USQ Academic Quality Project Final Report

By Dr Lyn Alderman

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Commissioned by the University of Southern Queensland

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The companion report to this one is:

Alderman, L. (2019). *Business Specification for USQ Academic Quality Suite of Reports.* Brisbane: The Evaluators' Collective.

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Introduction

The University of Southern Queensland (USQ) is a non-profit Australian higher education provider with its main source of income derived from students who enrol in formal education programs. In April 2018, the University of Southern Queensland received conditional registration by the regulating body Tertiary Education Quality and Standards Agency. The Academic Quality Project is one of a number of projects designed to address the condition imposed.

As identified in Figure 1 below, there are a number of inter-dependent projects that are planned, underway or in the final stages of completion. The logic behind the honeycomb is to clarify that these projects are supportive of each other to improve the quality of the student experience at USQ.

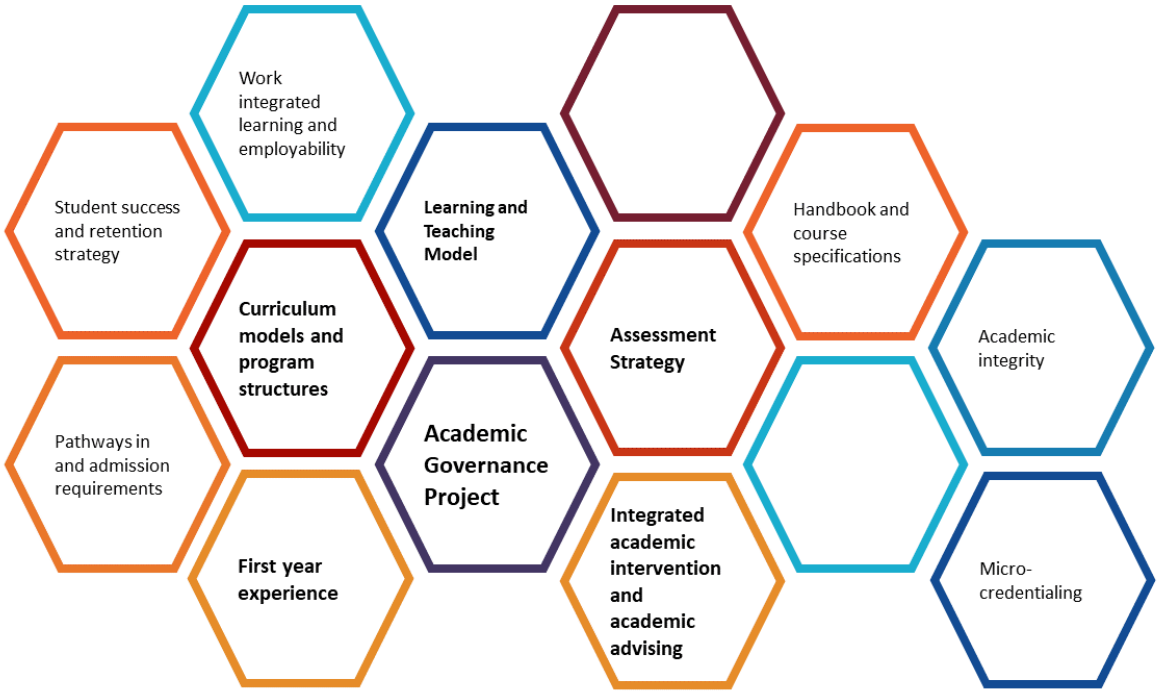

Figure 1 USQ inter-dependent projects

The projects that are directly related to this project are in **bold** text above:

- Assessment strategy
- Learning and teaching model
- Curriculum models and program structures
- First year experience
- Integrated academic intervention and academic advising

The projects that are indirectly related to this project are in plain text with the full list below:

- Student success and retention strategy
- Micro-credentialing
- Pathways in and admission requirements
- Handbook and course specifications
- Academic integrity
- Work integrated learning and employability
- School and College Leadership and Management Structures, Roles and Committees Model
- Workload Allocation Model review
- Academic delegation's principles and academic quality policies review
- Review of partner process and practices
- Graduate Attributes policy review
- Digital strategy and literacy
- Virtual campus
- Student charter and students as partners

It is anticipated that there will be overlap in the recommendations presented within this report and the outcomes from another inter-dependent projects. This overlap may offer an opportunity to triangulate recommendations from multiple sources which will strengthen the message for change.

Recommendations

As outlined above, the recommendations are laid out under four academic quality quadrants: Accountability, Improvement, Performance and Investment. The intention is to implement all recommendations with the caveat that it is imperative to build a portfolio of evidence that the university continues *"to make good progress in developing a detailed analysis and reporting structure to enable the University to carry out detailed analysis of student performance and implement timely and appropriate support."* Extract from Tertiary Education Quality and Standards Agency (2018).

