Assistant Certificate (Early Childhood)
- Teacher's Assistant Certificate (Special Needs)
- Bachelor of Education (Early Childhood)
- Bachelor of Education (ECE/Primary/Secondary) / Bachelor of Arts
- Bachelor of Education (ECE/Primary/Secondary) / Bachelor of Behavioural Science
- Bachelor of Education (ECE/Primary/Secondary) / Bachelor of Science
- Bachelor of Education (Primary)
- Bachelor of Education (Secondary)
- Bachelor of Education (Conversion)

School of Health Sciences:

- Bachelor of Biomedical Science
- Bachelor of Biomedical Science / Bachelor of Arts
- Bachelor of Biomedical Science / Bachelor of Commerce
- Bachelor of Exercise & Sport Science
- Bachelor of Exercise & Sport Science / Bachelor of Behavioural Science
- Bachelor of Exercise & Sport Science / Bachelor of Biomedical Science
- Bachelor of Health & Physical Education (Primary)
- Bachelor of Health & Physical Education (Secondary)
- Bachelor of Outdoor Recreation
- Bachelor of Exercise Science & Sports Science / Preventive Health
- Bachelor of Biomedical Science / Preventive Health
- Bachelor of Physiotherapy
- Bachelor of Physiotherapy / Bachelor of Exercise & Sport Science
- Bachelor of Preventive Health

School of Law:

- Bachelor of Laws
- Bachelor of Laws / Bachelor of Arts
- Bachelor of Laws / Bachelor of Arts (Politics & Journalism)
- Bachelor of Laws / Bachelor of Communications and Media
- Bachelor of Laws / Bachelor of Behavioural Science
- Bachelor of Laws / Bachelor of Biomedical Science
- Bachelor of Laws / Bachelor of Commerce
- Bachelor of Laws / Bachelor of Human Resource Management
- Bachelor of Laws / Bachelor of Marketing & Public Relations
- Bachelor of Laws / Bachelor of Science
- Bachelor of Laws / Bachelor of Social Science

School of Medicine:

- Bachelor of Medicine / Bachelor of Surgery
- Pre-Medicine Education Certificate
-

School of Nursing:

- Bachelor of Nursing
- Bachelor of Nursing - Enrolled Nursing Conversion

School of Philosophy and Theology:

- Bachelor of Theology
- Bachelor of Philosophy
- Certificate in Theology
- Diploma in Pastoral Studies
- Diploma in Theology

Academic Enabling and Support Centre:

- Enabling Program for Education, Humanities and Business
- Enabling Program for Nursing and Life Sciences

POSTGRADUATE**School of Arts and Sciences:**

- Graduate Certificate in Environmental Management
- Graduate Certificate in Mental Health Counselling
- Graduate Diploma in Environmental Management
- Graduate Diploma in Counselling Skills
- Master of Environmental Management
- Master of Arts (Coursework) in Philosophy
- Master of Counselling

School of Business:

- Graduate Certificate in Business
- Graduate Certificate in Human Resource Management
- Graduate Certificate in Marketing
- Graduate Diploma in Business
- Master of Business (Coursework)
- Master of Professional Accounting

School of Education

- Graduate Certificate in Education (Curriculum)
- Graduate Certificate in Education (Early Childhood Education)
- Graduate Certificate in Education (Leadership and Management)
- Graduate Certificate in Education (Return to Teaching)
- Graduate Certificate in Education (Special Needs)
- Graduate Certificate in Religious Education
- Graduate Diploma in Education (Secondary)
- Master of Education (Coursework and Dissertation)
- Master of Education (Curriculum)
- Master of Education (Early Childhood Education)
- Master of Education (Leadership and Management)
- Master of Education (Religious Education)
- Master of Education (Special Needs)
- Master of Religious Education (Coursework)
- Master of Teaching Conversion (Primary)
- Master of Teaching / GDE / Adv (Early Childhood Education)
- Master of Teaching / GDE / Adv (Primary)
- Master of Teaching / GDE / Adv (Secondary)

School of Health Sciences:

- Graduate Certificate in Outdoor Education
- Graduate Diploma in Outdoor Education
- Master of Outdoor Education
- Graduate Diploma in Exercise Science
- Master of Exercise Science
- Master of Outdoor Education

School of Law:

- Graduate Certificate in Building & Construction Law
- Bachelor of Laws - Graduate Entry

School of Nursing:

- Graduate Certificate in Nursing
- Graduate Certificate in Aged Care Nursing
- Graduate Certificate in Clinical Nursing
- Graduate Certificate in Nursing Education
- Graduate Certificate in Oncology Nursing
- Graduate Certificate in Orthopaedic Nursing
- Graduate Certificate in Primary Health Nursing
- Graduate Diploma in Haematology Nursing
- Graduate Diploma in Nursing
- Graduate Diploma in Clinical Nursing
- Graduate Diploma in Forensic Nursing
- Graduate Diploma in Perioperative Nursing
- Master of Nursing

School of Philosophy and Theology:

- Graduate Diploma in Theology
- Graduate Diploma in Pastoral Studies
- Master of Philosophy
- Master of Theology (Coursework and Dissertation)
- Master of Arts (Theological Studies) Coursework and Research Project
- Master of Arts (Theological Studies) Coursework

HIGHER DEGREES BY RESEARCH

- Doctor of Philosophy
- Doctor of Education
- Doctor of Medicine
- Doctor of Nursing

