Table of Contents

1 Faculty of Arts Management Structure ................................................................. 6
2 Faculty of Arts – Departments .................................................................................. 7
3 Committee Structures ............................................................................................... 8
  3.1 Faculty Board ...................................................................................................... 8
  3.2 Faculty Higher Degree Research Committee (FHDRC) .................................. 8
  3.3 Faculty IT Committee ......................................................................................... 8
  3.4 Faculty Learning and Teaching Committee (FLTC) ....................................... 9
  3.5 Faculty Marketing Committee ............................................................................ 9
  3.6 Faculty OH&S Committee .................................................................................. 9
  3.7 Faculty Postgraduate Coursework Committee ................................................. 9
  3.8 Faculty Research Committee (FRC) ................................................................ 9
  3.9 Faculty Space Committee .................................................................................. 9
  3.10 Faculty Standards and Quality Committee (FSQC) ....................................... 10
  3.11 Faculty Space Committee ................................................................................ 10
  3.12 Student Experience Sub-Committee ............................................................... 10
4 Faculty of Arts Administration .................................................................................. 11
  4.1 Executive Dean .................................................................................................. 11
  4.2 Faculty General Manager .................................................................................. 12
  4.3 Faculty Finance .................................................................................................. 12
  4.4 Faculty Information Technology ....................................................................... 25
  4.5 Faculty Marketing .............................................................................................. 25
5 Faculty Human Resources ......................................................................................... 37
  5.1 Faculty Human Resources Policies, Guidelines and Procedures ..................... 39
  5.2 Faculty HR Appendices ...................................................................................... 40
6 Faculty of Arts – Higher Degree Research ............................................................. 46
  6.1 HDR Management Structure ............................................................................ 46
  6.2 Higher Degree Research Activities .................................................................. 46
  6.3 Committee Structure, Terms of Reference and Membership ......................... 47
  6.4 Departmental Responsibilities .......................................................................... 48
  6.5 Faculty Commencement Program ...................................................................... 48
  6.6 Faculty HDR Funding Guidelines ..................................................................... 48
  6.7 Faculty HDR Support ......................................................................................... 49
  6.8 HDR Meetings and Activities Calendar - 2009 ................................................ 50
  6.9 Higher Degree Research Appendices ............................................................... 53
7 Faculty of Arts – Learning & Teaching ................................................................. 56
  7.1 L&T Management Structure ............................................................................ 56
  7.2 Faculty of Arts Learning and Teaching Introduction ........................................ 56
  7.3 Committee Structure, Terms of Reference and Membership ......................... 57
  7.4 Grants and Awards ............................................................................................. 60
  7.5 Learning and Teaching Budget Summary ........................................................ 67
  7.6 Quality Enhancement of Learning and Teaching ............................................. 67
  7.7 Communicating Learning and Teaching ........................................................... 75
  7.8 Faculty of Arts Learning & Teaching Calendar ................................................. 75
  7.9 Learning & Teaching Appendices ...................................................................... 77
8 Faculty of Arts – Student Administration (Learning and Teaching) ..................... 86
  8.1 Student Administration Management Structure .............................................. 86
  8.2 Faculty of Arts Student Administration Introduction ....................................... 86
  8.3 Staffing ............................................................................................................... 86
  8.4 Student Administration Reference Sites ........................................................... 88
  8.5 Student Administration Activities ...................................................................... 88
Governance & Administration
1 Faculty of Arts Management Structure

Executive Dean
Ingrid Day
(Interim)

Executive Assistant to the Executive Dean
Carlene Kirvan

Faculty General Manager
Terry Mangan

Assoc Dean Research
Andrew Buck

Assoc Dean Higher Degree Research (HDR)
Marea Mitchell

Assoc Dean Learning and Teaching
Marnie Hughes-Warrington

Faculty HR Manager
Victor Badenko

Manager Finance
Ambrose Chong

Research Manager
Gill Ellis

HDR Manager
Maryanne Hozijan

Director Learning and Teaching
(vacant)

IT Manager
(Vacant)

Marketing Coordinator
Ross McGhee

Manager Student Administration
Catherine McMahon
## 2 Faculty of Arts – Departments

<table>
<thead>
<tr>
<th>Faculty Departments</th>
</tr>
</thead>
</table>
| 1. Dept. of Ancient History  
  • Ancient History |
| 2. Dept. of International Studies  
  • Asian Studies  
  • European Languages & Cultures |
| 3. Dept. of Media, Music, & Cultural Studies  
  • Cultural Studies  
  • Media  
  • Contemporary Music  
  • Centre for International Communications |
| 4. Macquarie Law School  
  • Law  
  • Environmental Law |
| 5. Dept. of Sociology  
  • Sociology |
| 6. Dept. of Anthropology  
  • Anthropology |
| 7. Dept. of Philosophy  
  • Philosophy |
| 8. Dept. of English  
  • English |
| 9. Dept. of Indigenous Studies – Warawara  
  • Indigenous Studies |
| 10. Dept. of Modern History, Politics, International Relations and Security  
  • Modern History  
  • Politics & International Relations  
  • Policing, Intelligence & Counter Terrorism (PICT) |

<table>
<thead>
<tr>
<th>Faculty Centres</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Centre for Research on Social Inclusion (CRSI) (CORE) (MQRC)</td>
</tr>
</tbody>
</table>
3 Committee Structures

The Faculty of Arts has the following Faculty committees:

- Faculty Board
- Faculty Higher Degree Research Committee
- Faculty IT Committee
- Faculty Learning and Teaching Committee
- Faculty Marketing Committee
- Faculty OH&S
- Faculty Postgraduate Coursework Committee
- Faculty Research Committee
- Faculty Space Committee
- Faculty Standards and Quality Committee
- Departmental Learning and Teaching Committee
- Internationalisation Sub-committee
- Student Experience Sub-committee

3.1 Faculty Board

- Executive Dean (Chair)
- Executive Assistant to Executive Dean (Executive Officer)
- Faculty General Manager
- Associate Deans
- Heads of Departments
- Directors of Faculty Centres
- HR Manager

3.1.1 Terms of Reference

- Governance & decision making
- Development and monitoring of faculty operational plan and budget
- Planning and Review
- Policy/strategy development
- Ensure alignment and compliance with University’s strategic plans

3.2 Faculty Higher Degree Research Committee (FHDRC)

- Associate Dean, HDR (Chair)
- HDR Administrator (Executive Officer)
- HDR Manager
- Department Representatives, Academic
- HDR Student Representatives x 2

3.2.1 Terms of Reference

See 6.3.1

3.3 Faculty IT Committee

- IT Manager (Chair)
- (Executive Officer)
- Department Representatives, Academic and General
3.3.1 Terms of Reference
To follow

3.4 Faculty Learning and Teaching Committee (FLTC)
• Associate Dean, Learning and Teaching (Chair)
• Student Administrator (Executive Officer)
• Learning and Teaching Director
• Student Administration Manager
• Department Representatives, Academic
• Student Representatives x 2

3.4.1 Terms of Reference
See 7.9.1.2

3.5 Faculty Marketing Committee
• Marketing Coordinator (Chair)
• Special Projects Officer (Executive Officer)
• Department Representatives, Academic and General

3.5.1 Terms of Reference
To follow

3.6 Faculty OH&S Committee
• Staff Representative (Chair)
• Faculty Administration Assistant (Executive Officer)
• Employer Representative
• Department Representatives, Academic and General

3.6.1 Terms of Reference
To follow

3.7 Faculty Postgraduate Coursework Committee
• Dean's nominee (Chair)
• (Chair)
• (Executive Officer)
• Department Representatives, Academic

3.7.1 Terms of Reference
To follow

3.8 Faculty Research Committee (FRC)
• Associate Dean, Research (Chair)
• Research Administrator (Executive Officer)
• Research Manager
• Department Representatives
• Grants Officer

3.8.1 Terms of Reference
See 9.4.2

3.9 Faculty Space Committee
• Executive Dean’s nominee (Chair)
• (Executive Officer)
• Department Representatives, Academic and General

3.9.1 Terms of Reference
To follow

3.10 Faculty Standards and Quality Committee (FSQC)
• Executive Dean’s nominee (Chair)
• Student Administrator (Executive Officer)
• Student Administration Manager
• Department Representatives, Academic

3.10.1 Terms of Reference
See 7.9.1.1

3.11 Faculty Space Committee
• (Chair)
• (Executive Officer)
• Department Representatives, Academic and General

3.11.1 Terms of Reference
To follow

3.12 Student Experience Sub-Committee
• (Chair)
• Student Administrator (Executive Officer)
• Marketing Coordinator
• Department and Faculty Representatives, Academic and General

3.12.1 Terms of Reference
To follow
4 Faculty of Arts Administration

4.1 Executive Dean

The Executive Dean provides strategic, academic, and professional leadership and management to the Faculty in pursuit of internationally recognised teaching and research excellence, and sustainable development and growth.

Reporting to the DVC Provost, this is the most senior position within the Faculty having impact on all departments contained within the Faculty as well as the broader academic reputation of the University.

