

ON-GOING ANALYSES OF COMMENDATIONS & RECOMMENDATIONS IN AUQA AUDIT REPORTS

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The AUQA Context for University Quality Audits

The Australian University Quality Agency review process for universities has been in place for about two years now with 10 university audits completed and reports published as of the end of September, 2003. The trial audit of the University of New South Wales constitutes an eleventh completed university audit process. Each published report sets out and argues for a set of commendations and recommendations arising from the Audit Panel's assessments of documentation provided by each university and informed by 3-day site visits to the university. At the discretion of the Audit Panel, after preliminary assessment against seven specific criteria, the audit of a university may require visits to specific international locations where key activities of the university are focused. The audit process is not designed as a between-university benchmarking process; rather

AUQA's audits are based on the assumptions that an auditee has explicit objectives, which it genuinely wishes to achieve; that it acts in ways intended to achieve these objectives; that it periodically checks how close it is to achieving these objectives, and that it acts on the findings of these checks. Thus, AUQA's audits investigate the rigour and effectiveness of the organisation's performance monitoring against its plans. An audit panel's task is to assure itself that an auditee has in place processes and mechanisms that are relevant to the factors that are being audited, that these processes are effective in achieving the stated goals, and that an auditee is actively engaged in understanding its performance and is using this understanding to further improve its performance. AUQA also has an interest in the ways in which objectives are set and audit panels may discuss with the auditee the process by which particular objectives have been arrived at and the factors that have been taken into account in this process. (AUQA 2002, p. 17)

Why Analyse AUQA Audit Reports?

AUQA Reports are public domain documents. As such, it should be possible to maximise their organisational learning value to the higher education sector through a closer analysis of the commendations and recommendations that AUQA Audit Panels produce across different universities. While AUQA itself may be conducting such analyses in house, an independent perspective could also be useful. This report attempts to provide such a perspective. Since AUQA is currently working through its first 5-year cycle of university audits, reports will continue to emerge until the cycle has been completed. Thus, this report must be considered a 'living' document that must be continually updated. With ten reports published, this report currently incorporates commendations and recommendations from approximately 25% of the universities to be audited in the cycle.

A number of things can potentially be gleaned from analysing AUQA audit commendations and recommendations. Firstly, despite each audit being situated within a specific and arguably largely organisationally unique, university context, certain consistent themes can be identified as emerging across universities and these themes can point to more general problem areas in the sector as well as to areas where the sector appears to be doing well. Secondly, thematic analysis can be segmented using characteristics such as university, by type of university and year of audit to see if specific patterns and trends emerge. Thirdly, AUQA itself may achieve some learning insights from such an independent analysis in terms of the directions that their audits appear to be taking through time.

[Appendix 1 lists the specific content headings from the ten published AUQA reports. This Appendix is included to permit comparisons in terms of thematic focus in the published AUQA reports and their connections to the structure of individual university/college portfolios.]

Approach to Analysing AUQA Audit Reports

The AUQA Audit Reports from the following universities were included in the analyses to follow:

- University of Newcastle (January 2003),
- University of Ballarat (November 2002),
- Curtin University of Technology (October 2002),
- Australian Maritime College (February 2003),
- Australian Catholic University (December 2002),
- University of Southern Queensland (October 2002),
- Adelaide University (March 2003),
- Macquarie University (July 2003),
- Swinburne University of Technology (March 2003),
- University of Canberra (June 2003), and
- the trial audit report of the University of New South Wales (unpublished report dated February, 2002).

All commendations and recommendations from the ten AUQA reports on university and college audits published as at 30 September 2003 were copied verbatim from their published pdf format into two text documents and coded into thematic categories of emphasis using the NVivo software package. Permission was granted to incorporate the commendations and recommendations from the trial audit of the University of New South Wales into this analysis. The UNSW commendations and recommendations were copied verbatim into the relevant NVivo document files, working from an email transmission of contents from UNSW.

Qualitative analysis of the content of commendations and recommendations proceeded in an iterative fashion using the NVivo software to build up and maintain the hierarchical thematic coding schemes. Several passes were made through all commendations and recommendations to clarify and refine the coding themes and coded instances. Coding focused at a 'whole of commendation/recommendation' level of analysis, with the possibility that specific commendations or recommendations could be coded in multiple ways. For many coding instances, reference was made to discussions of a particular commendation or recommendation in the relevant AUQA report in order to clarify its meaning or more clearly contextualise the instance within the university.

Two distinct types of thematic analysis were pursued. The first and more extensive analysis was functional in focus and attempted to capture and represent micro and macro facets of meaning in the context of structural, support and mission-related aspects of university functioning. This analysis was therefore termed the *functional analysis* and it encompassed all AUQA commendations and recommendations. The second analysis focused only on AUQA recommendations and attempted to capture and represent specific organisational actions directly stated or implied in those recommendations. This second analysis was termed the *actions analysis*.

To present the outcomes of the qualitative analyses to the reader, particular types of matrix displays were developed, along the lines described by Miles and Huberman (1994). Some displays will present quantitative summaries in the form of counts of coded instances and others will employ symbolic summaries to more clearly and visually depict nuances in emphasis. For certain matrix displays, results will be broken down by University and by Type of University where 'type' has

been defined using the groupings of universities employed in the Course Experience Questionnaire (CEQ) results reporting system employed by the Graduate Careers Council of Australia (GCCA).