SYDNEY CAMPUS COURSES

School of Arts and Sciences:

- Bachelor of Arts
- Bachelor of Arts (Politics and Journalism)
- Bachelor of Behavioural Science
- Bachelor of Communications and Media
- Bachelor of Arts / Diploma in Education

School of Business:

- Bachelor of Commerce
- Bachelor of Commerce / Bachelor of Arts
- Bachelor of Marketing and Public Relations
- Bachelor of Commerce / Bachelor of Behavioural Science
- Bachelor of Marketing and Public Relations / Bachelor of Behavioural Science
- Bachelor of Marketing and Public Relations / Bachelor of Communications and Media

School of Education:

- Bachelor of Arts / Bachelor of Education (Secondary)
- Bachelor of Education (Primary)
- Bachelor of Education (Birth to Twelve)
- Bachelor of Education Studies
- Graduate Diploma in Education (Secondary)

School of Law:

- Bachelor of Laws
- Bachelor of Laws / Bachelor of Arts
- Bachelor of Laws / Bachelor of Commerce

School of Medicine:

- Bachelor of Medicine / Bachelor of Surgery
- Master of Science (Medicine)

School of Nursing:

- Bachelor of Nursing

School of Philosophy and Theology:

- Bachelor of Philosophy
- Graduate Certificate in Liberal Arts (Philosophy and Theology)
- Graduate Diploma of Theology (Youth Ministry)

Academic Enabling and Support Centre:

- Enabling Program for Education, Humanities and Business
- Enabling Program for Nursing and Life Sciences

BROOME CAMPUS COURSES

Pathways to Further Education

Pre-University Courses:

- Certificate III in Teachers Assistant Indigenous
- Tertiary Enabling Program
- Diploma of Enrolled Nursing

Undergraduate Courses:

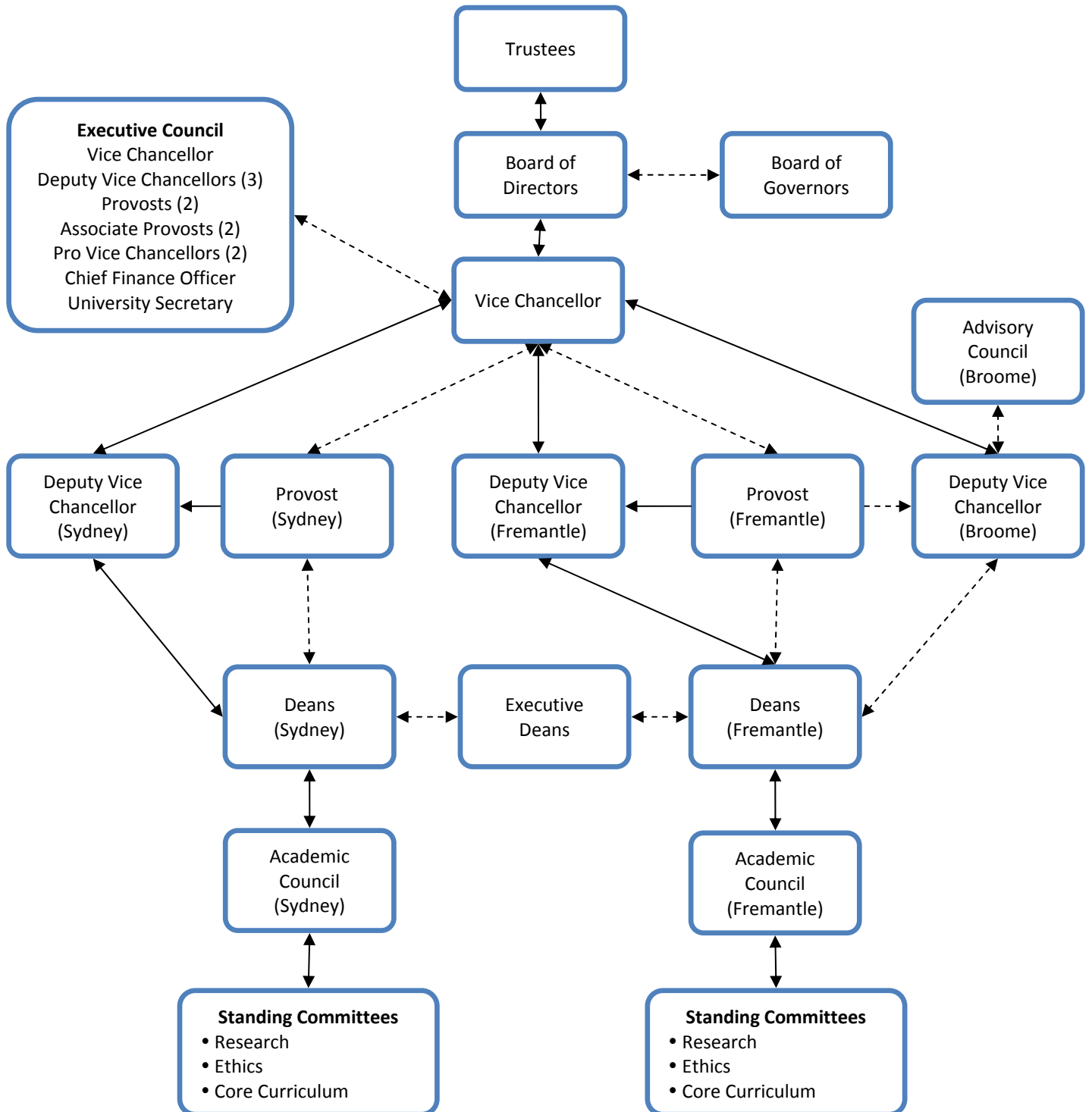
- Bachelor of Arts (Aboriginal Studies)
- Bachelor of Education (Kindergarten – Year 7)
- Bachelor of Nursing
- Certificate & Diploma in Aboriginal Studies