Major Responsibilities

- Developing strategies and implementing plans for the Faculty in alignment with the University Strategic Plan.
- Providing leadership in Faculty and across the University in the development of excellence in teaching and learning, and research.
- Engaging with industry, professional groups, government, and the wider community to promote the interests and profile of the work conducted within the faculty.
- Facilitating coordination between internally and externally focused initiatives.
- Building cross university links and promoting inter-disciplinary and cross-disciplinary initiatives.
- Managing staff appointments, professional development, performance management, promotion and progression, and staff welfare.
- Effective management of planning, allocation and use of Faculty resources.
- Seeking external funding and engage in entrepreneurial activities.
- Developing and monitor appropriate risk management strategies are employed in relation to OH&S, EEO, Professional Conduct, Quality Assurance, and applicable regulatory compliance.
- Representing the Faculty on the Academic Senate.
4.2 **Faculty General Manager**

The Faculty General Manager is responsible for the effective and efficient professional management of the Faculty's administrative services including financial management, course and student administration, planning, marketing, human resource management, facilities and technical/computing services and secretariat/administrative services to support the delivery of the core activities of teaching, research and industry engagement.

As a member of the Faculty Executive, the Faculty General Manager contributes to strategic and business planning for the faculty and, on behalf of the Executive Dean, leads the business planning process.

4.3 **Faculty Finance**

**Faculty Finance Manager**

The Faculty Finance Manager oversees the management of the financial resources and assets of the Faculty and the establishment and maintenance of financial practices and processes in line with University planning and budgetary requirements. The position manages the planning and budget process in conjunction with the Faculty General Manager.

The Faculty Finance Manager works closely with the Faculty General Manager to provide strategic financial management and budget advice to the Executive Dean and senior management. Specific activities include:

- participating in and advising on strategic planning associated with the Faculty’s budget activities;
- being a signatory to a broad range of Faculty cost code;
- producing and distributing reports for line management use;
- monitoring overall budget and expenditure; including reporting concerns to appropriate managers and making recommendations to the Executive for managing any problem areas;
- assisting the Faculty General Manager with providing budget analysis and modelling as required; including the preparation of income and expenditure projections and monitoring against actual outcomes;
- providing advice to the Dean, Heads of Departments, Faculty General Manager and other Faculty staff with respect to University financial policies and procedures;
- overseeing the implementation of correct procedures for activity account management;
- developing business cases to support new initiatives and projects;
- implementing and maintaining appropriate accounting controls, systems and procedures in the Faculty and oversee these systems in the Departments;
- liaising with key stakeholders to provide financial advice to support the Faculty’s strategic and operational decision-making;
- managing the Faculty’s asset register;
- supervising, mentoring and developing other Faculty accounting staff.
4.3.1 Financial Processes and Procedures

4.3.1.1 Faculty of Arts Reference Sites

The following reference sites will be included on the faculty page with the long term goal to develop Faculty of Arts information sheets on each aspect for easy interpretation for Faculty staff.

University Travel:

This central Financial Services site has information on:
- Macquarie University Travel Policy
- Travel allowances
- Camping allowances
- Motor vehicle allowances
- Living allowances whilst travelling
- Advances of allowances
- Travel Approval Form
- STA Travel Contacts
- Travel Insurance
- University Credit Card Application

Parking Permits:
http://www.ofs.mq.edu.au/parking_permits/index.htm

University Purchasing:

This site has information on obtaining goods and services, including:
- Overview of goods and services
- Purchasing roles and responsibilities
- Orders
- Quotations and tenders
- Contract agreements and licences
- Non-order payment requests
- Delivery and acceptance of goods and services
- Making payments
- Specific goods and services

University Insurance:
http://www.ofs.mq.edu.au/university_insurance/index.htm

This site has information on:
- Overview of insurance
- Insurance excesses
- Industrial special risks insurance
- Public liability insurance
- Professional indemnity liability insurance
- Directors and officers liability insurance
- Specialised Medical related insurance
- Personal accident insurance for staff
- Personal accident insurance for students
- Personal accident insurance for third parties
- Workers compensation insurance
- Motor vehicle insurance
- Insurance claims for building damage
- Insurance claims for theft, loss and damage
- Insurance for overseas travel
- Other insurance claims
- Type of Insurance Policy

Asset Management:

Financial Accounting:

Financial Delegations:

Finance Forms:
http://www.ofs.mq.edu.au/finance_forms/index.htm

Finance Training:
http://www.ofs.mq.edu.au/finance_training/index.htm

Finance Glossary:

Fraud & Prevention:
4.3.1.2 Faculty of Arts Financial Activity table
The following table outlines who is responsible for financial matters:

<table>
<thead>
<tr>
<th>Financial Activity</th>
<th>Individual</th>
<th>Department Responsibility</th>
<th>Faculty Responsibility</th>
<th>Other Areas</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budgets</td>
<td></td>
<td>Prepared by HoD with support of the Dept Administrator(s).</td>
<td>Consolidated return to the OFS</td>
<td></td>
<td>Approved budget advice sent to Faculty from Financial Services.</td>
</tr>
<tr>
<td>Appointment Forms</td>
<td></td>
<td>HoD to approve based on review of Department budget allocation.</td>
<td>Dean to consider for approval. Forward to Faculty HR Manager.</td>
<td>Faculty HR office to forward to HR Central</td>
<td>Department to submit rationale for appointments over $1K (See HR appendix: 5.2 for template memo to Dean)</td>
</tr>
<tr>
<td>Timesheets</td>
<td></td>
<td>Timesheet completed with full employment details and signed by individual and supervisor.</td>
<td>Supervisor signs “payment recommended” on timesheet. HoD signs “payment approved”. Department Administrator to process timesheets, copies to Department file and delivers original to HR Central.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orders</td>
<td></td>
<td>Purchase requests entered by individuals or Departmental Administrator.</td>
<td>If order is up to $10K or delegated authority, approval workflow to manager with sufficient delegated authority.</td>
<td>Requests above $10K to be sent to Faculty Finance Office.</td>
<td>Orders will be managed by the Department and entered into Finance One, based on the delegation. Beyond $10k, this should move to Faculty.</td>
</tr>
<tr>
<td>Non Order Payment + one off lump sums</td>
<td></td>
<td>Individual completes details</td>
<td>Department Administrator allocates account codes. Approved and signed by HoD if &gt;$1k</td>
<td>Check, approve</td>
<td></td>
</tr>
<tr>
<td>Financial Activity</td>
<td>Individual</td>
<td>Department Responsibility</td>
<td>Faculty Responsibility</td>
<td>Other Areas</td>
<td>Comments</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
<td>------------------------</td>
<td>-----------------------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>Lease Payments</td>
<td>Individual completes details</td>
<td>Department Administrator allocates account codes. Approved and signed by HoD if &gt;$1k</td>
<td>Check, approve</td>
<td></td>
<td>Same process as non-order process</td>
</tr>
<tr>
<td>Travel Staff</td>
<td></td>
<td>Discusses with Head of Department. Forms completed with itinerary and supporting documentation (Refer to Faculty Travel Policy)</td>
<td>Check funding available (Dept/Rsch Acc/etc) – enter account details. Invoices copied and filed at Dept Level. Head of Department to approve all 3 forms</td>
<td>AD (Research) to approve Faculty form. Exec Dean to approve OFS &amp; HR forms. After approval all forms go to Faculty Finance Office. Copy kept in Faculty Finance Office. Original AoD form forwarded to Faculty HR office for recording. Copy to file and send to HR Central.</td>
<td>Absence on duty forms sent to HR. Claim goes to Finance for payment. Notes: New Form – based on the new Faculty of Arts Travel Policy developed for Academic staff. Professional staff would be processed similar but the Executive Dean would approve all travel.</td>
</tr>
<tr>
<td>Financial Activity</td>
<td>Individual</td>
<td>Department Responsibility</td>
<td>Faculty Responsibility</td>
<td>Other Areas</td>
<td>Comments</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------------------------</td>
<td>------------------------</td>
<td>-------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Travel Staff</td>
<td>‘Application for approval for private motor vehicle’ form completed and approved prior to travel</td>
<td>HoD approves</td>
<td></td>
<td>Absence on Duty Form Sent to HR</td>
<td>Need forms for use of private vehicle early as this takes time for approvals to go through.</td>
</tr>
<tr>
<td>- use of private vehicle</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- absence on duty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- kilometre claim</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel – Students</td>
<td>Completed by individual</td>
<td>Approved by HoD</td>
<td>Faculty HDR Office</td>
<td>Absence of leave for Students approved by HoD.</td>
<td>Absence on duty form for students filed with HDR Manager.</td>
</tr>
<tr>
<td>- absence on duty form</td>
<td></td>
<td></td>
<td>to keep copy for records</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- submission to HDR Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal Transfers</td>
<td>Dept to prepare internal transfers and forward to Faculty Finance Office.</td>
<td></td>
<td>If outside of the Faculty of Arts to another MQ Uni centre then managed by Faculty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Any transfers that have impact on another Dept. then the two HoD approve.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service Requests</td>
<td>Dept responsibility for local Dept service requests.</td>
<td></td>
<td>Faculty Administration Service Requests to be processed by Faculty Admin.</td>
<td></td>
<td>Service Request completed online.</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Financial Activity</th>
<th>Individual</th>
<th>Department Responsibility</th>
<th>Faculty Responsibility</th>
<th>Other Areas</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Reports</td>
<td></td>
<td>Dept to monitor on month-to-month basis.</td>
<td>Faculty to maintain high level monitoring with meetings with Financial Services.</td>
<td></td>
<td>Distributed by Faculty to Departments</td>
</tr>
</tbody>
</table>