The recommendations will be presented first followed by the description of conversations held with the executive, academic staff and students. Where available, academic staff and student perspectives will be presented together with benchmarking against other Australian Universities.

Accountability

Recommendation 1

1.1. Through Academic Board, the executive present Council with an annual university Academic Quality report with sufficient detail for Council to hold an evidence-based conversation.

Recommendation 2

2. Consolidate Academic Board's responsibility for Academic Quality by:
   2.1. Place Academic Quality as standing item on meeting agendas during the Tertiary Education and Quality Standards Agency's conditional registration period.
   2.2. Consolidate the of academic projects by requiring each project to be sponsored by Academic Board or a committee of Academic Board.

Within the Council Delegations Schedule (3.18 University Policy) Academic Board holds the delegated responsibility for 'Academic Quality Policy'. With this responsibility, it will be important to keep Academic Quality at the forefront of Academic Board's agenda during this period of re-registration condition.

Standing Item on Academic Board agendas – From conversations with the university executive, there are a range of projects that are tasked with different aspects of improvement. By adding a standing item on Academic Board agendas for 'Academic Quality', it will offer the Board an opportunity to remain abreast of all activities.

Plethora of projects – From conversations with academic staff, USQ has a pattern of starting projects with limited resources, unclear expectations which are then left either incomplete or do not realise the full objectives of the project. This results in project fatigue and the potential for project overlap where project is obscure. One way to address this plethora of projects is to require academic projects to be sponsored by Academic Board or a committee of Academic Board. This will offer the executive and academic staff the reassurance that projects are aligned, reduce overlap and provide strong support for improved project outcomes.

Recommendation 3

3. Establish a new Academic Quality policy and separate out the academic agenda from within the USQ Quality Management Framework by:
   3.1. Clarify roles and responsibilities within policy to embed academic quality across all academic endeavours and support service offers
   3.2. Realign the Corporate Management Services service offer to support all academic endeavours.

New Academic Quality policy - When reviewing the Quality Management Framework there is a mixture of corporate and academic business combined within the one policy document. The authority for strategic management is with the Chief Operating Officer, management responsibility with the Executive Director, Corporate Management Services and implementation and monitoring with the Chair, Planning Quality and Review Committee. The responsible officer for this policy is the Deputy Vice-Chancellor (Enterprise Services). This policy mentions academic planning, academic quality, academic support, academic reviews with no reference to the academic executive of the institution Deputy Vice-Chancellor (Academic) or Pro Vice-Chancellor (Education). Establishing a new policy and separating out the academic business from the corporate business will afford the academic executive with clear and clean lines of authority.

*By way of comparison, **QUT** has a Course Quality Assurance Policy under the responsibility of the Deputy Vice-Chancellor (Learning and Teaching).*

Clarify roles and responsibilities - Academic staff raised concerns about the naming conventions for 'Program Coordinators' where some operate as professional support staff, and some operate as academic custodians of a program of study. It will be important to clarify the naming conventions for staff who interact in the academic business of the university to have consistent roles and responsibilities for a single title.

Realign Corporate Management Services service offer - Corporate Management Services hold a support role to support academic endeavours. As the data custodians, the service offer will need to be realigned to answer questions that arise from academic questions that can then be built into the ongoing standardised suite of reports (see companion report for detail). This will ensure that the responsibility for data accuracy lies with this team and as described later in this report in Recommendation 5, the responsibility to support evidence-based curriculum conversations will be under the Pro Vice-Chancellor (Education)'s portfolio.

Improvement

Recommendation 4

~~4.~~ Establish a schedule of formal curriculum conversations at survey, course, program, faculty, university reporting through the executive to Council.
   4.1. Require academic engagement in semester-based course reviews.
   4.2. Require academic engagement in annual program reviews.
   4.3. Require all formal curriculum conversations to be supported by evidence-based reports.
   4.4. Require all formal curriculum conversations to be documented.

TEQSA in the re-registration raised concerns about 'the corporate and academic with regard to delivery with other parties.' In reviewing USQ documentation, there is a range of curriculum activities at USQ, some of which are informed by data that is manually prepared by academics and local support staff.

Academic staff have raised concerns that there is no standard style in which data is presented, the data is sourced from different locations and in some instances bespoke data repositories are built. The companion report describes in detail ways in which the concerns of TEQSA and academic staff can be addressed.

For the purposes of this recommendation, the USQ Academic Quality Framework will include five elements: surveys; courses; programs; university; and accreditation. These are described below with an associated timeframe to suit government reporting schedules:

- *Instance Survey Reports and dashboards* launched to Course Team and all staff from November 2019
- *Semester Course Level Reports and* dashboards launched to Course Team and all staff from November 2019
- *Annual Program Level Reports and dashboards* launched to Program Team, Faculty and all staff from May 2020
- *Annual University Level Report* launched to University Executive and all staff from May 2020
- *Five-year Curriculum Accreditation Cycle* continues for external OR internal accreditation where necessary from Semester 2, 2019.