Postgraduate Courses:

- Bachelor of Education (Conversion)
- Graduate Certificate in Aboriginal Studies
- Graduate Certificate in Primary Health Nursing
- Graduate Certificate in Education (Aboriginal Studies)
- Graduate Certificate in Education (Return to Teaching)
- Graduate Diploma in Forensic Nursing
- Master of Teaching Conversion (Kindergarten – Year 7)
- Master of Education (Aboriginal Studies)
- Doctor of Philosophy



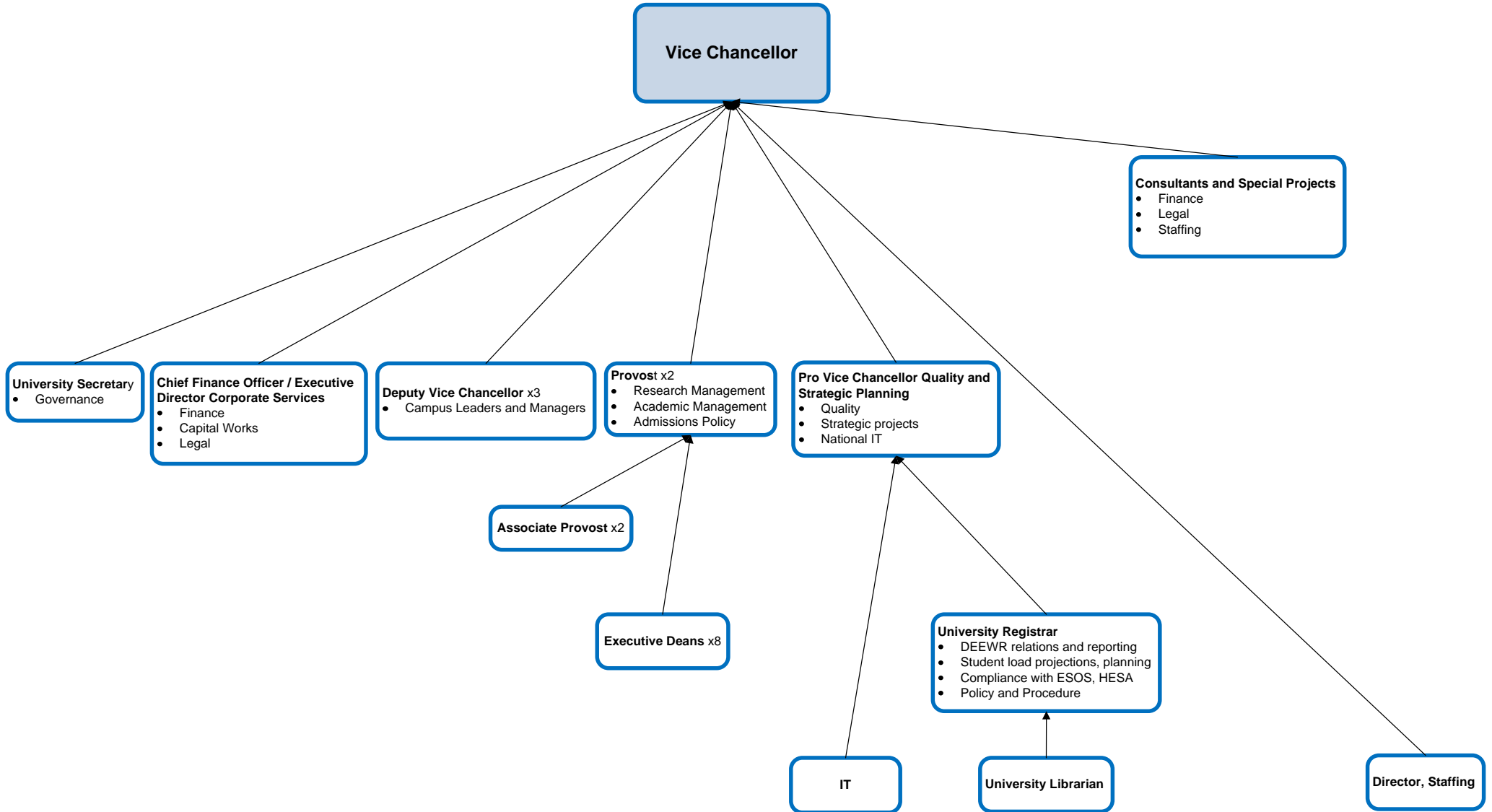
Appendix 3a: University Governance Structure 2010