**4.3.1.3 Financial Activity Forms**

Office of Financial Services has forms available from its website: [http://www.ofs.mq.edu.au/finance_forms/index.htm](http://www.ofs.mq.edu.au/finance_forms/index.htm)

Frequently used forms are:
- Airline Booking Approval: [http://www.ofs.mq.edu.au/finance_forms/TravelApprovalForm.xls](http://www.ofs.mq.edu.au/finance_forms/TravelApprovalForm.xls)

Human Resources has forms available from its website: [http://www.hr.mq.edu.au/forms/index.html](http://www.hr.mq.edu.au/forms/index.html)

Frequently used forms are:
- Absence on Duty: [http://www.hr.mq.edu.au/forms/17/1704a.rtf](http://www.hr.mq.edu.au/forms/17/1704a.rtf)
- One-off Lump Sum salary payment: [http://www.hr.mq.edu.au/forms/6/602g3g.pdf](http://www.hr.mq.edu.au/forms/6/602g3g.pdf)

Office of Facilities management has forms available from its website: [http://www.ofm.mq.edu.au/forms.htm](http://www.ofm.mq.edu.au/forms.htm)

On line service requests are made via: [http://www.ofm.mq.edu.au/forms/service_request.htm](http://www.ofm.mq.edu.au/forms/service_request.htm)
4.3.1.4 Faculty Travel Policy
The Faculty Travel Policy and form are provided on the following pages.
All Permanent and Fixed Term Academic Staff in the Faculty of Arts are eligible to apply for $3k per annum to support conference travel. Part time staff can apply for a pro rata amount. Postdoctoral Fellows can apply. Fixed Term applications would be for an appointment for a minimum of two years. This funding is distinct from travel funding secured via Research grants, or funded through entrepreneurial activity.

Note that while all staff are eligible to apply, consideration of the application will take into account several factors including the budget estimate for Travel related expenditure for the department and total expenditure to date. Heads of Department and the Associate Dean: Research may also consider applications for travel other than conference travel which clearly furthers and benefits the endeavours of the University.

Staff must provide the following:

- details of the conference host organisation/theme
- a refereed abstract submitted by the applicant and evidence that it has been accepted by conference organisers
- Evidence that the Conference/Paper supports the University/Faculty/Department research objectives.

Applications should be submitted to the relevant Head of Department using the form on the next page. The appropriate Associate Dean is also required to approve the application.
CONFERENCE TRAVEL APPLICATION

Please complete and submit the form together with supporting documentation to the Department Head.

Please note that prior to travel you must submit HR Form 17.04a: Application for Approval of Absence on Duty - Academic Staff.

Staff members who have been granted a period of OSP will not be eligible to apply for conference travel grants during the period of OSP.

1. Name:

2. Conference (please attach official notice or program)

Organising Institution/Organisation:
Conference Title:
Dates:
Location:
Title of Paper:
Comment on the international/national status of the Conference/Organisation in your discipline.

3. Amount requested (to maximum $3K) $

4. Conference Participation. Please attach:
   • advice of acceptance
   • abstract or copy of paper or equivalent

5. How does this conference relate to the University/Faculty/Department Research Priority Areas?

6. Estimated costs:

   Airfares (provide quotes for all travel) $_________

   Other on-ground travel costs $_________

   Accommodation (provide quotes) $_________

   Conference registration (provide conference registration fee details) $_________

   TOTAL REQUESTED: $_________

8. Checklist of documentation to be attached:

   • Conference flyer/notice/program
   • Advice of acceptance of your abstract/paper
   • Abstract of your conference paper
   • Quotes of expense claims requested (ie airfares, accommodation, and conference registration, etc)
9. Certification by the Applicant
I certify that all the details on this form are correct and complete. Where my absence overlaps with teaching and assessment periods, I confirm that suitable arrangements have been made with the agreement of the Head of Department to cover my teaching and research supervision during the absence.

Applicant’s Signature: ________________________________

Date: ________________

Head of Department Signature: ________________________________

Date: ________________

Faculty Associate Dean: Research Signature: ____________________

Date: ________________
4.3.1.5 Frequently Asked Questions

The following questions relate to financial activities for the Faculty of Arts.

Travel

Q: How do I book and pay for travel (airfares)?

A: Book and obtain quote from one of the University approved travel agents (STA Macquarie University or Campus Travel).

Attach quote to completed Travel Booking form ([http://www.ofs.mq.edu.au/finance_forms/TravelApprovalForm.xls](http://www.ofs.mq.edu.au/finance_forms/TravelApprovalForm.xls)) and send to Head of Department for authorization and forwarding (see Faculty Travel Policy).

Q: Can I claim per diem for travel?

A: No, but Accounts still use the ATO per diem rates to determine the appropriate amount to reimburse you based on your receipts.

Q: How do I get reimbursed?

A: Complete a Non-Order Payment Request form ([http://www.ofs.mq.edu.au/finance_forms/purchasing/Norder_ss.doc](http://www.ofs.mq.edu.au/finance_forms/purchasing/Norder_ss.doc))

Provide supporting documentation (normally original receipts which should be numbered and pasted on paper and also listed on an excel spread sheet if more than 20 receipts in total)

Send completed forms to Head of Department for authorization.

Q: Are tips allowed?

A: The University will not meet the cost of tipping unless it is dictated by national custom. (10% should be used as a guide) Tipping for any service is not permitted in Australia.

Q: Do I book the accommodation?

A: Yes, usually staff book and pay for the accommodation first and get reimbursed by the University after the travel.

However some accommodation can be booked through the University approved travel agents and paid for directly by the University. Check with the travel agents.

The University can also pay for the accommodation on behalf of the staff member if an invoice can be obtained for the accommodation beforehand (the payment process takes time so it is not advisable to use this method for urgent booking and payment).

Q: Can travel money be used for something else?

A: No.
Q: Can travel money be topped up by the Department?
A: No.

Q: What does the travel money cover?
A: Conference fees, accommodation, travel fares, meals.

Accounts Payable
Q: When do claim forms/invoices get paid by Accounts?
A: Office of Financial Services' EFT cycle is weekly but the processing time can be from one to three weeks (from the date the paper-work is received by Office of Financial Services).

Letters of Offer
Q: A researcher has received his/her letter of offer and wants to know when and how he/she can access her funding?
A: Before he/she can access his/her funding he/she has to first accept the grant by signing and returning the acceptance letter to the Executive Dean’s office (the acceptance letter also needs to be signed off by both the Head of Department and the Executive Dean). The letter will then be returned to the Research Office and be passed on to Office of Financial Services for an account to be set up and funds transferred. This process can take a bit of time so the funds are normally not available immediately after the acceptance letter is sent out by Research Office or after signing the acceptance letter.

Once the department is notified of the account code the researcher can then contact her departmental administrator to use the funding.

OSP Payments
Q: Can I use my OSP funding to "prop up" my partner’s or children’s funding shortfall?
A: No; this is not allowed due to the FBT issue that this would create.

Q: Can I supply a Statutory Declaration to claim "per diems" because I have no receipts to substantiate my advance or claim for reimbursement?
A: No.

Professional Memberships
Q: Can professional membership (individual) be reimbursed by the University?
A: No.
Book Purchases
Q: Can staff be reimbursed for books purchased for research and teaching?
A: Books should be purchased through the Library.

Travel Insurance for Staff
Q: Am I covered by the University insurance when I travel?
A: Yes, if your travel is for official university business. For more details please refer to the University Insurance Policy (http://www.ofs.mq.edu.au/university_insurance/index.htm)

4.4 Faculty Information Technology

4.4.1 Information Technology Processes and Procedures

Information on this section to come from IT Manager, when appointed.

4.5 Faculty Marketing
Marketing and Outreach are as important to the University as Teaching and Research. They constitute not just advertising and fundraising, but also – and as importantly – the projection of the University's work and mission to stakeholders in the wider community and the general public.

Within the Faculty, the Marketing Coordinator, the Executive, and Faculty Academic and Professional staff all have roles to play in presenting a united integrated image of the Faculty and demonstrating to stakeholders and the general public the value of the Faculty's teaching and research, and fostering external support (including but not limited to the financial) for the work of the Faculty.

The Marketing and Outreach team work closely with central Marketing Unit to identify the roles, responsibilities at a Faculty and departmental level vs. those managed at a central level.

4.5.1 Faculty Marketing Coordinator

4.5.1.1 Relationship with the University
The Marketing Coordinator represents the Faculty at University Marketing Community meetings.

The Marketing Coordinator should be the chief point of contact for the Faculty with the University Marketing Unit: all communications with the Marketing Unit need not go through the Marketing Coordinator, but s/he should be apprised of all Faculty dealings with the Marketing Unit (i.e. s/he must be ‘kept in the loop’).
4.5.2 Relationship with other Faculty staff

The Marketing Coordinator should work in close proximity to the Faculty Webmaster and other Faculty staff whose duties overlap with those of the Marketing Coordinator, or with whom s/he will have to work closely on a regular basis. This should be taken into account when space is being assigned in the Faculty.