Capacity building will be required to support transition arrangements will need to support a key focus each year:

- *Year 1: Systemic use of data 2019* – A single data portal suite of standard reports with interactive dashboards are available to all staff. Reports reflect contemporary practice and key performance indicators meet academic quality imperatives. Capacity building is ongoing.
- *Year 2: Embedded quality conversations 2020* – Evidence-based formal quality curriculum conversations occur regularly, are documented with future plans approved. Roles and responsibilities for academic quality are clear and regulated through academic performance.
- Year 3: Sustainable practices 2021 – Succession planning to support academic staff changes is in place. Regular survey, course, program teams meet and future plans approved, enacted and inform accreditation.

Recommendation 5

5. Consolidate curriculum improvement cycles that build on the formal curriculum conversations.

Academic staff also raised the issue of double review cycles for programs. For example, where a program is involved in regular external review by their registering body (e.g. Australian Royal Institute of Architects) there is an additional burden to then participate in the internal USQ program review cycle.

*By way of comparison, **QUT** regards the external program reviews by registering bodies is sufficient and only holds internal program reviews where there is no external registering body cycle of review.*

Immediate benefits of the USQ Academic Quality Framework – The immediate benefit to the Framework is the way it can accommodate an internal annual review of surveys, courses and programs that will replace the need to double reviews of programs. In removing the extraneous internal accreditation, this will be replaced with formal evidence-based curriculum conversations that can feed into the external, or where necessary, internal program review cycle.

The responsibility for building the connections between the program review cycle and the Academic Quality Framework will rest with the new Academic Quality team outlined in Recommendation 10.

Performance

Recommendation 6

6. Establish a single data portal available to all staff to improve the evidence base to support curriculum conversations by:
   6.1. Standardised reports
   6.2. Interactive dashboards
   6.3. Recalibrate all Key Performance Indicators to external benchmarks
   6.4. Develop new datasets within the data warehouse (IMPS, weekly exit files for courses).

There is a companion report to this one titled Business Specification for USQ Academic Quality Suite of Reports. This companion report provides specific detail outlining all aspects of Recommendation 6.

Standardised reports – There is a benefit to moving towards standardised reports. Initially, the benefit for the data analytics team responsible for reporting is the reduction in bespoke reporting requests. The benefit for the academic team facilitating curriculum conversations with programs and courses is the rich source of data that is presented in the same way across the university. This enables cross-pollination of understanding the complexities in the delivery. Ultimately, standardised reports offer the executive the opportunity to have line of sight across the university, programs and courses to rigorously support Academic Quality .

Interactive dashboards – An interactive dashboard is designed to enable all staff across the institution with access to the data reports. There will be high level information positioned against the university, faculty, program, course and internal survey. Line supervisors will have access to data that is refreshed daily where available and be able to respond to areas of needs.

Reporting single datasets – The current reports are focused on a single dataset, for example the Student Experience National University Comparison 2017 or the 2018 QILT Employer Satisfaction Survey. While these reports are interesting, a single dataset reported on its own highlights one variable in the myriad of variables available in Academic Quality in the modern university. Aggregation at a university level, without the immediate context down to the program level, reduces the audiences ability to place the information in a context that would aid in data consumption.

Recalibrate Key Performance Indicators – USQ Key Performance Indicators are not aligned to the government expectations for performance nor to the TEQSA Risk Framework. In the first year of standardised reporting, it is advised to adopt the external Key Performance Indicators outline in the companion report that mirror the external government and TEQSA expectations. In the second and subsequent years of report, USQ will be able to include Key Performance Indicators that align to the value, mission and purpose of the university.

Develop new datasets – There are opportunities to identify new datasets that may be imported into the data warehouse or in some cases where the data warehouse itself is a source of new data. For example, the Integrated Management of Course and Program Specifications (IMPS) project is now operational. If the data within this dataset was harvested weekly, it is possible to demonstrate the streamlining of the program specifications over time (200+ program structures currently supported). Full details are in the companion report.

Recommendation 7

7. Graduate every student in all nested programs and transfer the grade point average to the next program
   7.1. Establish a process where every student who meets the completion requirements of a program automatically graduate and receive their testamur through the post
   7.2. Establish a process where students, who complete a lower level nested program and move into a higher level nested program, are able to retain their grade point average
   7.3. Where there are nested programs, place the offer of attending a graduation ceremony at the highest level program.

Nested programs – The University of Southern Queensland's program structures support nested programs where students move from a lower level higher education award into a higher level higher education award. Nested courses allow for multiple entry and exit points.

Grade Point Average Transfer – Academic staff raised concerns that students are not graduating from the lower level program even though they have fulfilled the program requirements. One reason for not wanting to graduate is that students who are achieving a high grade point average were keen to continue with this into the higher level program. At the moment, each new enrolment in a program starts with a nil grade point average, regardless of whether the program is nested within other programs.