Results of the Functional Analysis

The first column in Table 1 depicts the hierarchy of macro and micro thematic categories that emerged from the functional analysis¹. Ten major macro themes were identified, each subsuming a number of more micro sub-themes. Three of the macro themes, Academic Board, Council and Management & Structure, focused on structural governance aspects of University function. Several other macro themes focused on key components of university strategic or mission focus: External & Partner Relations, International, Teaching & Learning, Research). The three remaining macro themes concerned aspects of planning, support and monitoring systems which underpin university activities and functions captured in the other macro themes: Planning & Policies, Quality Assurance, and Mgmt, Staff & Student Support Systems).

The second, third and fourth columns in Table 1 provide an overall count summary, across the 11 University reports, of the total number of coded instances as well as the number of coded instances separately arising from commendations and recommendations. It is important to remember that these counts refer to instances of category coding, not raw numbers of commendations or recommendations (since each could be coded in multiple categories). To begin to highlight emergent patterns, the more prevalent micro sub-themes in each macro category have their count cells highlighted in grey, based on a very rough criterion of containing five or more coded instances. Highly prevalent micro-themes have their count cells highlighted in dark grey with white font colour, based on a very rough criterion of containing ten or more coded instances.

In terms of AUQA commendations, the most prevalent coding instances appear to fall under the macro themes of External & Partner Relations (focusing on community, industry & external relationships and multi- or off-campus operations and support), , Mgmt, Staff & Student Support Systems (focusing on student support systems, teaching & staff development & induction and information systems & technology), Management & Structure (focusing on mission-vision-strategy focus, facilities & learning environment and IP, entrepreneurialism & commercialisation) and Quality Assurance (focusing on QA framework, planning & monitoring and seeking stakeholder feedback). There were three highly prevalent micro-themes evident, each from a different macro theme category (community, industry & external relationships, student support systems and QA framework, planning & monitoring). Thus, in commending universities on aspects of their functioning, the emergent pattern suggests that AUQA tends to focus on External & Partner Relations, Mgmt, Staff & Student Support Systems, and Quality Assurance.

What is interesting is that virtually all of the prevalent micro-themes for commendation, with the exception of facilities & learning environment, were also prevalent micro themes for recommendations, some of them highly so (e.g., mission-vision-strategy focus, QA framework, planning & monitoring). Other highly prevalent micro-themes emerged in the macro categories of External & Partner Relations (QA-partners & off-campus operations – fourth most prominent of all coded micro themes), International (international QA & standards – equal third most prominent of all coded micro themes), Management & Structure (mission-vision-strategy focus, organisational structures & roles, communication and leadership – the most prominent of all coded micro themes), Mgmt, Staff & Student Support Systems (managing human resources & workloads and teaching & staff development & induction), Planning & Policies (strategic planning & support –

¹ The detailed listing of coded commendations and recommendations against these macro and micro themes can be obtained from the author on request.

Table 1. Functional Analysis: Total coded aspects of AUQA commendations and recommendations across 11 Universities – macro and micro themes (as at 11 Sept. 2003)

Theme	# Coded Outcome Themes	# Themes in Commendations	# Themes in Recommendations
Academic Board			
Board/Senate & committees	4	0	4
Board-Faculty Relationships	2	0	2
Establishing & benchmarking standards	1	0	1
Information for students	2	0	2
Systematic program reviews & QA	5	0	5
Accrediting courses including off-shore	2	0	2
Role and functions	1	0	1
Issues communication & discussion	1	0	1
Theme Totals	18	0	18
Council			
Involvement in strategic planning & review	4	1	3
Council & committees	4	2	2
Information to Council	3	0	3
Council processes, including QA focus	5	3	2
Theme Totals	16	6	10
External & Partner Relations			
QA-partners & off-campus operations	16	1	15
Community, industry & external relationships	22	15	7
Exchange Programs	1	1	0
Multi- or off-campus operations & support	14	7	7
Associated entities & partners	8	3	5
Stakeholder relationships	7	4	3
Theme Totals	68	31	37
International			
International QA & standards	21	4	17
International programs	11	5	6
Monitoring international student performance	3	0	3
Induction-overseas teachers & agents	5	1	4
Support for international students	7	4	3
International planning	6	1	5
Theme Totals	53	15	38
Management & Structure			
Environmental Sustainability	1	1	0
Mission-vision-strategy focus	17	5	12
Organisational structure & roles	18	4	14
Communication & Leadership	25	4	21
Facilities & learning environment	6	6	0
Risk management	3	1	2
Budgetary accountability - roles & processes	4	0	4
IP, entrepreneurialism & commercialisation	11	6	5
Staff review, Promotions & Performance management	12	3	9
Faculty & School reviews	3	0	3
University-level committees	1	0	1
Theme Totals	101	30	67
Mgmt, Staff & Student Support Systems			
Staff commitment	1	1	0
Managing human resources & workloads	15	1	14
Management support & training	5	1	4
Student support systems	19	10	9
Career development & support	1	1	0
Teaching & staff development & induction	17	5	12
Information systems & technology	12	6	6
Theme Totals	70	25	45

Table 1. (concluded)