The Marketing Coordinator should be familiar with Faculty teaching and research programs, and their actual and potential benefits and impacts for careers, industry and applications in society.

4.5.3 Budget

The Marketing Coordinator has a budget of $10000 for expenditure which falls outside large projects (e.g. Open Day) which have their own budget.

- Faculty General Manager to sign off on Expenditure

4.5.4 Role within the Faculty

The Marketing Coordinator must be involved in strategy planning at a Faculty level and be able to report and answer directly to the Faculty Executive if required.

The Marketing Coordinator is responsible both for external marketing (to future students), and ‘internal marketing’ (to current students). In the latter area, the Marketing Coordinator should work closely with the staff of the Associate Dean Learning & Teaching and the Manager, Student Administration.

- Strategy
  - The Marketing Coordinator must:
    - ensure that marketing strategies within the Faculty of Arts conform with and compliment the marketing strategy of Macquarie University
    - produce a Faculty Strategic Marketing Plan which complements the University's Strategic Marketing Plan.
    - develop a profile of current target markets, including schools and non-school leavers, and use this to identify and develop potential new target markets for future students, taking advice from Faculty staff, the University Marketing Unit, Macquarie International, and external recruiters.
    - produce strategies to increase recruitment of non-school leavers, including those in the workforce, especially with regard to postgraduate degrees.
    - work with Macquarie International to produce Faculty strategies for increasing and diversifying international undergraduate and postgraduate enrolments in the Faculty
    - work with Jason Elias of the University Marketing Unit on a coordinated strategy for School Outreach by Departments within the Faculty.
    - produce strategies to increase recruitment of Indigenous students in collaboration with staff from Warawara.

- Events
The Marketing coordinator is responsible for overseeing the staging of Faculty Events, and for offering assistance to departments and others within the Faculty who are staging events.

In addition to planning and managing events, the Marketing coordinator should:

- maintain a register and Calendar of all outreach events in the Faculty, including but not limited to publicity events, public lectures, book launches, and celebrations.
- maintain a separate register of all academic events such as Seminars and conferences.
- ensure that Faculty events open to the public are registered on the University's On-line Events Calendar (http://www.pr.mq.edu.au/events/)
- feed content to Faculty and University webmasters so Faculty and Departmental events can be advertised on Faculty and University websites
- keep the University Marketing Unit updated on events taking place in the Faculty.

The direct responsibilities of the Marketing Coordinator include:

- Recruitment of Future Students
  - School Outreach (including visits to and from Schools, and distribution of information on Faculty programs schools – in 2010 especially on the new Arts curriculum).
    - The Marketing Coordinator should have full knowledge of all School outreach activities undertaken by Departments and Centres within the Faculty, and keep a register of these.
  - Mail-outs to students who have given a preference to MQ
  - Oversight of Faculty information in e.g. Good Universities Guide, DEEWA websites etc.
  - Advertising
    - Coordination of Faculty advertising
    - Acting as a point of contact with the University Marketing Unit for Departmental advertising
    - Providing assistance to Departments as required with Advertising.
- New Students (Transition)
  - Coordinating events and publicity for Orientation
  - Working with the staff of the Associate Dean Learning & Teaching and the Manager, Student Administration on enrolment and advising.
- Current Students
  - Prizes: working with the staff of the Associate Dean Learning & Teaching and the Manager, Student Administration as appropriate, including on:
    - sourcing donors
    - coordinating publicity for prize nights
    - staging prize night events
- Faculty Image
- Websites: working with the Faculty Webmaster and others responsible for content to coordinate the provision of content for the Faculty website
- Assisting in projecting an image that best attracts high quality staff
- Media and Publicity
- Public relations
- Production of Promotional Material for Faculty
- Ensuring a uniform standard and image for promotional publications within the Faculty.
- Maintaining Faculty publication templates in line with University Directives.
- Ensuring that the Faculty is properly represented on University listings of experts (e.g. xpertnet) which outside bodies (e.g. the Media) access to locate academic experts

  o Events
    - Orientation
    - Information Day
    - Open Day
    - Launches (Book, Program, etc)
    - Conference support
    - Information Evenings.

  o Outreach
    - Working with the Office of Institutional Advancement and the Alumni Relations Office as appropriate on:
      - Fundraising
      - Alumni Relations
      - Government Relations
      - Corporate Outreach programs

4.5.5 The Faculty of Arts Marketing and Outreach Committee

The committee should meet monthly.

Its primary responsibilities are:

- To assist in the production of strategic Marketing and Outreach plans for the Faculty
- To ensure that Departments and Centres within the Faculty work together on a unified approach to Marketing and Outreach, in full knowledge of each other’s activities in the area
- To provide a two-way conduit between the University Marketing Unit & office of the DVC D&ER, and Departments
- To provide a two-way conduit between the Faculty Executive and the Departments on marketing and outreach matters

The committee should comprise:

- the Marketing Coordinator
- a representative of every Department in the Faculty (merged departments may have more than one representative (i.e. per discipline), if they wish), plus a representative from the Centre for Social Inclusion.
- one member of Academic and one member of General staff from the Macquarie School of Law
- At least one and preferably three Departmental Administrators.
Areas within the Faculty which undertake a lot of outreach, such as the Museums, should also consider having a representative on the committee. Staff in the faculty with an interest in this area may be located via an all-staff (Faculty of Arts) email asking for staff nominations.

The committee should be chaired by the Marketing Coordinator. When s/he is on leave, a chair may be selected from among the members of the committee.

The committee Chair must attend University Marketing Community and be available to report to Faculty Executive if required.

The Chair will not take minutes: an executive officer will be responsible for minute taking and record keeping. An executive officer will be selected by the Chair from among the committee members. It is also possible a Student Assistant may be seconded from the staff of the Student Administration Manager for this purpose.

4.5.6 Faculty Staff and Marketing and Outreach

Faculty Staff are expected to:

- Recognise the importance of Marketing and Outreach to the ongoing operations and future of the Faculty
- Make themselves available for Transition events (Enrolment, Advising, and Orientation), Information Day, and Open Day
- make every attempt to attend important outreach events staged by the University, Faculty or their Department.
- Make contact with the University Marketing Unit through the Marketing coordinator, or after having first discussed the issue with the Marketing Coordinator.
- Advise the Marketing Coordinator of all School outreach activities, so that the Marketing coordinator can maintain a register of them, and have full knowledge of the Faculty’s operations in this regard when liaising with the School Outreach Section of the University Marketing Unit.
- Consult the Marketing Coordinator on style and image when producing any new promotional material or publication (e.g. brochure providing information on courses or units)
- Consult the University Marketing Unit and the Faculty Marketing coordinator for assistance and/or advice on fielding media enquiries or attracting media attention.
  - Staff wishing to prepare a Media release should contact the University Marketing unit's Media and Communications Manager, Greg Welsh (greg.welsh@mq.edu.au)
  - In dealings with the media, staff should be familiar with the University's Media policy (http://www.pr.mq.edu.au/MediaPolicy1907.pdf)
- Ensure that their personal pages on Departmental websites are kept up to date, and that they are properly represented on sites such as xpertnet, by which media access academic experts
- Consult with the Marketing Coordinator and the staff of the Associate Dean Learning & Teaching and the Manager, Student Administration on 'Internal Marketing' issues or events (outreach to current students). These include:
  - Transition (e.g. Orientation, Enrolment, Advising, FAQs)
  - Graduation
- Prizes
- Recognition of High achieving students

- Be aware of the services offered by the University Marketing unit, which include:
  - Corporate marketing and awareness raising campaigns
  - Market research to inform public relations and marketing strategies and evaluation of existing campaigns and activities
  - Advice to Macquarie University staff on promotional opportunities for courses, events and activities
  - Organisation of major events such as Open Day and Information Day
  - Production of the University Handbook (within the Faculty of Arts this is a joint role with the Manager, Student Administration and Assoc Dean, L&T)
  - Production of the Macquarie University Annual Report.
  - Media management, including news releases, targeted media plans and media liaison.
  - Development and coordination of the University's postgraduate marketing strategy, including development and maintenance of [www.postgradandbeyond.mq.edu.au](http://www.postgradandbeyond.mq.edu.au) and the production of five targeted opt-in e-newsletters for potential postgraduate students
  - Production of Connect with Macquarie a newsletter for high schools, seven times per year in print and on the Web
  - Production of specific corporate publications, including annual production of undergraduate course booklets and publications for high schools
  - High school liaison, including representing Macquarie University at NSW careers markets, school visits and hosting tours of the Macquarie campus by school groups
  - Management of the University's School Partners Program, a loyalty program for high schools
  - Advertising of Macquarie University programs
  - Administration of [www.futurestudent.mq.edu.au/undergraduate](http://www.futurestudent.mq.edu.au/undergraduate), a website for high school students, parents, teachers, and potential students
  - Administration of Xpertnet, an email matchmaking service for journalists seeking expert comment, on behalf of all Australian universities
  - Promotion of Macquarie University's outreach program, including exhibitions at the University's Art Gallery and the Sculpture Park
  - Production of the [Macquarie University Science, Engineering and Technology Study (2006)](https://mq.edu.au/university/promotion/undergraduate/) that provides insight into the attitudes held by students and professionals with respect to science, engineering and technology and explains the factors that influence the choices of prospective students.
4.5.7 Staging Events

Faculty Staff staging events, especially public events, should:

- Be familiar with the University’s Event Manual: http://www.pr.mq.edu.au/EventsManual/
- Ensure that events which are open to the general public are included on the University's On-line Events Calender (http://www.pr.mq.edu.au/events/) by submitting the details (Event name; Date and Time; Location; Cost; Description; Image; Contact name, phone and email for further information) to Simone McKenna (smckenna@pru.mq.edu.au)
- Advise the Marketing Coordinator of all coming events as early as possible, so they may be noted in the Register of Events maintained by the Marketing Coordinator and advertised internally within the Faculty and the University
- Approach the Marketing Coordinator for advice and assistance in staging the event when it is first planned
- Make sure their representative on the Marketing and Outreach Committee is briefed on the event, so that s/he may raise or discuss it in the Marketing committee well in advance of it taking place.