Government reporting of completions – There are missed opportunities for the university to report more positively to government. Every student completion reports positively on the university's profile through government reporting and every student completion who then moves on to another program also reports positively to government. Addressing these issues will immediately benefit the Univerity's profile at the same time providing students with evidence of their completions.

*There is a **caveat** to this recommendation that will require investigation. At this point in time, the researcher is unclear how this change in practice will impact on the external national survey practices.*

Recommendation 8

8. Increase transparency and reciprocity with students and publish USQ quantitative student feedback in the public domain.

Transparency with students – Students raised their concerns that they have very little faith in the MyOpinion Survey and low confidence in how this data is used. They mentioned that they felt over surveyed. There was no information available to students and it appeared to have no real benefit for the those who participate or those who don't.

*By way of comparison **The University of Queensland** publish their student feedback on their public website and data is available from 2014 onwards.*

No reciprocity for students – Students raised their concerns that they do not see the benefit of completing the surveys, there is no access to their data or data provided by previous students. The students also asked questions about whether the data was used at all as there was little to no communication about how it is of benefit to the wider student body.

*By way of comparison the **Australasian Evaluation Society** Guidelines for the Ethical Conduct of Evaluations include a **Principle for Reciprocity**: Participants giving their information to researchers should reap some benefit. For example, the findings of the evaluation should be made available and where possible presented to participants, providing information of benefit to them and their wider community. (2013, Page 8).*

Investment

Recommendation 9

9. Value the strong enrolment pathways and Recognition of Prior Learning by:
   9.1. Establish protocols to streamline enrolment pathways and Recognition of Prior Learning
   9.2. Allow for cohort tracking across enrolment cohorts and Recognition of Prior Learning.
   9.3. Determine the marketing value to USQ to celebrate how enrolment pathways and Recognition of Prior Learning accelerate student success.

The Tertiary Education Quality and Standards Agency have always been very invested in understanding how different cohorts of students experience of higher education. It is their delegated responsibility to ensure that every student who completes a higher education program meets the standards set out in the Australian Qualifications Framework. Therefore, it is to the benefit of the students and the university as a whole, to understand, monitor and follow-up on the experience of different student cohorts.

Streamline enrolment pathways – The University of Southern Queensland is to be admired for value it has placed on strong articulation arrangements with partners, entry pathways and Recognition of Prior Learning leading to credit outcomes for individual applications.

Academic staff did raise some questions about the need for stronger, and more streamlined, protocols and practices in this area. The student body profile, where the majority of students a non-school leavers, means that the Recognition of Prior Learning opportunities for students is of particular interest.

Academic staff did express concern that there were some misunderstandings that students are considered to be 'double dipping' if they came through a particular pathway and then applied for Recognition of Prior Learning. This confusion can be reduced through streamlined protocols and practices. It will be worth communicating with academic staff that both practices are supported by the Higher Education Act 2003 and by the regulating body TEQSA Act 2011.

Allow for cohort tracking – Given TEQSA's strong interest in student cohorts, it is imperative that the single data portal available to academic staff and the standardised suite of reports track the academic quality experience of different student cohorts. This point is addressed specifically in the companion report.

Determine the marketing value – There is an opportunity to the University of Southern Queensland to capitalise on their investment in pathways and Recognition of Prior Learning.

> ***From the researcher's experience,*** *there are very few Australian universities who invest strongly in Recognition for Prior Learning. This could become a point of difference for the USQ as it means that the university values the experiential pathway of every student.*

Recommendation 10

10. Establish a central, or distributed, Academic Quality team to support capacity building to hold formal evidence-based curriculum conversations with academic course and program teams supported by standardised course, program and university reports.

The implementation of the recommendations in this report will establish a new Academic Quality environment at the University of Southern Queensland. All academics will be required to hold formal evidence-based curriculum conversations at survey, course, program and university level.

This change in practise will require an investment in a central, or distributed, Academic Quality team to support capacity building across the university. There is currently a range of practice occurring from examples of excellent practice in using data to inform academic decision-making through to an absence of any curriculum conversation (informed or not informed by data).

There were also concerns raised from academic staff about whose data is correct, some mixed use of terminology, locally built datasets and different ways of calculating data. These issues are directly addressed within the companion report.

The capacity building will need to address concerns about all academic staff and service staff being responsible for Academic Quality with responsibility remaining at all levels. There will be direct benefits for academic staff as the responsibility for data integrity and standardised reports will reside with the Corporate Management Services. The academic staff will retain the responsibility for asking questions that inform the ongoing maintenance and further development for the suite of standardised reports.

The central, or distributed, Academic Quality team will be responsible for facilitating the formal schedule of curriculum conversations.

Methodology

This report outlines the recommendations for USQ and is to be read in conjunction with a companion report 'Business Specification for USQ Academic Quality Suite of Reports'. There were three deliverables for this project with the qualitative analysis of Deliverable 1 and 2 informing the development of Deliverable 3.