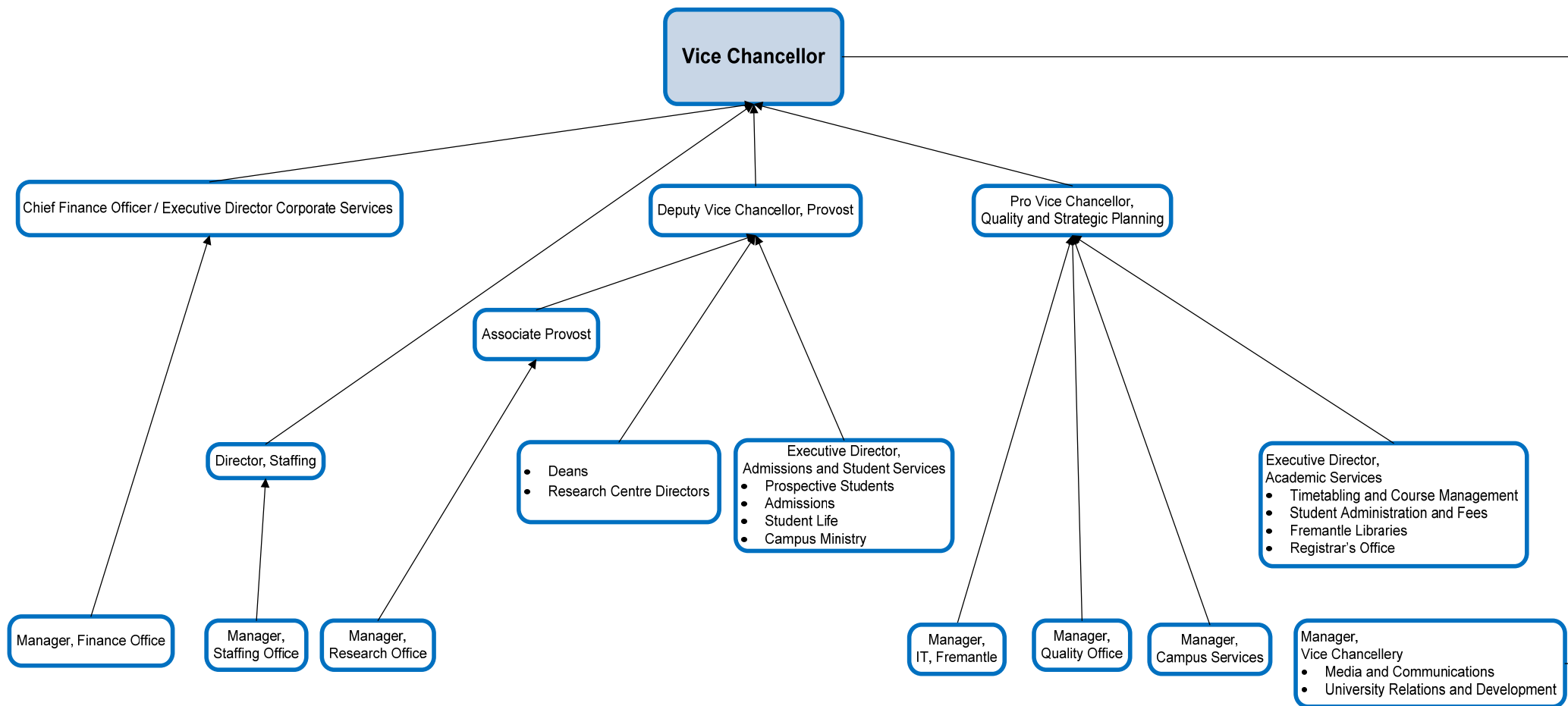
↔ Direct Reporting / Accountability

-.-> Advisory

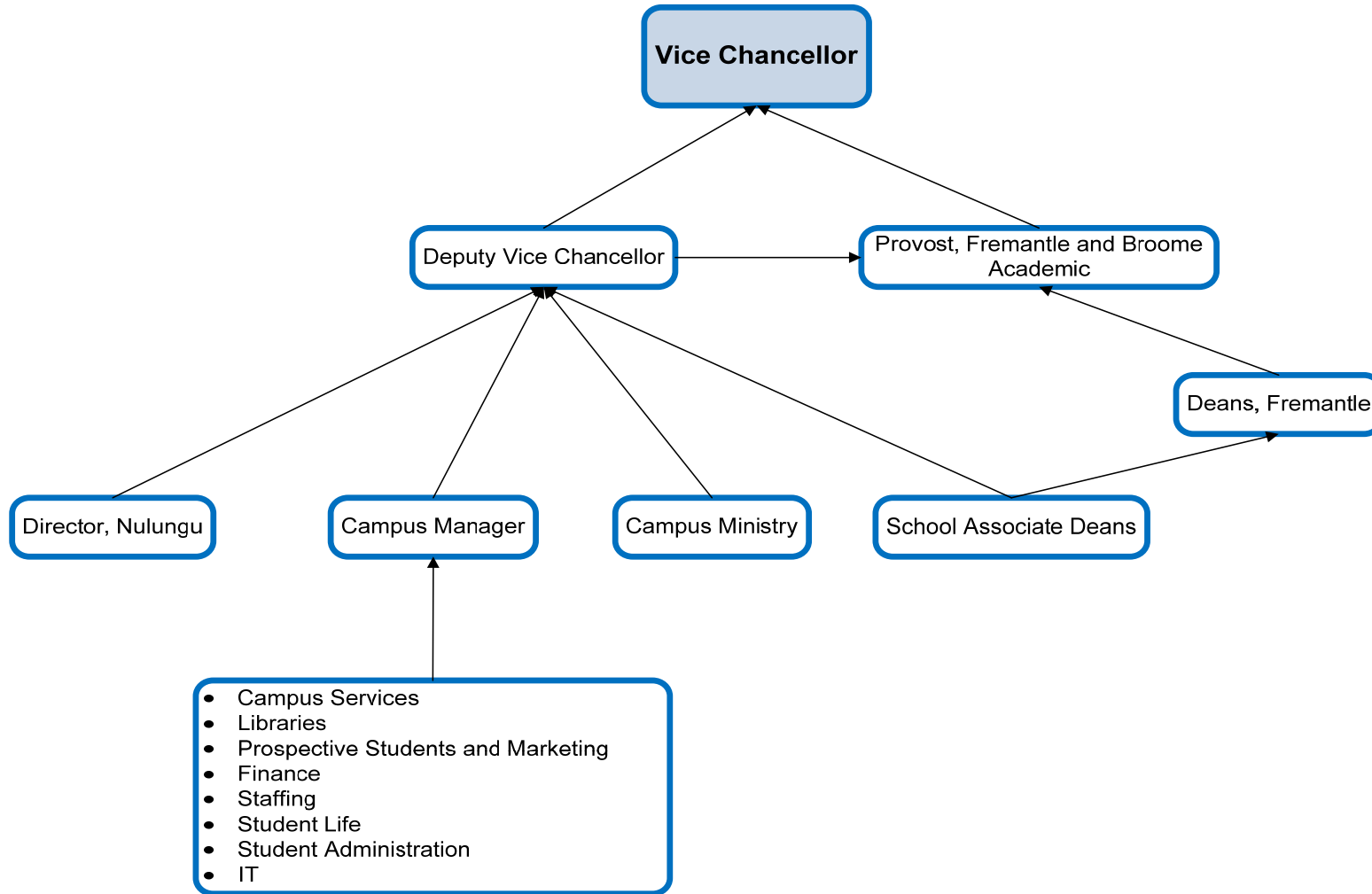
Appendix 3c: National Leadership and Management Structure 2010