4.5.8 Publications

Faculty staff should follow the procedures in “New Publications Management” and complete the “Publication Brief Form”, as follows:
New Publication Management

Contact Officer

Faculty Marketing Coordinator – Faculty of Arts

### Procedure preamble

This procedure has been established to cohesively blend the understanding and experience of staff within the new Faculty of Arts with the expertise, advice, co-ordination and support of the Faculty Marketing Coordinator.

This procedure will ensure that publications created on behalf of the Faculty of Arts and its Departments will:

- Create a consistent and coordinated Faculty identity that reflects the ‘One Voice’ branding developed for the University as a whole as well as maintaining the uniqueness of each contributing department.
- Create budget savings through an examination of print production and finding ways to streamline or cross promote Department publications.
- Assist in being proactive in the production of annual publications.
- Enhance the faculty identity and external interaction, improving recruitment and recognition.
- Maintain a comprehensive record of publications created within the Faculty for future reference.
- To have a single point of contact with the publications department of Central Marketing and a stronger relationship for the Faculty as a whole.

### Purpose and scope

The procedure relates to all publications produced by staff from the Faculty of Arts and its constituent Departments that are specifically designed for the public arena or have the potential to reach the population outside the University.

This includes all official brochures, pamphlets, advertising, handbooks, newsletters and student enrolment notifications and advice, but excluding internal communications including memos, faxes, emails, agendas and reports.

The purpose is to ensure the consistency of standards in the production of publications, reinforce the established ‘One Voice’ branding for Macquarie University, ensure the best use of budgets and consolidate publications when possible.
<table>
<thead>
<tr>
<th>Officer or Section Responsible</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1</strong> HoD / DA / Academic or Support Staff</td>
<td>Identify the need for a publication either through the updating of an existing document or absence of an appropriate one. Approval from the Head of Department to request the publication is required.</td>
</tr>
<tr>
<td><strong>Step 2</strong> Staff member making request</td>
<td>Contact the Faculty Marketing Coordinator by email or in person with a Publication Brief Form. This form outlines type of document, quantity, target audience, deadlines for production etc.</td>
</tr>
<tr>
<td><strong>Step 3</strong> Faculty Marketing Coordinator</td>
<td>Upon receipt of the Publication Brief Form an assessment on the need for the document will be made and if seen as strategically necessary, quotes will be requested from the Printery and a designer will be engaged (if required).</td>
</tr>
<tr>
<td><strong>Step 4</strong> Staff member making request</td>
<td>Text and images for the publication created by the department (with advice and consultation with the Faculty Marketing Coordinator if required) and forwarded to nominated designer.</td>
</tr>
<tr>
<td><strong>Step 5</strong> Designer / Publications Department / Faculty Marketing Coordinator</td>
<td>The design will be sent to the Faculty Marketing Coordinator for initial comment and editing and then forwarded to Department for their comments. Once both sets of comments have been made it will return to the designer for final edits and amendments.</td>
</tr>
<tr>
<td><strong>Step 6</strong> Designer / Publications Department</td>
<td>Final proof from designer will be sent to Faculty Marketing Coordinator for approval.</td>
</tr>
<tr>
<td><strong>Step 7</strong> Faculty Marketing Coordinator</td>
<td>Before sending final pdf of design to printer, approval for expense will be confirmed with Department.</td>
</tr>
<tr>
<td><strong>Step 8</strong> Marketing Coordinator</td>
<td>Pdf delivered to printers.</td>
</tr>
<tr>
<td><strong>Step 9</strong> Faculty Marketing Support Officer</td>
<td>The publication will be entered into a register of all Faculty publications and two copies of the item retained by the Faculty Marketing Coordinator.</td>
</tr>
</tbody>
</table>

**Notes:** Following step 3, if in consultation with the Department, it is agreed that the document can be easily produced internally (eg. poster/notice) and still adhere to University brand and image requirements, steps 4 – 6 can be replaced with the following:

**Design of document undertaken by the department.**
Before being sent to print, the document must be approved by the Faculty Marketing Coordinator.

Any documents produced on behalf of the Faculty of Arts of Macquarie University and its Departments, can only be undertaken with the full knowledge and coordination of the Faculty Marketing Coordinator.

<table>
<thead>
<tr>
<th>Date Approved</th>
<th>Day Month Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approval Authority</td>
<td>eg. Academic Registrar</td>
</tr>
<tr>
<td>Date of Commencement</td>
<td>Day Month Year</td>
</tr>
<tr>
<td>Amendment Dates</td>
<td>List the dates the policy has been amended (Day Month Year)</td>
</tr>
<tr>
<td>Date for Next Review</td>
<td>Day Month Year</td>
</tr>
<tr>
<td>Related Policies, Procedures and Guidelines</td>
<td>Faculty of Arts Publications Policy</td>
</tr>
<tr>
<td></td>
<td>Publication Brief Form</td>
</tr>
</tbody>
</table>
**Publication Brief Form**

**Requested by:**

- **Name:**  
- **Title:**  
- **Department / Area:**  
- **Contact phone extension:**  
- **Approved by HoD**

**Publication title (if known):**

**Type & size of document:**
- □ D/L flyer
- □ D/L 4pg pamphlet
- □ D/L 6pg brochure
- □ A3 Poster
- □ Other (further info)________________________________________
- □ Black & White
- □ Full colour

**Is there a similar document currently available for reference?**  
- □ Yes / □ No  
  (If yes, please provide a copy)

**Publication content:**  
*Give a basic outline of the contents of the publication*

**Target audience:**  
*Who is the publication aimed at (uni/high school students. General public, academics etc)*

**Proposed use (if known):**  
*Where and how is the publication to be circulated (this can be decided through consultation with the Marketing Coordinator)*

**Quantity required:**  
**Date for delivery:**  
**Account code:**
4.5.9 Faculty and University Templates

Faculty and University templates are available to staff via the internet. See: http://www.mq.edu.au/onevoice/

Pre-printed stationery is available via the web, with the approval of the Head of Department. See: http://www.mq.edu.au/onevoice/stationery/index.html

Letterheads and With compliments slips: http://www.mq.edu.au/onevoice/stationery/letterhead.html


Name cards http://www.mq.edu.au/onevoice/stationery/nameCard.html

Course notes cover: http://www.mq.edu.au/onevoice/stationery/courseCovers.html

Most commonly used e-templates are:


Invitation template: http://www.mq.edu.au/onevoice/stationery/invitation.html

Other templates, include e-letterhead, can be found at: http://www.mq.edu.au/onevoice/downloads.html

Note: Most templates will need to be updated with the relevant contact details. Please refer to the guidelines on the website for these templates.

Emails should all have the following style of e-signature:

Name
Job Title
Faculty/Department/Unit name
MACQUARIE UNIVERSITY NSW 2109

Phone: +61 (0)2 9850 xxxx
Mobile: +61 (0)4xx xxxxxxx (optional)
Fax: +61 (0)2 9850 xxxx
www.mq.edu.au OR relevant Faculty/Department website

CRICOS Provider No 00002J

This message is intended for the addressee named and may contain confidential information. If you are not the intended recipient, please delete
it and notify the sender. Views expressed in this message are those of the individual sender, and are not necessarily the views of xxxx Faculty/Department/Unit or Macquarie University.

See:
http://www.announcements.mq.edu.au/policies_and_procedures/standard_email_signature_block

5 Faculty Human Resources

Faculty Human Resources Manager

The Faculty Human Resources Manager is responsible for providing strategic and operational HR support across the full range of human resource activities within the Faculty. The Faculty HR Manager will work with the Faculty General Manager to implement best practice human resource management practices across the Faculty. This includes coaching and advising all academic and support staff supervisors and facilitating easy access to HR policy and procedures workforce planning, workload and staff/ student ratio.

The major responsibilities of the Faculty Human Resources manager are:

• Managing the implementation and administration of new and existing human resource policies and the development, implementation and review of procedures in line with University, Faculty and Department strategic plans.

• Providing advice, information and guidance to the Faculty executive to ensure that the Faculty meets all requirements under the Enterprise Agreement and University policies including recruitment and selection, performance management, staff development and training, gender equity, EEO and OH&S.

• Devising a Human Resource Strategic Plan consistent with Faculty and Departmental Strategic Plans and the Faculty’s budgetary strategies.

• Providing the Faculty executive with programs for succession planning and implement recruitment strategies consistent with the Faculty’s Strategic Financial Plans and also to provide advice on University and best practice in Human Resource Management.