Theme	# Coded Outcome Themes	# Themes in Commendations	# Themes in Recommendations
Planning & Policies			
Communication with students	1	0	1
Policy development	7	1	6
Strategic planning & support	22	5	17
Monitoring plans	4	0	4
Monitoring policy compliance	7	0	7
Theme Totals	41	6	35
Quality Assurance			
Self-assessment processes	5	4	1
QA framework, planning & monitoring	29	11	18
Benchmarking	13	1	12
Seeking stakeholder feedback	13	6	7
Performance measurement & monitoring	11	3	8
Theme Totals	71	25	46
Research			
Communication about research & research capability	3	0	3
Research & supervision support & monitoring	20	7	13
Research culture & communication with students	3	1	2
HDR student admission entry & monitoring	5	1	4
Research outcomes & reviews	7	3	4
Research centres	10	3	7
Research planning	10	4	6
Research & researcher classifications	5	0	5
Research ethics processes	4	3	1
Research resource allocation	7	2	5
HDR student support	11	4	7
Research leadership	4	1	3
Theme Totals	89	29	60
Teaching & Learning			
Course information for students	2	0	2
QA for casual teaching staff & tutor	2	0	2
Flexible learning approaches & support	5	4	1
Library QA	2	2	0
Assessment & Evaluations of student performance	6	2	4
Reviews of academic programs	11	1	10
Graduate attributes	4	1	3
Mechanisms for ensuring standards	8	3	5
Research-teaching nexus	6	1	5
Student evaluations of units & teaching	9	1	8
Library support & resourcing	6	1	5
Teaching assessment & quality	6	0	6
Award & course rules & approval	7	2	5
Scholarships	2	1	1
Teaching & learning frameworks	11	4	7
Articulation arrangements	3	1	2
On-line teaching & learning	7	2	5
Indigenous education & support	6	4	2
Teaching & learning support	9	6	3
Theme Totals	112	36	76

equal third most prominent of all coded micro themes), Quality Assurance (QA framework, planning & monitoring – the second most prominent of all coded micro themes - and benchmarking), Research (research & supervision support & monitoring) and Teaching & Learning (reviews of academic programs). A number of other micro-themes in the areas of International (e.g., international programs), Research (e.g., research centres, HDR student support, research planning), Teaching & Learning (e.g., student evaluations of units & teaching, teaching & learning frameworks, and teaching assessment & quality), Policies & Planning (e.g., monitoring policy compliance), Quality Assurance (e.g., performance measurement & monitoring, and by thematic association with Academic Board, systematic program reviews & QA), Management & Structure (e.g., Staff review, promotions & performance management), Mgmt, Staff & Student Support Systems (e.g., student support systems) and External & Partner Relations (e.g., community, industry & external relationships, multi- or off-campus operations & support) were also prevalent. AUQA, in making recommendations for the universities audited thus far, tends to signal that communication, QA processes, in several domains, and strategic planning & support tend to require most attention across universities. In the Research and Teaching & Learning macro areas, a number of micro sub-themes emerge as worthy of a signal from AUQA as needing some attention (e.g., research resource allocation, research & researcher classifications, mechanisms for ensuring standards, research-teaching nexus, online teaching & learning and library support & resourcing).

Table 2 provides a supplemental analysis to support the story conveyed by Table 1, giving a finer grained insight into university-level differences in emphasis in AUQA commendations and recommendations. To facilitate detection of patterns, the table is presented in symbolically-coded form, organised by University and by Type of university. Symbols have been graded in terms of intensity of counted coded instances. Here, then, a visual impression of intensity of AUQA focus on particular macro themes can be achieved. A brief scan down the columns of Table 2 (where columns are linked to macro themes in the qualitative analysis coding system) suggests the following patterns. External & Partner Relations appear somewhat more troublesome for the Regional (Non-Distance) universities audited thus far (although for Newcastle, this category also revealed substantive coded instances in commendations). The Management & Structure macro category is revealed as a nearly uniformly prominent focal area for AUQA recommendations as is the Teaching & Learning macro category, with far less emphasis in commendations in each case. AUQA apparently does not shy away from making recommendations about internal structural and management arrangements within universities where it sees a need. The Regional (Distance) universities reviewed thus far appeared to experience greater difficulties in the macro areas of Quality Assurance and, perhaps not surprisingly given their nature, Research. Interestingly, the two reviewed Sandstone universities also attracted substantive AUQA attention in recommendations in the Research area.

Results of the Actions Analysis

Table 3 provides a symbolically-coded matrix display of outcomes from the actions analysis of AUQA recommendations. The column headings in Table 3, starting with the third column from the left, reflect the thematic category system that emerged from this analysis. The themes identified are specific types of organisational actions either directly stated or implied in the substantive content of recommendations. In many cases, these actions were coded independently of the specific focal areas where the activities might take place (a story more suitably captured in Tables 1 and 2). The action analysis was thought to be useful, from a more general university/organisational perspective, in highlighting general types of actions needed to address AUQA recommendations. Similar to Table 2, Table 3 has been organised by both University and Type of University to facilitate visual detection of patterns and the symbols have been graded in terms of intensity of counted coded instances.

Table 2. Functional Analysis: Symbolic intensity-coded macro themes of AUQA commendations and recommendations broken down by University and type of University (as at 11 Sept. 2003)^a