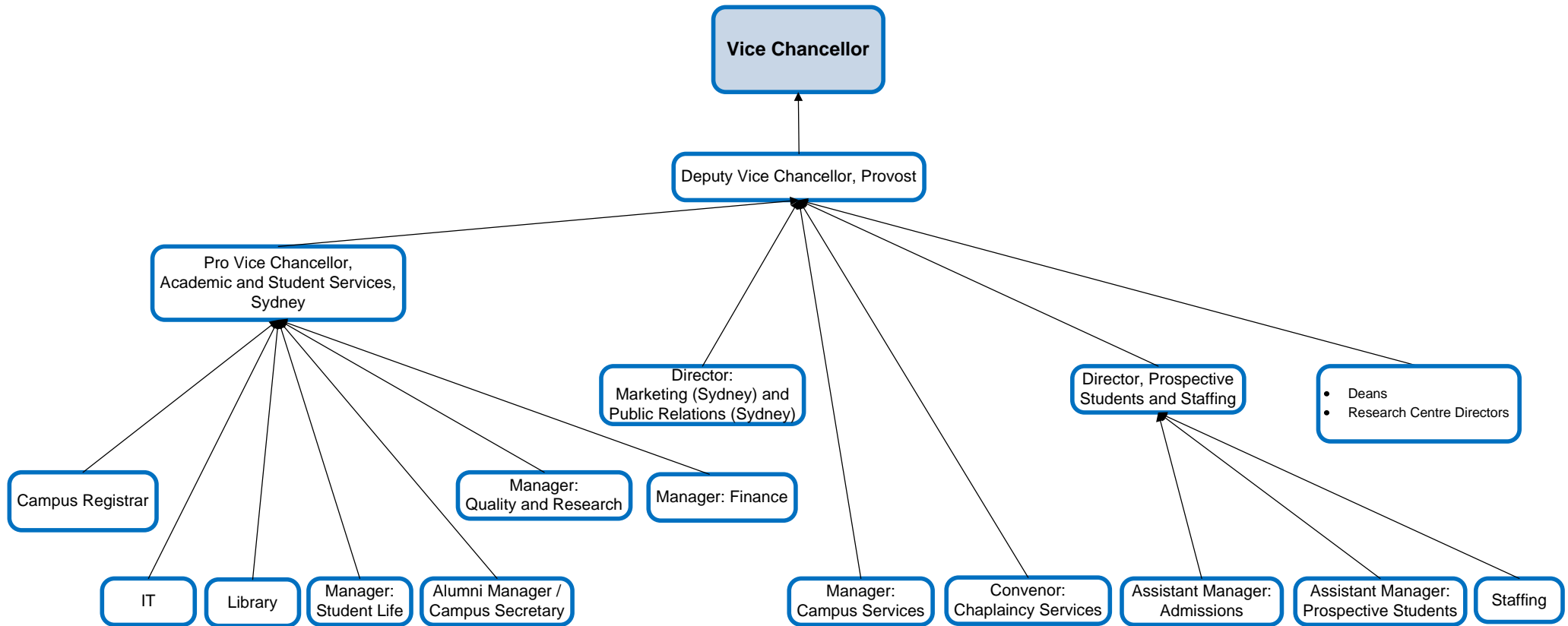
Appendix 3d: Fremantle Campus Leadership and Management Structure 2010