• Compiling and coordinating performance and remuneration data and facilitate remuneration reviews in the Faculty.

• Consulting with Heads of Departments and administering academic workload models.

• Managing and performing the day to day administration of human resource operations such as recruitment, appointments, payment of sessional staff, leave recording and other changes. Ensure that the academic & general staff details in the central HR system are accurate.

• Working in partnership with the supervisors with training, supervision and motivation of administrative staff to ensure that they carry out their duties effectively while meeting their own career objectives.

• Managing the Faculty’s participation in the University’s Performance Development and Review Scheme. This may involve providing assistance to Managers/ Supervisors and staff with the development of performance objectives and monitoring of performance outcomes.

• Working in partnership with the Faculty General Manager to identify, develop and
implement change management/organisational development initiatives that will enable improved business performance.

- Analysing Faculty specific data from staff surveys, student surveys and other University reports to provide advice to the Faculty Executive on individual learning and development plans and organisational development for staff that may improve the Faculty’s practices and processes. (Move under PDR)
- Participating as a member, in the Faculty’s Committees such as EEO, OH&S, and Academic Staffing.
- Preparing regular and ad hoc reports on HR for the Faculty executive.
- Supporting incoming and outgoing staff through induction and exit processes.
- Developing a Faculty induction manual.

Faculty Human Resources Staff
The major responsibilities of the Faculty Human Resources staff are:
- Provide administrative support to the HR manager in relation to duties listed above.
- Provide effective records management and document tracking.
- Provide facilities management support, including but not limited to: maintaining a register of keys, rooms, telephone lists, photocopy pin numbers, swipe card access register, co-ordinating office relocations, etc.

Reference Sites – to be updated below
The following reference sites will be included on the faculty page with the long term goal to develop Faculty of Arts information sheets on each aspect for easy interpretation for Faculty staff.

HR Policy: http://www.hr.mq.edu.au/policy/index.html

This site contains information at the University level including information with regards to recruitment and selection, appointments, superannuation, and leave policies.

Employee Relations: http://www.hr.mq.edu.au/er/index.html

This site contains information to:
- Enterprise Agreement 2006-2009
- Other useful links:
  - Acts and Legislation
  - Public Holidays for NSW
  - Australian Higher Education Industrial Association
  - Australian Industrial Relations Commission


Learning and Development: http://www.hr1.mq.edu.au/ld/index.htm

Staff Consultative Group: http://www.hr.mq.edu.au/policy/scg/

5.1 Faculty Human Resources Policies, Guidelines and Procedures

The following policies, guidelines and procedures have been established by the Faculty HR working party and the Faculty Board in accordance with HR Central policy and procedures. All HR central forms are available via the University’s HR website (http://www.hr.mq.edu.au/forms/index.html), and will be made available via the Faculty intranet website.

5.1.1 Recruitment, New appointments

All requests for new and renewed appointments must be signed off by the Head of Department and approved by the Executive Dean. See appendix X.X for form template and X.X for flowchart. All appointment requests, when approved by the Executive Dean will be sent to the Faculty HR office for documenting and forwarding to HR Central.

5.1.2 Timesheets

Department Administrators must adhere to the Human Resources Payroll Schedule which is sent to all Administrators by Human Resources at the beginning of each year.

It is the responsibility of each casual staff member who submits a timesheet to obtain their supervisor’s signature before submitting the timesheet to the Department Administrator (DA). The DA is to ensure that the timesheet is authorised for payment by the Head of Department, as the Head is responsible for ensuring funds are available.

Timesheets for HRIS entry by Department Administrators

It is Faculty policy that Department Administrators are to enter timesheets for their Department. During leave absences, an alternate delegate should be arranged.

The Faculty HR administrator is responsible for timesheet entry of Faculty administration casuals.

HR Deadlines

Human Resources has requested that timesheets which are entered on the HRIS system by the Department Administrator be delivered to Human Resources by 12.00 pm on the Thursday prior to pay week. While HR will generally accept timesheets and reports until 3.00 pm on the Thursday when there are a large number of timesheets to be entered, such late submissions should be negotiated with the Faculty HR office prior to 11.00 am on the day they are due so that HR Central can be advised in advance of any potential delays from the Faculty.

Timesheets for HRIS entry by Human Resources

HR has advised that only in exceptional circumstances will the office accept timesheets for entry by HR. Such circumstances are to be discussed and negotiated with the Faculty HR Manager. Where the HR Manager agrees there are exceptional circumstances, timesheets (to be entered on the HRIS system by HR Central) must be delivered to Human Resources by 12.00 pm on the Wednesday prior to pay week (as per the Payroll Schedule).
5.1.3 Outside Studies Program
   Application Process
   Details to follow

5.1.4 Performance, Development and Review (PDR)
   Details to follow

5.1.5 Faculty Induction
   Details to follow

5.2 Faculty HR Appendices
   See following pages for:
   - Request for new appointment form
   - Workflow of HR processes
DEPARTMENT:

Request for New Appointment

General / Academic  (Circle one)

Fixed Term / Continuing / Casual  (Circle one)

Position Title:

Position Description:

1 Rationale for appointment
   Eg staff replacement, growth in enrolments, new program/unit/research project, expansion in administration. If the appointment is an academic position please detail the impact on staff/student ratio.

2 Financial implications
   Is the position costed within your current budget; what is the impact on projected financial position in current year and for the next three years. Please include actual figures.

3 Forward Planning
   How will the proposed appointment enhance capacity to meet the research/learning and teaching/outreach goals/aspirations of the Department, the Faculty and the University?

4 Other Resourcing Implications
   Is the Department able to support the new position in terms of office space, computer etc within its current budget?

Prepared by: Date:

Note: Please attach any further relevant information
Recruitment Process

**Department**
- Complete Recruitment template

**Head of Department**
- Approval Process
- Position Description Confirmed

**Faculty HR Unit**
- Copy, Create File
- Send to Central HR
- Consideration by Exec Dean
- Approved send to HR Manager
- Copy to HR

**Executive Dean**
- Exec Dean Approves Paperwork
- Approved send to HR Manager
- Position Advertise
- Copy to HR

**Central Human Resources**
- Recruitment Panel
- Induction Process
Macquarie University, Faculty of Arts

Induction Process

Applicant/ Individual

New Staff Member Approved

Start Date Confirmed

Department

Department Administrator & Supervisor notified of start date

Head of Department

HoD Notified of Start Date

Payment Details Entered into HR System

Faculty General Manager/ Faculty IT Manager

Notification to FOM & IT Manager

IT Manager prepares access to computer systems

Faculty HR Unit

HR Unit follows Induction template

Faculty HR Unit Office, Access to Buildings granted

Executive Dean
Higher Degree Research
6 Faculty of Arts – Higher Degree Research

6.1 HDR Management Structure

Executive Dean
Ingrid Day
(Interim)

Executive Assistant to the Executive Dean
Carlene Kirvan

Faculty General Manager
Terry Mangan

Assoc Dean Research
Andrew Buck

Assoc Dean Higher Degree Research (HDR)
Marea Mitchell

Assoc Dean Learning and Teaching
Marnie Hughes-Warrington

Faculty HR Manager
Victor Badenko

Marketing Coordinator
Ross McGhee

Manager Finance
Ambrose Chong

Research Manager
Gill Ellis

Director Learning and Teaching
(vacant)

Manager Student Administration
Catherine McMahon

IT Manager
(Vacant)

6.2 Higher Degree Research Activities

Higher degree research (HDR) activities in the Faculty of Arts reflect the University’s commitment to the MQ@50 strategic goals identified below:

- To recruit high quality HDR candidates;
- To ensure that HDR candidates complete their degree in a timely manner;
- To develop Faculty areas of research strength and to identify and invest in new scholarships in areas of research strength;
- To expand the scholarship program based on financial hardship;
- To use technology to further research training goals.

Leadership of Faculty higher degree research training activities is the responsibility of the Associate Dean (Higher Degree Research, thereafter HDR) with the support of the Faculty HDR Manager. The Associate Dean (HDR) ensures alignment with
the University HDR training strategies and implementation plans and the communication of Arts initiatives through regular meetings with the Faculty HDR Committee and Associate Deans (HDR) from other Faculties, and active participation in the University HDR Committee (HDRC) and its Program, Examination and, Scholarship Committee (PESC) as well as with the Dean of Higher Degree Research and the Manager of the Higher Degree Research Office. The University HDRC is aligned with the Faculty Executive Committee.

6.3 Committee Structure, Terms of Reference and Membership

That the Faculty Higher Degree Research Committee (FHDRC) be established. Frequency of meetings to be approximately monthly, and in line with the University HDRC meetings. The major role of the Faculty HDR Committee is to foster the development of quality-enhancement focused research training policies, processes and practices, and to create a supportive and engaged climate for Higher Degree Research in the Arts. The Committee reports to the Faculty Board and the University HDR Committee. It also reports on initiatives to members of Faculty staff and students via its representative membership and regular reports on the Higher Degree Research website (http://www.mq.edu.au/arts/). In the case of major initiatives, it will also conduct briefings with Heads of Department, and, where appropriate, special reports at departmental meetings.