	Type of University	Academic Board	Council	External & Partner Relations	International	Management & Structure	Mgmt, Staff & Student Support Systems	Planning & Policies	Quality Assurance	Research	Teaching & Learning
Coded AUQA Commendations											
ACU	Metropolitan		☞	☞	☞	☞	☞	☞	☞	☞	☞
Canberra	Metropolitan		☞	☞	☞	☞	☞		☞	☞	☞
Macquarie	Metropolitan			☞	☞	☞	☞		☞	☞	★
AMC	Regional (Distance)			★	☞	☞	☞		☞		
USQ	Regional (Distance)			☞	☞	☞	☞	☞		☞	☞
Ballarat	Regional (Non-Distance)		☞	☞		☞	☞	☞	☞	☞	
Newcastle	Regional (Non-Distance)		☞	☞	☞	☞	☞		☞	☞	☞
Adelaide	Sandstone			☞		☞	☞		☞	☞	☞
UNSW-Trial	Sandstone		☞		☞	☞	☞	☞	☞		☞
Curtin	Technological				☞	☞	☞		☞	☞	☞
Swinburne	Technological			☞	☞	☞	☞	☞	☞	☞	☞
Coded AUQA Recommendations											
ACU	Metropolitan			☞	☞	★	☞	☞	☞	☞	☞
Canberra	Metropolitan	☞		☞	☞	☞	★	☞	☞	☞	☞
Macquarie	Metropolitan		☞	☞	☞	★	☞	☞	☞	☞	☞
AMC	Regional (Distance)	☞	☞	☞		★	★	☞	☞	☞	☞
USQ	Regional (Distance)			☞	☞	☞	☞	☞	☞	☞	★
Ballarat	Regional (Non-Distance)	☞	☞	☞		★	☞	☞	☞	☞	☞
Newcastle	Regional (Non-Distance)	☞		☞	☞	☞	☞	☞	☞	☞	★
Adelaide	Sandstone	☞	☞	☞	☞	☞	☞	☞	☞	☞	☞
UNSW-Trial	Sandstone			☞	☞	☞	☞	☞	☞	☞	☞
Curtin	Technological		☞		☞	★	☞	☞	☞	☞	☞
Swinburne	Technological	☞	☞	☞	★	☞		☞	☞	☞	★

^A Type of University was coded based on the CEQ classification system, with the exception of AMC which has been classified as Regional (Distance) for purposes of this analysis. A blank cell indicates that no instances of a theme were coded from the AUQA report for a University.

☞ Indicates a few (1, 2, or 3) instances of a theme evident in list of commendations or recommendations.

☞ Indicates several (4, 5, or 6) instances of a theme evident in list of commendations or recommendations.

★ Indicates a number (7 or more) of instances of a theme evident in list of commendations or recommendations.

Table 3. Actions Analysis: Symbolic thematic analysis of AUQA recommendations with respect to directly stated or implied *organisational actions*, broken down by University and type of University (as at 11 Sept. 2003)^a

Organisational Action →	University	Type of University	Monitor staff performance & workload	Enhance staff development pathways and opportunities	Seek stakeholder input, including from students	Provide clarity of roles & policies, & processes	Improve communication & information flow and management	Develop & implement organisational support systems	Develop, review &/or implement policies	Review & modify roles, committees & structures	Enhance coordination of roles, processes & activities	Build/enhance relationships with other groups (internal & external)	Strengthen organizational capabilities	Plan & strategise in more focused and coherent way	Monitor, measure & benchmark organisational performance	Establish, review & monitor standards	Monitor student progress & performance	Align budget with strategy & processes	Enhance/expand accountability of roles	Demonstrate, develop & facilitate leadership	Review & improve policies, programs, procedures & rules	Ensure & monitor policy implementation & compliance	Enhance resourcing of activities and support systems	Improve planning & control of off-campus activities	Develop, review & implement OA systems	Improve planning & control of International activities	Implement/support organisation's mission, vision, strategies & goals
ACU	Met			☞	☞	☞	☞	☞	☞		☞	☞		☞		☞							☞		☞	☞	☞
Canberra	Met		☞	☞	☞	☞	☞	☞		☞	☞			☞	☞						☞		☞	☞	☞	☞	☞
Macquarie	Met	☞	☞		☞	☞	☞	☞	☞	☞	☞	☞		☞		☞				☞	☞	☞	☞		☞	☞	
AMC	R-D		☞	☞	☞	☞	☞	☞	☞	☞	☞		☞	☞	☞					☞	☞	☞	☞		☞		☞
USQ	R-D		☞	☞	☞	★	☞		☞					☞	☞	☞	☞			☞			☞	☞	☞	☞	
Ballarat	R-ND		☞	☞	☞	☞	☞		☞	☞		☞		☞	☞	☞	☞	☞		☞	☞	☞	☞	☞	☞	☞	
Newcastle	R-ND				☞			☞	☞	☞	☞		☞							★	☞	☞	☞		☞	☞	
Adelaide	Sand		☞	☞	☞	☞	★	☞		☞				☞	☞	☞	☞		☞	☞	☞	☞			☞	☞	
UNSW (Trial)	Sand		☞	☞	☞	☞	☞		☞			☞		☞					☞			☞			☞	☞	
Curtin	Tech		☞	☞	☞	☞	☞		☞	☞	☞				☞	☞	☞	☞	☞		☞	☞			☞		☞
Swinburne	Tech			☞	☞	☞	☞		☞			☞			☞						☞		☞		☞	☞	☞

^A Type of University was coded based on the CEQ classification system, with the exception of AMC which has been classified as Regional (Distance) for purposes of this analysis. A blank cell indicates that no instances of a theme were coded from the AUQA report for a University.

☞ Indicates a few (1, 2, or 3) instances of a theme evident in list of commendations or recommendations.

☞ Indicates several (4, 5, or 6) instances of a theme evident in list of commendations or recommendations.

★ Indicates a number (7 or more) of instances of a theme evident in list of commendations or recommendations.

The most prominent coded themes in Table 3, based on visual symbol density, centre around the actions of ‘improve communication & information flow and management’ (broadly consistent with the story conveyed in Tables 1 and 2 and especially focal for the Sandstone universities), ‘develop, review and implement QA systems’ (again, broadly consistent with the story conveyed in Tables 1 and 2), ‘provide clarity of roles & policies & processes’ (an action somewhat hidden by the functional analysis, but especially relevant to the Regional (Non-Distance) and technological universities) and ‘improve planning & control of international activities’. What is interesting here is that the need to improve communication and information flow emerged as even more prominent an action than the action focusing on QA systems. This suggests that AUQA Review Panels are alive to the problems that lack of clear communication and information management can create for universities and that this perhaps is seen as somewhat more fundamentally important for achieving institutional objectives than the QA systems themselves. ‘Demonstrate, develop & facilitate leadership’ emerged as an important organisational action especially for the Regional (both Distance and Non-Distance) universities. The Regional (Distance) and Sandstone universities audited thus far would appear to benefit from the organisational action ‘enhance staff development pathways and opportunities’. While the action ‘monitor, measure & benchmark organisational performance’ did emerge as somewhat prominent, it did not reflect a clear pattern tied to Type of university.