Appendix 3e: Broome Campus Leadership and Management Structure 2010



Appendix 3f: Sydney Campus Leadership and Management Structure 2010



Appendix 4: The University of Notre Dame Australia

Listing of Trustees, Directors and Governors as at 1 January 2010

Trustees and Governors

Mr Danny Casey	Business Manager, Archdiocese of Sydney. Archbishop of Sydney nominee
Ms Tina D’Orsogna	Company Director, Perth
Prof Celia Hammond	Vice Chancellor, The University of Notre Dame Australia, (UNDA)
Mgr Michael Keating	Dean, St Mary’s Cathedral, Perth
Mgr Kevin Long	Rector, St Charles Seminary
Rev Fr Edward Malloy CSC	President Emeritus, University of Notre Dame, USA
Hon Justice Neville Owen	Justice of the Supreme Court of Western Australia
Mr Michael Perrott AM	Company Director, WA
Mr Peter G Prendiville	Chairman, Prendiville Enterprises, Perth
Dr Michael F Quinlan	Chancellor, Physician, Perth. Archbishop of Perth nominee
Mr Terry Tobin QC	Deputy Chancellor, Barrister, NSW
Sr Sonia Wagner SGS	Good Samaritan Sister

Directors and Governors

Mr Danny Casey	Business Manager, Archdiocese of Sydney
Ms Tina D’Orsogna	Company Director, Perth
Mr Ron Dullard	Director of Catholic Education in WA, Perth
Mr Don Good	Trustee, Sisters of St John of God Healthcare Perth
Prof Celia Hammond	Vice Chancellor, The University of Notre Dame Australia, (UNDA)
Prof Con Michael AM	Medical Director, St John of God Healthcare, Perth

Mr Stephen Newton	Joint Managing Director, Arcadia Funds Management, Sydney
Mr Michael Perrott AM	Company Director, Perth
Mr Peter Prendiville	Chairman, Prendiville Enterprises, Perth
Mr Terry Prindiville	Managing Director, Prindiville Investments, Perth
Dr Michael F Quinlan	Chancellor, Physician, Perth
Mr Terry Tobin QC	Deputy Chancellor, Barrister, NSW

Governors

Rev Fr William Beauchamp CSC	President, University of Portland, Oregon, USA
Dr Rosanna Capolingua	General Practitioner, Perth. National President Australian Medical Association
Mr Justin Carroll	Partner, PricewaterhouseCoopers, Perth
Br Kelvin Canavan fms AM	Executive Director of Schools, Catholic Education Office, Sydney
Dr Michael Casey	Private Secretary to the Archbishop of Sydney
Dr Glen Coorey	Retired medical practitioner, Sydney
Mr Bruce Cullam	Business Manager, Perth
Mr Jack de Groot	CEO, Caritas Australia
Mr Jim Dominguez CBE AM	Company Director, Sydney
Mr Jerry Donovan	Chartered Accountant, Perth
Hon Justice John Dunford QC	Retired Justice of the Supreme Court of NSW, Sydney
Hon Christopher Ellison	Former Senator and Commonwealth Government Minister
Ms Margaret Fisher	Government Relations Consultant, Sydney
Ms Mary Foley	Former CEO St Vincents & Mater Health, Sydney
Mrs Catherine Harris AO	Senior Executive, Harris Farm Markets, Sydney
Mr Toby Hicks	Associate, Steinepreis Paganin Lawyers, Perth
Most Rev Gerard Holohan	Bishop of Bunbury

Dr Patricia V Kailis AM OBE	Medical Practitioner & Company Director, Perth
Hon T M Kavanagh	Judge and Deputy President, Industrial Court of NSW
Ms Merrilee Lands	Education Officer, WA Department of Corrective Services, Broome.
Hon David Malcolm AC QC	Professor of Law, Fremantle Campus, UNDA
Mrs Rommie Masarei	Manager, Admissions Office, Fremantle Campus, UND.
Dr John McEncroe OAM MBBS FRACGP	General practitioner, Melbourne
Mr Michael McNulty	Partner, Deloitte Consulting, WA
Rev Wilson D Miscamble CSC	Professor of History, University of Notre Dame, USA
Mr Karl Morris	CEO and Managing Director, Ord Minnett, Sydney
Mrs Serena Nathan	Journalist, Perth
Mr Victor Paino	Business Manager, Fremantle
Rev Mark Poorman CSC	Vice President for Student Affairs and Associate Professor of Theology, University of Notre Dame, USA
Mr Kevin Prindiville	Company Director, Perth
Mr Peter Quinlan	Barrister, WA
Mgr Vincent Redden	Vicar for Clergy, Parish Priest, St Mark's Drummoyne, Sydney
Mr Bill Reed	Company Director, Broome
Mr Mark Scatena	General Manager Commercial, Australian Vinyls, Laverton VIC
Mr Francis Sullivan	Secretary General, Australian Medical Association, Canberra ACT
Dr Dan White	Executive Director of Catholic Schools, Catholic Education Office, Sydney
Mr Frank Wilson	Executive Chairman, Atkinson and Wilson Lawyers, Perth
Prof Carolyn Y Woo	Dean and Rayand Milann Siegfried Professor of Management, University of Notre Dame, USA
Mr Cedric Wyatt	Indigenous Leader, former CEO Aboriginal Affairs Department, WA

Appendix 5: Notre Dame: A Catholic University

How does Notre Dame define itself as a Catholic University?