Deliverable 1: Evaluate current academic quality at USQ

There were 53 documents identified for review during this project. These were provided by USQ, provided at interview by academic staff, sourced from external websites and from the researcher's employment and research background.

Deliverable 2: Conduct onsite campus interviews of key USQ staff

The researcher found USQ staff and students to be very willing to participate in this project. Academic staff and students brought to the attention of the researcher their concerns about the TEQSA re-registration condition and their interest in positively supporting the university to address this condition. There were a few concerns raised about how communication would flow as the university addressed this condition and both academic staff and students were keen to be kept informed as the university met TEQSA's condition.

The office of the Pro Vice-Chancellor (Education) identified and organised the onsite campus interviews with key USQ staff. The summary of the 57 interviews is described below:

USQ Executive (7)
Executive Deans (2)
Office for the Advancement of Learning and Teaching (4)
Corporate Management Services (4)
Associate Deans (Learning and Teaching) (5)
Course Examiners (6)
Heads of School (13)
Program Coordinators (5)
Students (11)

See Appendix B for the names and roles of those staff interviewed.

Students - For privacy reasons the student names have been replaced with a code. There were 11 students who participated in interviews for this project. Although this group of students were not representative of the student body, they were able to present a range of issues about the quality of their student experience and included the following demographics: male/female; domestic/international; school leaver/non-school leaver; two faculties; and different disciplines

Deliverable 3: Develop overall quality framework

As a result of this project, the analysis of the documents, interviews with key staff and executive, the USQ Academic Quality Framework is available at Appendix C.

Theory underpinning the USQ Academic Quality Project

The USQ Quality Management Framework is based on the ADRI Model (approach, deploy, results, improve). The ADRI model was ADRI is a variation of the Plan, Do, Check, Act Cycle made popular by Dr W Edwards Deming in the 1950s. Deming was a keen advocate of continuous improvement leading to continuous learning. As shown in Figure 2 below, Alderman (2014) has adopted Deming's original diagram to emphasis two things. First, that the overall aim is for an organisation to transform into a continuous learning organisation and second, there are four distinct quadrants of quality that require results maintenance to ensure that the organisation improves their quality over time.

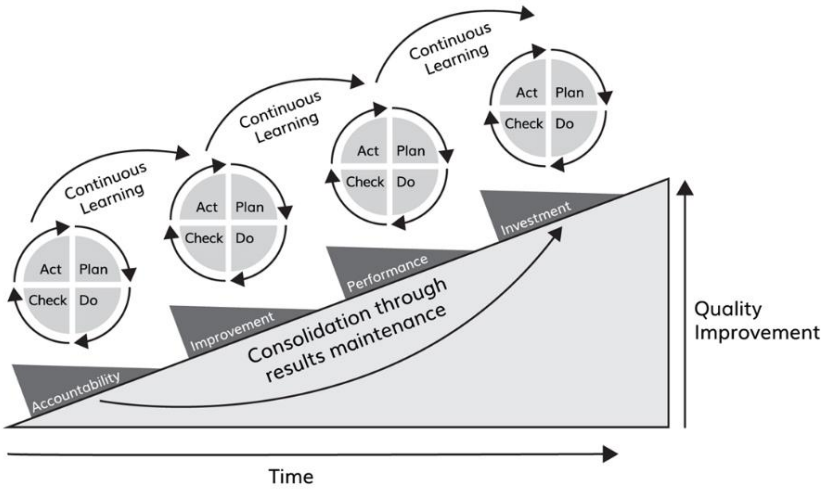

Figure 2 The Four-Quadrant Quality Model (adapted from Deming 1950s Act, Plan, Check, Do cycle)

The Four-Quadrant Quality Model emerged from a research study to document and theorise the 2003 Government Reform of Higher Education in Australia "Our Universities: Backing Australia's Future". This model offers organisations the opportunity to guide strategic decision-making about the when, where, why and how of implementing continuous improvement leading to continuous learning. The Four-Quadrant Quality Model – accountability, improvement, performance, and investment – offers an opportunity to determine the level and appetite by policy makers and decision-makers for strategic decision-making, leading to widespread change.

By adopting the Four Quadrant Quality Model, the USQ Academic Quality project will build on USQ Quality Management Framework, benchmark all information against the model, celebrate excellence and identify gaps in strategy, tactical and operation levels.

The significant contribution of The Four-Quadrant Quality Model is the emphasis on *continuous improvement leading to continuous learning.* The inclusion of a hierarchy of quality quadrants supports organisations to address all quality assurance aspects. This allows an organisation to acknowledge the areas that are working well, those that are emergent and those that will need to be specifically addressed to improvement the quality of the organisation overall.

The researcher mapped the current academic quality at USQ against the four-quadrants to determine where there was room for *continuous improvement leading to continuous learning.* The 11 recommendations emerged from this qualitative analysis and offer USQ an opportunity to make concerted progress towards addressing the TEQSA re-registration condition.