Some Tentative Conclusions from the On-Going Analyses

All conclusions from the analyses reported in this paper should be treated as tentative and to be refined as more published AUQA Audit Reports emerge. However, it is worth highlighting, in bullet point form, some of the salient points that appear to be emerging in the context of AUQA commendations and recommendations.

- Communication management is emerging as the key focal theme for AUQA recommendations, both from a functional and organisational actions perspective, more so even than AUQA’s focus on QA systems.
- It goes without saying that universities should expect AUQA to be focused on QA systems in a variety of areas of university focus and the analyses bear this out. What is interesting is that AUQA is willing to both commend and recommend with respect to QA systems as appropriate – some universities are thus doing good things as well as needing to further develop in this arena. QA with respect to external partners and off-campus operations, international activities, general frameworks, planning & monitoring, systemic program reviews by Academic Boards and, by implication, monitoring policy compliance in the Planning & Policies area, reviews of academic programs in the Teaching & Learning area and research & supervision support & monitoring in the Research area) have all been implicated in AUQA recommendations.
- While it is fairly early on to be drawing any conclusions with respect to functional and actions outcomes across Types of universities, these analyses do suggest that certain Types of universities (e.g., regional, Sandstone, Technological) may be confronting common issues and need common types of action within Type. This was particularly obvious with respect to developing leadership, enhancing staff development opportunities, and providing clarity in roles and processes.
- A key thematic area of focus for AUQA thus far has been the Management & Structure area, which partly overlaps the communication theme, but has implications for organisational structures and roles as well as for mission-vision-strategy focus of universities. Thus, AUQA seeks not only to examine processes, but also structures and

role underpinning those processes – something which may have been less obvious as an intended point of focus for AUQA from a university perspectives.

- Benchmarking appears to be a process and action valued by AUQA, judging by its emphasis in recommendations. Thus, although AUQA only evaluates a university with respect to its own objectives and processes, its audit panels do expect universities to be comparing themselves to other institutions.

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UNIVERSITY OF NEWCASTLE**1 Organisational Overview and Quality Assurance**

- 1.1 Organisational and Quality Assurance Leadership
- 1.2 Context for Audit
- 1.3 Council and Quality
- 1.4 One University
- 1.5 Academic Senate
- 1.6 Planning and Reviews

2 Central Coast Campuses

- 2.1 Central Coast Campuses Leadership
- 2.2 Campus Culture
- 2.3 Academic Policy at Central Coast Campuses
- 2.4 Support Services

3 Curriculum, Teaching And Learning

- 3.1 Curriculum, Teaching and Learning Leadership
- 3.2 Accreditation, External Accreditation and Review
- 3.3 Course Tracking System
- 3.4 Core Skills
- 3.5 Assessment
- 3.6 Articulation
- 3.7 Teaching and Course Quality
- 3.8 DE and Online Delivery
- 3.9 Problem-Based Learning
- 3.10 Indigenous Education
- 3.11 Graduateschool.Com Pty Ltd
- 3.12 Teaching-Research Nexus

4 Research

- 4.1 Research and Research Training Leadership
- 4.2 Research Areas and Strengths
- 4.3 Research Management
- 4.4 Ethics
- 4.5 Centre for the Study of Research and its Impact
- 4.6 Research Across the Campuses
- 4.7 Research Centres
- 4.8 Research Commercialisation
- 4.9 Research Training

5 Community Relations.

- 5.1 Community Relations Leadership
- 5.2 Community Linkages

6 International

- 6.1 International Leadership

- 6.2 International Students
- 6.3 Other Internationalisation Strategies

7 Human Resources

- 7.1 Human Resources Leadership
- 7.2 Induction and Staff Development
- 7.3 Managing for Performance
- 7.4 Leadership Support
- 7.5 Workload Management System.
- 7.6 Gender Issues

8 Support And Facilitation

- 8.1 Support and Facilitation Leadership
- 8.2 Managing Service Relationships
- 8.3 Environmental Sustainability
- 8.4 Library and IT
- 8.5 Student Support

CURTIN UNIVERSITY OF TECHNOLOGY**1. Strategy, Planning and Management**

- 1.1 Curtin's Vision and Values
 - 1.1.1 Vision
 - 1.1.2 Values
- 1.2 Governance and Management
 - 1.2.1 Council
 - 1.2.2 Structure
 - 1.2.3 Academic Senate
- 1.3 Planning and Budgeting
 - 1.3.1 Policy Development
 - 1.3.2 Strategic Plan
 - 1.3.3 Budgeting
 - 1.3.4 Performance-Based Funding
 - 1.3.5 Balanced Scorecard
- 1.4 Reviews
- 1.5 Devolution
 - 1.5.1 Monitoring
 - 1.5.2 Fragmentations
 - 1.5.3 Duplication
 - 1.5.4 Re-structuring
- 1.6 Benchmarking

2. Staffing

- 2.1 Valuing Curtin Staff
- 2.2 The Staffing Life-Cycle

- 2.2.1 Appointment
- 2.2.2 Review
- 2.2.3 Promotion
- 2.3 Support for Staff
 - 2.3.1 Curtin Leadership Program
 - 2.3.2 Learning Support Network
- 2.4 Other Matters
 - 2.4.1 Awards
 - 2.4.2 Staff Surveys
 - 2.4.3 Workloads