- Through its Objects as set out in The University of Notre Dame Australia Act, 1989. These are listed in S5:
 - a) The provision of university education within a context of Catholic faith and values ; and
 - b) The provision of an excellent standard of:
 - (i) teaching, scholarship and research;
 - (ii) training for the professions; and
 - (iii) pastoral care for its students.
- Through its canonical statute and diocesan agreements.
- Through its governance structures, and especially through the role of its Trustees.
- Through its Statutes and Rules.
- Through particular activities and programs directly supporting of the role and work of the Church and its agencies.
- Through its role as a centre for Christian intellectual life.
- Through its international Catholic university relationships, especially with the University of Notre Dame in the United States.
- Through its physical facilities and images.
- Through its ‘private’ status.

What are key strategies and practical steps adopted by the University of Notre Dame Australia to achieve its objects as a Catholic University?

Ten Steps:

1. Having Schools of Philosophy and Theology which are central to the University’s academic mission, offering a compulsory core curriculum for all students, comprising units in philosophy, theology and ethics; being leading catalysts in developing and maintaining the University as a centre for Christian intellectual life.
2. Recruiting ‘for mission’: selecting students and staff to build a Christian community which supports the Objects of the University.
3. Providing an academic development program in theology to be available to all staff, and encouraging lecturers to integrate discussion on ethical and faith issues into the curriculum in all Schools of the University.
4. Supporting social justice education: through encouraging a spirit of voluntarism, through special curriculum options, ‘service-learning’ programs and ‘service’ internships, with a special focus on advancing Aboriginal people.
5. Encouraging a sense of community within the university by actively supporting the Student Association and student clubs; promoting student involvement in sport, recreation, cultural activities and social life; encouraging social interaction and team building among staff.

6. Investing in an active campus ministry, and special religious initiatives in each School, underpinning and promoting spiritual and liturgical life on and off campus for staff and students.
7. Emphasising pastoral care as central to university life and, in so doing, facilitating a university culture which recognises and values highly every student and staff member.
8. Being openly and unequivocally Catholic. Welcoming people of all faiths (and none at all) into the Notre Dame community; being clear about and proclaiming Notre Dame's Christian faith underpinnings, and its integral membership of the Catholic Church.
9. Providing excellence of standards in teaching, scholarship, research and professional training, and understanding that such excellence is fundamental to the very idea of a Catholic university
10. Adopting policies which maximize graduation rates and the successful entry of alumni into their vocation or profession of choice.

Appendix 6: Academic Freedom Policy Statement

1. The University of Notre Dame Australia, established by an Act of the Parliament of Western Australia, is an institution which is part of the centuries old tradition of Catholic higher education. It is an integral part of the world-wide group of great Catholic universities, and follows academic freedom norms which are common in all such universities. As a Catholic university, Notre Dame follows the principles set out in *Ex Corde Ecclesiae*.
2. The objects for which the University is established are enshrined in s 5 of the Act: to provide university education within a context of Catholic faith and values; and to provide an excellent standard of teaching, scholarship and research, training for the professions, and pastoral care for its students. The University has a statutory duty to pursue those objects and all members of the University community carry an obligation in this regard.
3. Notre Dame welcomes people of all faiths and none at all into its community as students and staff. There are no religious tests for the admission of students or the employment of staff, other than those (eg for teachers of Catholic theology) who have a specific background requirement.
4. The University has formally adopted a statement on how it defines itself as a Catholic university and the key strategies and practical steps it adopts to achieve its objects as a Catholic university. This is included in the University's Strategic Plan.
5. The University hopes and anticipates that most of its students and staff will support and contribute to the context of Catholic faith and values within which it functions as an institution of higher learning. The core of this context is the person of Jesus: his life, death, resurrection, example and teachings, as set out in the New Testament.
6. The University must be a liberal and unfettered place where the basic values and beliefs of Christians are exposed, explained, researched, debated, freely challenged, and openly affirmed or rejected. No person within its community can or should be oppressed, vilified, demeaned or discriminated against because of their faith and values. All must be free and comfortable within the life of the University.
7. In speaking, writing or acting as a representative of or on behalf of the University, a staff member must act conscientiously and with full respect for Catholic faith and values.
8. The University expects from its staff and students conduct that is truthful, honourable, compassionate, fair, just and charitable. It hopes that all staff and students will conduct themselves within and beyond the institution in a manner which reflects these values and enhances the reputation of the University.
9. If a staff member or student acts in a manner clearly contrary to principles set out in this document, he or she may be subject to counselling by the Vice Chancellor. Any such action by the Vice Chancellor may be the subject of appeal to and reversal by the Trustees of the University.



Appendix 7: Compact Between The Rudd Australian Government and Notre Dame

**FEDERAL LABOR LEADER
KEVIN RUDD MP
AND
SHADOW MINISTER FOR EDUCATION & TRAINING
STEPHEN SMITH MP**

**FEDERAL LABOR'S UNIVERSITY COMPACTS:
INVESTING IN OUR UNIVERSITIES' STRENGTHS AND PROMOTING NATIONAL
INTEREST PRIORITIES**

A Rudd Labor Government will invest up to \$4 million in new Commonwealth supported university places in national priority areas of teaching, nursing, and medicine at Notre Dame University in Western Australia and New South Wales.

This is an example of a funding compact or partnership arrangement with a University – an approach flagged in Federal Labor's 2006 Higher Education White Paper.

For Western Australia and the Fremantle campus this will mean:

- 100 additional Commonwealth supported undergraduate teaching places;
- 20 additional Commonwealth supported undergraduate nursing places; and
- 30 additional Commonwealth supported undergraduate medicine places.