Appendix A: Source documentation for analysis (53 items)

2018 QILT Employer Satisfaction Survey. (2018). University of Southern Queensland.

2018 Student Experience Survey National Report. (2019). Quality Indicators for Learning and Teaching.

Academic Board Briefing Document. (2019). *Academic Board Standing Committee Restructure.* University of Southern Queensland.

Academic Board Briefing Document. (2019). Review of Academic Delegations Progress Report. University of Southern Queensland.

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Academic Programs and Courses Policy. (2019). University of Southern Queensland.

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Consolidated Courses Performance Report. (2016). Queensland University of Technology.

Council Delegations Schedule. (2019). University of Southern Queensland.

Course Analytic Profile. (2014). *BS05ACA – Bachelor of Business (Accounting).* Queensland University of Technology.

Course Health Check – MGT1000 – Organisational Behaviour. (2019). University of Southern Queensland.

Course Health Check ACC1101 – Accounting for Decision-Making. (2018). University of Southern Queensland.

Course Quality Indicators Report School of Commerce. (2018). University of Southern Queensland.

Course specification – MGT1000 Organisational behaviour. University of Southern Queensland.

Course specification. (2019). CMG1001 Introduction to Construction Management and the Built Environment.

Course specification. (2019). EAP 7340 Critical Reading Skills. Faculty of Health, Engineering and Sciences.

Course specification. (2019). PMC3101 Evidence Based Practice for Healthcare Professionals. Faculty of Health, Engineering and Sciences.

Email from Helen Partridge to Heads of School. (April 15, 2019). USQ 2018 SES Student Experience Survey.

Evaluation of Teaching, Courses and Programs Policy and Procedure. (2019). University of Southern Queensland.

Grade Trend Report School of Nursing and Midwifery. (2018. University of Southern Queensland.

Grades Schedule. (2019). University of Southern Queensland.

Graduate Outcomes National University Comparison. (2018). University of Southern Queensland.

Individual Unit Report: IFN001 Advanced Information Research Skills – 4 Credit Points. Queensland University of Technology.

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Learning and Teaching Policy. (2019). University of Southern Queensland.

Lynch, B. (2019). *Briefing document for Teaching Team Review paerticipants reviewing undergraduate courses in the Management/HR, Marketing, Supply Chain and Project Management Disciplines.* University of Southern Queensland.

Lynch, B. (2019). *Course Map – How MGT1000 Course objectives, materials, activities and assessment map onto program objectives.* University of Southern Queensland.

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Lynch, B. (2019). *Table 1 MGT1000 Course Review – MyOpinion Data from CHC. Manual harvest of data.* University of Southern Queensland.

Meet-Up Participants: One Minute Survey S1/2019/Toowoomba. University of Southern Queensland.

MyOpinion KPI Report for Courses with a Mean Between 4.0 and 5.0. (2018). University of Southern Queensland.

MyOpinion Reports Overview. (2019). University of Southern Queensland.

MyOpinion Surveys. (2018, S3). Course Evaluation ACC1101 – Accounting for Decision-Making – Semester 3, 2018 – TWMBA – Online.

MyOpinion Surveys. (2019, S1). Check-In ACC1101 – Accounting for Decision-Making – Semester 1, 2019 – TWMBA – Oncampus.

OAC 2018 Annual MyOpinion Quantitative Data Review. Reports for Head of School, Dean and Pro Vice-Chancellor (Education). University of Southern Queensland.

OAC S3, 2018 MyOpinion Qualitative Data Report. University of Southern Queensland.

Partner Health Card USQ Sydney Education Centre. (2018). University of Southern Queensland.

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Program Health Card BNUR – Nursing. (2018). University of Southern Queensland.

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Student Experience National University Comparison. (2017). University of Southern Queensland.

Student Experience Survey. (2018). University of Southern Queensland.

University of South Queensland: Re-registration 26 April 2018. Tertiary Education Quality and Standards Agency.

USQ Academic Reporting Framework (Draft). (2019). University of Southern Queensland.

USQ Learning and Teaching Citations and Awards Scheme. (2018). University of Southern Queensland.

USQ Learning and Teaching Quality Taskforce. (2019). Terms of Reference.

Appendix B: Key stakeholders interviewed (total 57)

USQ Executive (7)

Professor Helen Partridge, Pro Vice-Chancellor Education (Project Lead)

Professor Karen Nelson, Deputy Vice-Chancellor (Academic) (Project Sponsor)

Mr Michael Thomas, Deputy Vice-Chancellor (Enterprise Services)

Professor Grant Daggard, Chair Academic Board

Professor Patrick Danaher, Dean Graduate Research School

Mr Shane Simmons, Chair, Education Committee

Associate Professor Geoff Slaughter, Academic Director (Education Partner Management), Faculty of Business, Education, Law and Arts

Executive Deans (2)