3. Teaching & Learning

- 3.1 Teaching & Learning Plans
- 3.2 Courses
 - 3.2.1 New Teaching Developments
 - 3.2.2 Consolidated Teaching Policy
- 3.3 Generic Attributes
- 3.4 Standards
- 3.5 Evaluation and Feedback
- 3.6 LEAP
- 3.7 Teaching Quality Index

4. Research and Research Training

- 4.1 The Research Environment
 - 4.1.1 Planning
 - 4.1.2 Funding
- 4.2 Research Performance
 - 4.2.1 Research Strengths
 - 4.2.2 Research Centres and Institutes
 - 4.2.3 Research Outcomes
- 4.3 Postgraduate students
 - 4.3.1 'Best Practice Framework for Research Training
 - 4.3.2 Thesis Committees
 - 4.3.3 Register of Supervisors
 - 4.3.4 Support
 - 4.3.5 Progress Reports
 - 4.3.6 Examiners
- 4.4 Teaching/Research Nexus

5. International Activities

- 5.1 Internationalisation
- 5.2 Courses offered with Partners Abroad
 - 5.2.1 Planning
 - 5.2.2 Support
 - 5.2.3 Monitoring
- 5.3 Curtin Sarawak
- 5.4 Other International Matters

- 5.4.1 Curtin International College
- 5.4.2 Support for International Students On-Shore

6. Community and Culture

- 6.1 Community
- 6.2 Culture
- 6.3 Indigenous Affairs

7. Supporting Structures

- 7.1 Support Services
- 7.2 Library
- 7.3 Information Services
- 7.4 Learning Support
- 7.5 Student Progress Committee
- 7.6 Student Charter

AUSTRALIAN CATHOLIC UNIVERSITY

1. Mission

2. Governance, Management and Planning

- 2.1 Senate
- 2.2 Strategic Intent and Plans
- 2.3 Committees
- 2.4 Local and National Aspects
- 2.5 Branding
- 2.6 Finance
- 2.7 Risk Management
- 2.8 Project Management

3. Quality Assurance

- 3.1 Quality Management Committee
- 3.2 Reviews
- 3.3 Culture of Evidence

4. Teaching and Learning

- 4.1 Policy on Teaching and Learning
- 4.2 Course Approval and Review
- 4.3 Standards
 - 4.3.1 Standardisation
 - 4.3.2 Moderation
- 4.4 Unit and Program Evaluations
- 4.5 Flexible Delivery
- 4.6 International Education
 - 4.6.1 International Students
 - 4.6.2 Students in Australia
 - 4.6.3 Students Abroad

- 4.6.4 Other Collaborations
- 4.6.5 ACUcom

5. Research and Research Training

- 5.1 Research Culture
- 5.2 Flagships and Research Centres
 - 5.2.1 Research Centres
 - 5.2.2 Flagships
- 5.3 Teaching/Research Nexus
- 5.4 Research Students

6. Community Engagement

- 6.1 Students and the Community
- 6.2 Indigenous Affairs

7. Staffing

- 7.1 Commitment
- 7.2 Staff Support
 - 7.2.1 Induction
 - 7.2.2 Staff Development
 - 7.2.3 Workloads
- 7.3 Workforce Planning

8. Administrative and Support Services

- 8.1 Support for Learning
- 8.2 Students Representative Councils
- 8.3 Information Technology
- 8.4 Library
- 8.5 Administrative Services
- 8.6 Facilities

UNIVERSITY OF BALLARAT

1. Purpose, Direction-setting and Leadership

- 1.1 Context
- 1.2 Governance
- 1.3 Strategic Direction and Planning
 - 1.3.1 Strategic direction and planning at school/section level
 - 1.3.2 Performance monitoring against the SSI
 - 1.3.3 External benchmarking
- 1.4 Quality Improvement Framework
- 1.5 Executive Information Management
- 1.6 Policy Development and Implementation
 - 1.6.1 Administrative control of policy
 - 1.6.2 Implementing policy

- 1.7 Professional Leadership
- 1.8 Leadership Development

2. Learning and Teaching

- 2.1 Management of Learning and Teaching
- 2.2 Objectives and Performance Indicators
 - 2.2.1 Performance monitoring
- 2.3 Course Approval and Review
- 2.4 Student Evaluation of Teaching and Units
- 2.5 Centre for Learning and Teaching
- 2.6 Integration between Further and Higher Education
- 2.7 Off-Campus Activities in Conjunction with Local Partners
 - 2.7.1 Contract management and review
 - 2.7.2 Student entry criteria
 - 2.7.3 Staffing
 - 2.7.4 Resources and support for students
 - 2.7.5 Moderation
 - 2.7.6 Monitoring student progress
- 2.8 Teaching Arrangements with International Agents
 - 2.8.1 Contract management
 - 2.8.2 Advertising and promotion
 - 2.8.3 Tutoring
 - 2.8.4 Facilities and resources
 - 2.8.5 Orientation for staff teaching off-shore
- 2.9 International Focus
- 2.10 Indigenous Education

3. Research

- 3.1 Objectives
- 3.2 Research Management
 - 3.2.1 The Institute for Regional and Rural Research
 - 3.2.2 Research Centres
 - 3.2.3 Research management at school level
- 3.3 Achieving Objectives
- 3.4 Research Training
 - 3.4.1 Supervision
 - 3.4.2 Monitoring postgraduate research student progress
 - 3.4.3 Resources and support of postgraduate students