For New South Wales and the Sydney campus, this will mean:

- 100 additional Commonwealth supported undergraduate teaching places; and
- 80 additional Commonwealth supported undergraduate nursing places;

As part of this important initiative, a Rudd Labor Government will also invest up to \$7.5 million to upgrade and improve facilities at both Notre Dame's Fremantle (\$2.5m) and Sydney (\$5m) campuses to provide additional classrooms and infrastructure support for teacher education programs.

This Commonwealth contribution will ensure that the University on both sides of the continent contributes to meeting Australia's national interest objectives in the key, core disciplines of teaching and health.

It also sees the University focusing on its strengths and developing its emerging specialisations in Health and Education.

The additional Commonwealth support is conditional upon Notre Dame focusing on its core strengths – teaching and health.

Australia has 38 Universities. Not all of them can be doing the same thing.

Labor is committed to greater investment in our Universities, but targeted to an individual University's strengths, particularly where these strengths reflect long-term national interest priorities.

Teaching, nursing, and medicine are all areas where there are substantial existing or emerging skills shortages.

Notre Dame University has agreed that the compact reflect the following conditions and objectives of the additional Commonwealth investment:

At its Fremantle campus:

- *Teaching:* A focus on indigenous, rural and regional education, including practicum in rural, regional and remote schools.
- *Medicine:* A focus on Indigenous primary and preventative care and general practice in rural and regional Australia. Clinical training will be undertaken in rural and regional areas and will include exposure to Indigenous health care through the University's Broome campus. Graduates will be encouraged to work in rural, remote and regional Australia.
- *Nursing:* A clinical training focus on Indigenous primary and preventative health and rural and regional Australia.

Notre Dame University has also agreed the compact reflect the following conditions and objectives of the additional Commonwealth investment at its Sydney campus:

- *Teaching:* A focus on vocational education and training in secondary schools, together with the teaching of maths and science.
- *Nursing:* A clinical training focus on rural and regional New South Wales.

Notre Dame has already negotiated the necessary additional clinical training places in medicine and nursing and the additional practicum training arrangements in teacher education with both public sector and private providers in Western Australia and New South Wales.

These additional places and resources will provide an additional stream of graduates in some of the critical disciplines and professions our nation needs now and into the future.

Focusing on Indigenous primary and preventative health care and rural and regional health addresses a particularly acute national difficulty. So does teaching in rural, remote and regional Australia, as does a focus on vocational education and training and maths and science.

Federal Labor is committed to addressing workforce issues in crucial health, allied health and education areas.

A Rudd Labor Government will also consider providing 50 additional Commonwealth supported undergraduate physiotherapy places at the Fremantle campus, subject to further discussion with the University, the physiotherapy profession and clinical training places being available.

Federal Labor's support for Notre Dame continues our longstanding support for the University. When last in Government, Federal Labor supported the establishment of the University, and since 1996 has supported capital development grants to the University and the allocation of HECS or Commonwealth supported places.

Federal Labor understands the need to invest more in our Universities in a range of areas including additional recurrent expenditure, research infrastructure and rural and regional and outer metropolitan Universities and campuses.

Federal Labor strongly believes this is best done by Universities focusing on their strengths and in key long-term national interest priority areas, not all Australian Universities trying to do everything across the board.

SYDNEY
24 AUGUST 2007

LACHLAN HARRIS (RUDD)
ADAM SIDDIQUE (SMITH)

0417 592 338
0407 473 630

Appendix 8: Notre Dame's Proposed Funding Model for Australian Universities

1. The basic funding model for undergraduate studies at Australian universities should be changed to become 'student centred' rather than 'institution centred'. The central focus should be the entitlement of all qualified Australian citizens to a Commonwealth Scholarship for an undergraduate education (a first degree or a first professional qualification at the Bachelors or Masters level) in the course or university of their choice, if available. The role and obligation of the Australian Government is to determine:
 - Minimum academic standards for eligibility for first degree Commonwealth Scholarships.
 - The maximum number of university undergraduate places in specific universities which will be available for Commonwealth Scholarships in some key disciplines (e.g. Medicine).
 - The 'licencing' of universities as self accrediting institutions where the Commonwealth Scholarships are tenable. Licences to be 'renewed' every 15 years.
 - The value of Commonwealth Scholarships in each discipline, the amount to be paid by way of Commonwealth subsidy, and the maximum amount to be paid by the student (supported by an interest free income contingent loan).
2. For second undergraduate degree and higher degree candidates (other than those for whom a Masters degree is a first professional qualification) tuition fees should be payable at the level decided by the university, supported by interest-free, income-contingent Commonwealth loans (HECS equivalent).
3. The present policy and nomenclature identifying 'public' and 'private' universities and Table A and Table B Providers should be abolished. It makes no sense and is unequitable. It discriminates especially against low SES and indigenous students.
4. Universities should expand or contract according to institutional policy, the choices of students, and the related quality and attractiveness of what the universities offer.
5. The Australian Government should be the prime source of capital for essential infrastructure and maintenance of Australian universities, with State Governments providing low interest loans to support new projects and upgrading / maintenance of facilities.
6. The Australian Government should be the prime source of basic research funding and contestable research grants in Australian universities, and for the provision of post-graduate research scholarships (APA's), with APA recipients receiving their scholarships directly from the Commonwealth and taking them to the university of their choice.
7. Quality monitoring and control of courses should be the responsibility of State and National accrediting bodies.