Professor Barbara de la Harpe, Executive Dean, Business

Professor Glen Coleman, Executive Dean, Health, Engineering Science Faculty

Office for the Advancement of Learning and Teaching (4)

Professor Shelley Kinash, Director, Advancement of Learning and Teaching

Dr Angela Murphy, Manager (Learning Analytics), Office for the Advancement of Learning and Teaching

Dr Sara Hammer, Associate Director, Program Quality and Enhancement, Office for the Advancement of Learning and Teaching

Ms Kirryn Austen, Project Manager, Integrated Management of Program and Course Specifications (IMPS), Information and Communication Technology Services

Corporate Management Services (4)

Togamau Te'o, Director, Corporate Management Services

Luke Parker, Manager Strategic Information and Analysis

Geoffrey Partridge, Course Evaluation and Survey Officer

Nigel Summers, External Students Surveys Officer

Associate Deans (Learning and Teaching) (5)

Dr Renee Desmarchelier, Faculty of Business, Education, Law and Arts

Associate Professor Peter Gibbings, Faculty of Health, Engineering and Sciences

Professor Alfio Parisi, Faculty of Health, Engineering and Sciences

Associate Professor Angela Fitzgerald, Faculty of Business, Education, Law and Arts

Dr Clair Beattie, Faculty of Business, Education, Law and Arts

Course Examiners (6)

Dr Melissa Forbes, Senior Lecturer, School of Creative Arts

Dr Rachel King, Senior Lecturer, School of Agricultural, Computational and Environmental Sciences

Associate Professor Alexander Kist, Associate Professor School of Mechanical and Electrical Engineering

Dr Emily Steel, Senior Lecturer, School of Health and Wellbeing

Dr Lisa Beccaria, Senior Lecturer, School of Nursing and Midwifery

Dr Jonathan Green, Senior Lecturer, Tertiary Preparation Program

Heads of School (13)

Associate Professor Marcus Harmes, Associate Director (Academic Development), Open Access College Administration.

Professor Simon Young, Law and Justice, School of Law and Justice.

Dr Rebecca Scollen, Head of School (Creative Arts). Section, School of Creative Arts.

Professor Christine Neville, Head of School (Nursing and Midwifery). Section, School of Nursing and Midwifery.

Associate Professor Linda Galligan, Head of School (Agricultural, Computational and Environmental Sciences).

Professor Chris Mclelland, Head of School (Health and Wellbeing)

Professor Shirley O'Neil, Head of School (Linguistics, Adult and Specialist Education)

Professor Jill Lawrence, Head of School (Humanities & Communication)

Professor Lindy Abawi, Head of School (Teacher Education and Early Childhood)

Professor Tony Machin representing Head of School (School of Psychology and Counselling)

Professor Peter Murray, Head of School (Management and Enterprise)

Professor Kevin McDougall, Head of School (Civil Engineering and Surveying)

Professor Tony Ahfock, Head of School (Mechanical and Electrical Engineering)

Program Coordinators (5)

Ms Charmaine Davis, Tertiary Preparation Program

Associate Professor Dorothy Andrews, School of Linguistics, Adult and Specialist Education