4. Serving the Community

5. Staff

- 5.1 Staff Profile
- 5.2 Staff Workloads
- 5.3 Induction
- 5.4 Performance Review and Development

- 5.5 Staff Satisfaction
- 6. Students**
 - 6.1 Student Affairs Committee
 - 6.2 Student Charter
- 7. Resources and Infrastructure**
 - 7.1 Library
 - 7.2 Information Technology Services

- 7.2 Staffing Profile and Recruitment
- 7.3 Appointment and Induction
- 7.4 Performance and Workload Management
- 7.5 Staff Development
- 8 Resource Management**
 - 8.1 Library
 - 8.2 ICTS
 - 8.3 Student Administration

- 5.1 Student Profile
- 5.2 Points of Contact
- 5.3 Indigenous Students
- 5.4 Learning Support
- 5.5 Student Welfare Support
- 6 Staff and Staff Support Services**
 - 6.1 Staffing Profile and Recruitment Process
 - 6.2 Staff Induction
 - 6.3 Professional and Academic Staff Development
 - 6.4 USQ as a 'Learning Organisation'
 - 6.5 Staff Workloads
 - 6.6 Staff Appraisal
- 7 Resource Management**
 - 7.1 Library
 - 7.2 IT
 - 7.3 Grounds

AUSTRALIAN MARITIME COLLEGE

- 1 Governance, Leadership, Planning & Review and Quality**
 - 1.1 The Context for Audit
 - 1.2 Governance
 - 1.3 Management
 - 1.4 Planning, Review and Quality
 - 1.5 Policy Framework
 - 1.6 Financial Framework
- 2 Teaching and Learning**
 - 2.1 Teaching Policy and Practice
 - 2.2 Student Evaluation of Teaching and Learning
 - 2.3 AMC as a Dual Sector Institution
 - 2.4 Attributes of an AMC Graduate
 - 2.5 Accreditation, Re-accreditation and Review of Programs
 - 2.6 Flexible Modes of Delivery
 - 2.7 Scholarships
- 3 Research, Research Training and Infrastructure**
 - 3.1 Research
 - 3.2 Ethics
 - 3.3 Research Facilities
 - 3.4 Research Training
 - 3.5 Research Supervision
- 4 Commercialisation**
 - 4.1 AMC Search Ltd
 - 4.2 International Commercial Activities
- 5 Community Engagement**
- 6 Students and Student Support Services**
 - 6.1 Student Profile
 - 6.2 Academic Liaison Committees
- 7 Staff and Staff Support Services**
 - 7.1 HR Planning and Management

UNIVERSITY OF SOUTHERN QUEENSLAND

- 1 Organisational Overview**
 - 1.1 The Context for Audit
 - 1.2 Council and Quality
 - 1.3 Leadership Framework
 - 1.4 Quality Assurance System
 - 1.5 Planning and Review
 - 1.6 Information Supporting Quality Assurance
- 2 Teaching and Learning**
 - 2.1 Attributes of a USQ Graduate
 - 2.2 Internal and External Accreditation, Reaccreditation and Review of Programs
 - 2.3 Assessment, Examinations and Moderation
 - 2.4 Flexible Modes of Delivery
 - 2.5 Teaching
 - 2.6 Managing National and International Partnerships
 - 2.7 Teaching via National and International Partnerships
 - 2.8 Educational Standards and National and International Partnerships
 - 2.9 Teaching in Languages Other than English
 - 2.10 Internationally Recognised Accreditation
- 3 Research and Research Training**
 - 3.1 Research
 - 3.2 Research Centres
 - 3.3 Research Infrastructure
 - 3.4 Research Safety & Ethics
 - 3.5 Teaching-Research Nexus
 - 3.6 Research Training
- 4 Community Engagement**
- 5 Students and Student Support Services**

ADELAIDE

- 1. Governance and Leadership**
 - 1.1 Context
 - 1.2 Council
 - 1.2.1 Council committees
 - Academic Board
 - Faculty Boards
 - 1.3 Faculty and School Leadership
 - 1.3.1 Executive Deans
 - 1.3.2 Heads of School
 - 1.4 Strategic Planning
 - 1.4.1 Resource allocation and strategic objectives
 - 1.5 Quality Management
 - 1.5.1 Quality framework
 - 1.5.2 Measuring outcomes
 - 1.6 Information Management Systems
- 2. Staff**
 - 2.1 Objectives
 - 2.2 Induction
 - 2.3 Staff Development
 - 2.3.1 Scope
 - 2.3.2 Career Development Review Pilot
 - 2.4 Communication
- 3. Students**

- 3.1 Support for On-Shore International Students
- 3.2 Student Support and Administrative Services
- 3.3 Communication with Students and Student Involvement in Decision-Making
- 4. Research**
 - 4.1 Research Objectives
 - 4.2 Research Management
 - 4.3 Research Centres and Interdisciplinary Research
 - 4.4 Commercialisation of Research
 - 4.5 Research Outcomes
- 5. Research Training**
 - 5.1 Objectives
 - 5.2 Management of Research Training
 - 5.3 Supervision
 - 5.3.1 Supervisor development
 - 5.4 Structured Program
 - 5.5 Resources for the Support of Students
 - 5.6 Research Training Outcomes
- 6. Learning and Teaching**
 - 6.1 Objectives
 - 6.2 Curriculum Rationalisation
 - 6.3 Program Approval and Review
 - 6.4 Learning and Teaching Outcomes and Assuring Quality
 - 6.4.1 Graduate attributes
 - 6.5 Learning and Teaching Development Unit
 - 6.6 Evaluation of Learning and Teaching
 - Peer Evaluation
 - Student Evaluation
 - 6.7 Use of Technology in Teaching
 - 6.8 Indigenous Education Strategic Plan 2000-2002
 - 6.9 The Library
- 7. Community Service and Outreach**
 - 7.1 Building Productive Partnerships
 - 7.2 Identifying Industry Opportunity
 - 7.3 Relationships with other Educational Sectors and Research Organisations
 - 7.4 Leading Community Awareness of Contemporary Issues and Fostering a Community Service Ethic
 - 7.5 Relationships with Alumni
- 8. Internationalisation**
 - 8.1 Objectives and Management
 - 8.2 Overview of Off-Shore Activities