6.3.1 FHDRC Terms of reference

- To consider, make recommendations and report to Dean of Arts and Faculty Board on all matters relating to higher degree research training, including: research training for academic staff and HDR candidates; candidature enrolments, progression and completion; academic supervisor support; strategic planning, and the improvement of the research environment.

- To inform Faculty Departments through Department HDR Directors of HDR training-related policies, processes and developments.

- To advise on and participate in the development of program support and outreach materials: including the development of publicity material, and outreach through organising conferences or workshops.

6.3.2 FHDRC Membership

- Associate Dean of Higher Degree Research (chair)
- Manager HDR
- Department HDR directors
- HDR Candidate Representatives.

6.3.3 FHDRC Sub-Committees

The Faculty HDR Committee may form Sub-committees as required. Sub-committees will be constituted by nominated members of the HDR Committee and external nominees if required.
6.4 **Departmental Responsibilities**

That Departmental HDR Committees (DHDRCs) be established

Every department in the Faculty should have its own Higher Degree Research Committee, the chair of which is a member of the Faculty Higher Degree Research Committee. Departmental HDR Committees meet at least four times per year.

**DHDRC Membership**

- Departmental Director of Higher Degree Research (chair)
- Discipline Representatives
- Discipline HDR Candidate Representatives

6.5 **Faculty Commencement Program**

The Faculty Commencement Program (FCP) should serve as the platform for new Faculty HDR candidates. All commencing HDR candidates are required to attend the FCP within the first six months (full time equivalent) of their candidature.

The Program will be designed by the Associate Dean HDR in consultation with HDR representatives. The Program will include the following elements:

- A 1-day program with induction sessions and workshops. The Program will include sessions on funding rules/policies, supervisor-candidate agreements, project management & budgeting, the importance of PREQ & MUSEQ-R participation, ethics, and the examination process.
- HDR candidate discussion sessions.
- Introduction to Faculty HDR staff and resources.
- A formal presentation of candidates' proposals.
- Induction checklists during the signing of the Supervisor and Candidate Agreement.
- Conducting Commencement Reviews at Departmental level to ensure new candidates meet the Faculty HDR requirements.
- An encouragement of academic supervisors to attend the Program sessions to demonstrate an inclusive research culture and be alerted to new developments in HDR candidature management.

Where candidates are not able to attend the workshop in person, they will be required to undertake the Program activity online. Faculty HDR Manager will be responsible for monitoring online Program completions to ensure every HDR candidate has undertaken the Program within the required timeframe.

A letter summarising the Program content and the relevant website links will be sent to each candidate at the beginning of each enrolment period.

6.6 **Faculty HDR Funding Guidelines**

Faculty Funding Guidelines will be established for individual HDR candidates from Faculty budget.

6.6.1 **Funding Amounts**

Doctoral candidates will be eligible to apply for up $3,000, per annum during the first 3.5 EFTSL of their candidacy. Master of Philosophy candidates will be eligible to apply for $1,500 per annum during their maximum candidature period (i.e. on-time candidacy). This sum will be subtracted from the PhD balance if a MPhil candidate articulates into a PhD program.
Funding will be approved and disbursed by Departments in light of satisfactory progress made by candidates for the categories of expenditure that have been approved by the Faculty, by way of employing procedures and guidelines approved by the Faculty. All expenditure needs to follow University guidelines and standard accounting procedures. All expenditure needs therefore need to be pre-approved based on an expenditure proposal and allocated budget and with supporting documents. Pre-Approval forms should be completed in consultation with the Principal Supervisor, signed by the Principal Supervisor and approved by the Head of Department, then by the Associate Dean HDR. Following this, the Candidate may proceed with the expenditure. Expenditure must be justified in terms of timely completion of the degree; that is, completing the degree within the maximum candidature period.

Candidates will not be funded for conference travel during the first and last 0.5 EFTSL of their candidacy.

All funding will be consistent with University policy.

6.6.2 Rollover of Funding

There will be no rolling over of HDR funds from one year to the next. However, in exceptional case-based circumstances approved by the Department Head in concert with the Associate Dean HDR, candidate budgets may be updated in August of any year to reflect research support needs in the remainder of the candidature.

6.6.3 Application Deadlines

There will be four funding deadlines per year. These deadlines will be strictly enforced as a means of ensuring uniformity in both the timing and procedures across Departments, and in line with research training practices for other funding grants.

6.6.4 Administration and Accounting

All record keeping with respect to individual accounts, expenditure and balances will be shared between Faculty HDR administration and Faculty financial officers. This information can thus be levelled against applications prior to Departmental input.

6.6.5 Candidate Reporting

All candidates who use individual funds for travel or other research related activities will be required to write a report on the outcomes of their funded activities within three months of the funding being used. Future funding may not be approved to candidates who have not provided such report.

6.6.6 Sunset clause

Where HDR candidate can demonstrate that they would be disadvantaged under Faculty rules as opposed to pre-existing Divisional rules in relation to timely completion of candidature, all due consideration will be given to their case, at discretion of Associate Dean HDR.

6.7 Faculty HDR Support

That Faculty HDR support team support academic output by HDR candidates with specific reference to conferences and academic journals

Candidates’ involvement in HDR research will be actively encouraged to present and develop their research through conference presentations, publications and
training in scholarly reviewing and editing the publications of others. A subcommittee of Faculty HDRC will be established to develop and improve the research climate for HDR candidates, and promote a sense of an inclusive research environment.

Examples of opportunities include:

Humanities
http://www.humanities.mq.edu.au/humanity/

Legal History
http://www.law.mq.edu.au/html/AJLH/about.htm

Macquarie Law Journal
http://www.law.mq.edu.au/html/MqLJ/about.htm

Macquarie Journal of International and Comparative Environmental Law
http://www.law.mq.edu.au/html/MqJICEL/about.htm

Neo
http://www.scmp.mq.edu.au/hdr/journal/

SCAN
http://scan.net.au/scan/index.php

There also are inter-Departmental and Departmental conferences including:

- NewMac
- Tandem Conference (HDR, Honours and International Graduate Conference)

See: http://www.arts.mq.edu.au/higher_degree_research

### 6.8 HDR Meetings and Activities Calendar - 2009

#### Acronyms

- CCP = Central Commencement Program (by HDRO)
- FCP = Faculty Commencement Program
- FHDRC = Faculty Higher Degree Research Committee
- HDRC = Higher Degree Research Committee (University)
- HDRO = Higher Degree Research Office
- PESC = Program and Examination Sub-Committee

<table>
<thead>
<tr>
<th>Activities</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>-</td>
</tr>
<tr>
<td>February</td>
<td>PESC meeting, HDRC meeting, FHDRC meeting, Senate meeting, International student orientation semester 1, 2009 (by HDRO), CCP semester 1, 2009 (by HDRO), Deadline for HDR budget application round 1, 2009, New MAC</td>
</tr>
<tr>
<td>March</td>
<td>FCP semester 1, 2009, PESC meeting, Progression session # 1, Progression session # 2</td>
</tr>
<tr>
<td>Month</td>
<td>Events</td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
</tr>
</tbody>
</table>
| April | • PESC meeting  
• HDRC meeting  
• FHDRC meeting  
• Senate meeting  
• PGRF (Round 2, 2009) closing date  
• Graduation Ceremony  
• Progression session # 3  |
| May   | • Progression session # 4  
• Progression session # 5  
• Deadline for HDR budget application round 2, 2009  |
| June  | • Progression session # 6  
• PESC meeting  
• HDRC meeting  
• Senate meeting  
• FHDRC  
• Progression session # 7  
• Progression session # 8 (full day)  |
| July  | • PESC meeting  
• HDRC meeting  
• FHDRC meeting  
• Senate meeting  
• Progression session # 9  
• Progression session # 10  
• International student orientation semester 2, 2009 (by HDRO)  
• CCP semester 2, 2009 (by HDRO)  |
| August| • PESC meeting  
• HDRC meeting  
• FCP semester 2, 2009  
• Senate meeting  
• FHDRC meeting  
• Progression session # 11  
• Deadline for HDR budget application round 3, 2009  
• Progression session # 12  |
| September| • PESC meeting  
• Progression session # 13  
• Progression session # 14  
• PGRF (Round 1, 2009) closing date  
• Graduation Ceremony  
• PESC meeting  |
| October | • HDRC meeting  
• Senate meeting  
• FHDRC  
• Faculty HDR/Honours conference  
• Progression session # 15  
• Progression session # 16  |
| November| • PESC meeting  
• HDRC meeting  
• Progression session # 17  
• FHDRC meeting  
• Senate meeting  
• Deadline for HDR budget application round 4, 2009  
• Progression session # 18  |
<table>
<thead>
<tr>
<th>December</th>
<th>2 Dec</th>
</tr>
</thead>
<tbody>
<tr>
<td>PESC meeting</td>
<td>4 Dec</td>
</tr>
<tr>
<td>HDRC meeting</td>
<td>7 Dec</td>
</tr>
<tr>
<td>Progression session # 19 (full day)</td>
<td>8 Dec (Tues)</td>
</tr>
<tr>
<td>FHDRC meeting</td>
<td>17 Dec</td>
</tr>
<tr>
<td>Senate meeting</td>
<td></td>
</tr>
</tbody>
</table>
6.9 Higher Degree Research Appendices
To be inserted as finalised and approved.
Learning & Teaching
7 Faculty of Arts – Learning & Teaching