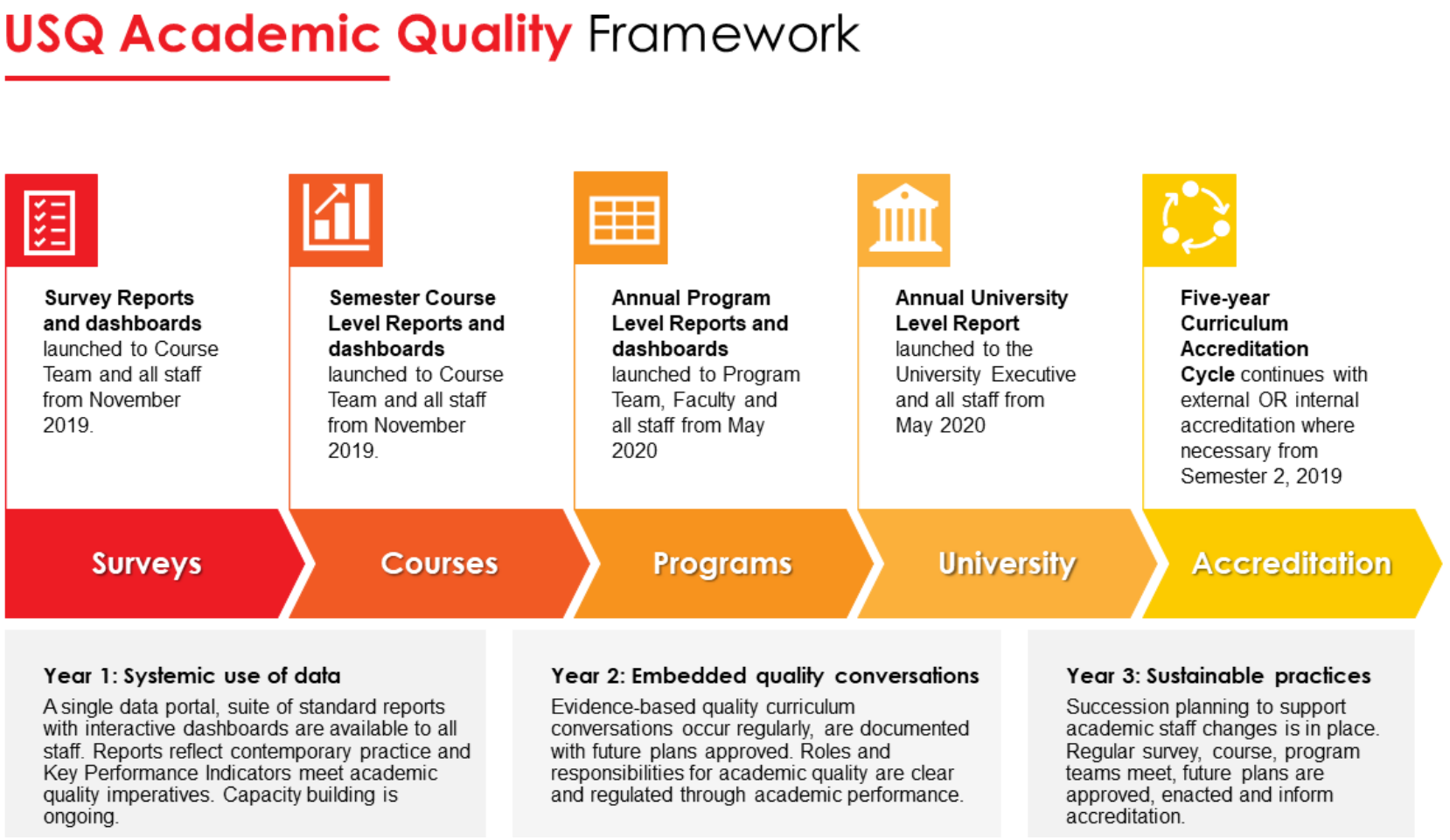
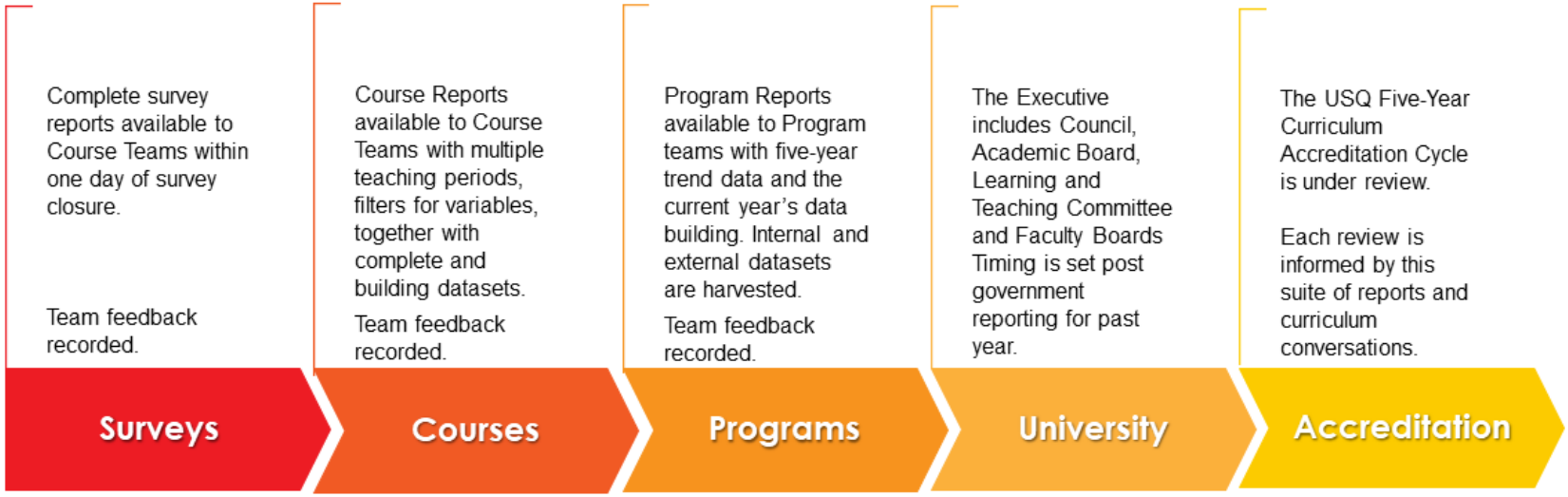
Dr Mafiz Rahman, School of Commerce

Dr Rahul Ganguly, School of Linguistics, Adult and Specialist Education

Mrs Elizabeth Rigg, School of Nursing and Midwifery

Students (11) – names redacted for confidentiality

Appendix C: USQ Academic Quality Framework



USQ Academic Quality Framework