- 8.3 Quality Assurance of International Teaching Activities
- 8.4 Internationalisation of the Curriculum

- 7.1 Student Support and Information Management Leadership
- 7.2 Student Services
- 7.3 Library and Information Management

CANBERRA

1 Organisational Overview and Quality Assurance

- 1.1 Organisational Overview
- 1.2 Context for Audit
- 1.3 Council and Quality
- 1.4 The Quality Assurance Framework
- 1.5 Academic Quality Assurance

2 University of Canberra Brisbane Campus

- 2.1 UCBC Strategy
- 2.2 UCBC Culture
- 2.3 Academic Policy at UCBC

3 Teaching and Learning

- 3.1 Curriculum, Accreditation, and Course Review
- 3.2 Generic Skills
- 3.3 Teaching and Course Quality
- 3.4 Flexible Learning
- 3.5 The UC Learning Environment
- 3.6 International Education
 - 3.6.1 Off-Shore Teaching

4 Research, Research Training, and Consultancy

- 4.1 Research and Research Training Leadership
- 4.2 Teaching-Research Nexus
- 4.3 Areas of Research Strength
- 4.4 AGRECON & NATSEM
- 4.5 Research Centres
- 4.6 Research & Research Training Management
- 4.7 Research Training and Support

5 Community Relations

- 5.1 Community Relations Leadership
- 5.2 Community Linkages

6 Human Resources

- 6.1 Human Resource Management
- 6.2 Induction and Staff Development
- 6.3 Workforce Management

7 Student Support Services and Information Management

MACQUARIE

1 The Institution

- 1.1 The University's Brand
- 1.2 Governance
- 1.3 Management and Leadership
- 1.4 Organisational Structure

2 Quality Assurance Framework

- 2.1 Interactive Model of Quality Assurance
- 2.2 Planning
- 2.3 Reviews
- 2.4 Policy Management
- 2.5 Document Management
- 2.6 Internal Audit and Risk Management
- 2.7 Financial Management

3 Teaching and Learning

- 3.1 Course Quality Assurance System
- 3.2 Flexible Learning and Technology-aided Teaching
- 3.3 Teaching Development
- 3.4 Student Evaluations of Teaching
- 3.5 Generic Skills
- 3.6 Strategic Educational Partnerships
- 3.7 Macquarie Graduate School of Management
- 3.8 Graduate Outcomes in Brief

4 Research and Research Training

- 4.1 Research Outcomes in Brief
- 4.2 Research Management
- 4.3 Research Development
- 4.4 Research Funding
- 4.5 Research Commercialisation and Outside Work
- 4.6 Ethics
- 4.7 Research Park
- 4.8 Research Training
- 4.9 Research – Teaching Nexus

5 Community Outreach

- 5.1 Three-phase Model
- 5.2 Community Outreach Activity

6. Internationalisation

- 6.1 Master of Economics at Nanjing Normal University, China
- 6.2 Master of Applied Finance at Singapore Human Resources Institute
- 6.3 Postgraduate Programs at Times Management Institute, Singapore
- 6.4 Bachelor of Business Administration at Times Management Institute, Singapore
 - 6.4.1 BBA, Part-time
 - 6.4.2 BBA Full-time
- 6.5 Offshore Teaching Programs in General

7 Academic Support

- 7.1 IT Services
- 7.2 Centre for Flexible Learning
- 7.3 Library

8 Students and Student Services

9 Staff and Staff Services

- 9.1 Staff Profile
- 9.2 Staff Induction and Professional and Academic Staff Development
- 9.3 Staff Workloads
- 9.4 Performance Management
- 9.5 Casual Teaching Staff

10 Infrastructure and Administration

- 10.1 Buildings & Grounds

- 2.4 Industry-Based Learning
- 2.5 Learning and Teaching Support
- 2.6 Learning and Teaching Outcomes
- 2.7 Graduate Attributes

3. Research and Research Training

- 3.1 Research Objectives
- 3.2 Research Management
- 3.3 Research Intensiveness and Research Concentration
- 3.5 Research Training
- 3.6 Research Culture
- 3.7 Teaching and Research Links
- 3.8 Library

4. The Entrepreneurial University

5. The Intersectoral Advantage

6. Internationalisation

- 6.1 Swinburne Global Learning Network
 - 6.1.1 Swinburne Sarawak Institute of Technology
- 6.2 Other Off-Shore Partnerships
- 6.3 Internationalising the Curriculum
- 6.4 Support for On-Campus International Students

7. Human Resources

8. Student Support

9. Community Service and Community Relationships

- 9.1 Swinburne Lilydale

SWINBURNE

1. Organisational Overview

- 1.1 Vision and Mission
- 1.2 Governance
- 1.3 Quality and Planning
 - 1.3.1 Integrating quality and planning
 - 1.3.2 Academic unit reviews
- 1.4 External Reference Points

2. Flexible Teaching and Learning

- 2.1 Objectives
- 2.2 Course Accreditation and Reaccreditation
- 2.3 Academic Standards
 - 2.3.1 Course Advisory Committees
 - 2.3.2 Subject management and subject evaluation