7.1 L&T Management Structure

Executive Dean
Ingrid Day
(Interim)

Executive Assistant to the
Executive Dean
Carlene Kirvan

Faculty General Manager
Terry Mangan

Assoc Dean Research
Andrew Buck

Assoc Dean Higher Degree Research (HDR)
Marea Mitchell

Assoc Dean Learning and Teaching
Marnie Hughes-Warrington

Assoc Dean Research
Andrew Buck

Assoc Dean Higher Degree Research (HDR)
Marea Mitchell

Assoc Dean Learning and Teaching
Marnie Hughes-Warrington

Executive Assistant to the
Executive Dean
Carlene Kirvan

Director Learning and Teaching
(vacant)

Manager Student Administration
Catherine McMahon

Faculty HR Manager
Victor Badenko

Marketing Coordinator
Ross McGhee

Research Manager
Gill Ellis

HDR Manager
Maryanne Hozijan

Manager Finance
Ambrose Chong

IT Manager
(Vacant)

7.2 Faculty of Arts Learning and Teaching Introduction

Learning and teaching activities in the Faculty of Arts reflect the University's commitment to the goals of:

- Developing and supporting quality teaching practice;
- Ensuring quality and continual improvement in curriculum and teaching;
- Fostering student engagement with the university and the community, and graduate capability;
- Supporting learning and teaching that are connected to research (also called the 'research teaching nexus');
- Recognising and rewarding excellence and innovation in teaching and learning;
- Promoting diversity, equity and international awareness; and
- Supporting student learning through the creation of virtual and physical learning environments (Macquarie Learning and Teaching Plan, 2008–12)
Leadership of learning and teaching activities in the Faculty is the responsibility of the Associate Dean (Learning and Teaching) with the support of the Director (Learning and Teaching) and the Manager (Student Administration).

7.2.1 Associate Dean, Learning and Teaching

The Associate Dean (L&T) for the Faculty of Arts is Associate Professor Marnie Hughes-Warrington.

Her chief role is to develop and apply strategies to help the Faculty to realise its goals for learning and teaching. One of the key ways in which she does that is by encouraging staff to work together and to share their ideas on how learning environments that are mindful of student needs and abilities (‘student-centred’) can be created and sustained. She works to ensure that all staff—continuing, contract and casual—are aware of opportunities for professional development in learning and teaching, sources of funding for teaching projects, the forms of evidence that can be used to show that students have been motivated and inspired to learn and the ways in which excellent teaching can be recognised.

She meets regularly with the Dean, Associate Dean (Research), Associate Dean (Higher Degree Research), Heads of Department and teaching staff to identify projects that tie together research, learning and teaching and research training. The AD (L&T) is the chair of the Faculty Standards and Quality Committee (FSQC), the Faculty Learning and Teaching Committee (FLTC) and the Senate Learning and Teaching Committee and an active participant in the Faculty Student Experience committee and Faculty working groups dedicated to assessment, capstone units and induction. The AD (L&T) reports every four to six weeks to these groups and committees, to the Faculty Board, and to staff and students via the Faculty website.

7.2.2 Director, Learning and Teaching

A researcher in the field of Higher Education Studies, the Director (L&T) supports the AD (L&T) in her work through the design, implementation and evaluation of a professional education program in learning and teaching that is open to all staff, the identification of excellent teachers, potential projects in learning and teaching and funding sources to support them. The Director (L&T) welcomes the participation of all staff in the professional education activities of the Faculty. The Director works closely with the University’s Learning and Teaching Centre (LTC) and liaises with the Managers of Research and Higher Degree Research to identify opportunities for collaboration.

7.2.3 Manager, Student Administration

The Manager (Student Administration) for the Faculty of Arts is Cathy McMahon. Her chief role is to oversee the provision of administrative processes and services in the area of learning and teaching that are sensitive to student and staff needs.

Section 8 outlines the Student Administration processes and procedures for the Faculty of Arts.

7.3 Committee Structure, Terms of Reference and Membership

The Faculty’s governance structure includes nine committees and two sub-committees, four of which are particularly relevant to the development, dissemination and review of learning and teaching activities. Three of those committees, the Faculty Standards and Quality Committee, the Faculty Learning and Teaching Committee and the Internationalisation sub-committee report to the
Faculty Board; the Student Experience Sub-Committee reports to the Learning and Teaching Committee.

For the terms of reference for these committees, please see Appendix 1.

7.3.1 Faculty Standards and Quality Committee

Frequency of meetings: monthly

The major role of the Faculty Standards and Quality Committee is to ensure that the Faculty has rigorous and responsive quality assurance and enhancement frameworks and standards for learning and Teaching, higher degree research and research activities. The Faculty Standards and Quality Committee reports to the Faculty Board and to the Executive Dean. The Executive Dean, with the assistance of the Faculty Standards and Quality Committee, reports on a regular basis to the Senate Academic Program Committee. The Faculty Standards and Quality Committee reports on initiatives and recommendations to all members of staff via the faculty website and on any major initiatives via briefings with Heads of Department and, where needed, departmental meetings.

7.3.1.1 Faculty Standards and Quality Committee Membership

- Executive Dean (chair, or nominee)
- Associate Dean (L&T)
- Associate Dean (HDR)
- Associate Dean (Research)
- Six members of the academic staff of the Faculty not being members of the Faculty Board or the FLTC, nominated by the Executive Dean, for a term of three years, two to retire each year.
- Two members of professional staff
- One member of staff from the Learning and Teaching Centre
- One member of staff from the Macquarie Library
- Two students—one graduate and one undergraduate—nominated by Mentors@Macquarie or Telemachus Angels

For a list of the institutional and national policy and regulatory frameworks and standards that inform the activities of the Faculty Standards and Quality Committee, see appendix 2.

7.3.2 Faculty Learning and Teaching Committee

Frequency of meetings: monthly

The major role of the Faculty Learning and Teaching Committee is to foster the development of research-inspired, evidence-based and student-focused learning and teaching practices. The Faculty Learning and Teaching Committee reports to the Faculty Board and the Senate’s Learning and Teaching Committee. It also reports on initiatives to members of staff and students via its representative membership and regular reports in the Learning and Teaching Repository (insert weblink when faculty URL available). In the case of major initiatives, it will also conduct briefings with Heads of Department, and, where appropriate, special reports at departmental meetings.

The Faculty Learning and Teaching Committee will host two special ‘Examination’ meetings per year for Heads of Department and all members of staff to attend, to consider and formulate recommendations to the Executive Dean with respect to the results of students in units or programs of study offered in the faculty, including those without formal examinations. In this case, the title
'Examination Meeting' reflects a naming convention set down by University Senate.

7.3.3 Membership

- Associate Dean (L&T) (chair)
- Senate Learning and Teaching Committee Faculty of Arts member
- Director (Learning and Teaching)
- Manager (Student Administration)
- The chairs of all departmental learning and teaching committees, and an additional member of staff for every department constituted by forty or more continuing academic staff appointments
- One member of professional staff
- One member of staff from the Learning and Teaching Centre
- One member of staff from the Macquarie Library
- Two students—one graduate and one undergraduate—nominated by Mentors@Macquarie

The Faculty Learning and Teaching Committee currently has three working groups, membership of which is open to any interested staff member, including casual and contract staff:

7.3.4 Assessment Working Group

This committee, constituted in the main by nominated assessment mentors from all departmental learning and teaching committees, focuses on the implementation of the Macquarie assessment policy. Members exchange information on assessment tasks, the connection of assessment tasks with the University’s graduate capabilities, assessment standards, and the benchmarking of assessment standards against national and international practices.

7.3.5 Capstone Working Group

This committee, the membership of which is open to any interested member of staff and a student nominated by Mentors@Macquarie, focuses on the implementation of the guidelines relating to capstone units in the White Paper on Curriculum reform, particularly those concerning the completion of a portfolio of work.

7.3.6 Student Induction Working Group

This committee, the membership of which is open to any interested member of staff and a student nominated by Mentors@Macquarie or Telemachus Angels, focuses on the implementation of the guidelines relating to induction in the White Paper on Curriculum reform. Its primary aim is to ensure that induction activities are coordinated across the faculty and that they reflect disciplinary practices.

7.3.7 Departmental Learning and Teaching Committees

Every department in the faculty has its own learning and teaching committee, the chair of which is a member of the Faculty Learning and Teaching Committee. Departmental Learning and Teaching Committees meet at least four times per year.

7.3.7.1 Departmental L&T Membership

A minimum of three staff members from every department, one of who will be the chair, and one of whom will be the designated assessment mentor. A
library liaison officer will also assist in departmental learning and teaching committees in unit and program development work.

7.3.8 Student Experience Sub-Committee

Frequency of meetings: every 6 weeks

The major aims of the student experience sub-committee are to ensure that initiatives, policies and procedures are in place to create a learning environment in which respect and support for the development of students as individuals is demonstrated, and to develop effective strategies for retention and widening participation in the activities of the University.

7.3.8.1 Student Experience Sub-committee Membership

- Senate Learning and Teaching Committee Faculty of Arts member (chair)
- Associate Dean (L&T)
- Director (Learning and Teaching)
- Manager (Student Administration)
- Six members of the academic staff of the Faculty not being members of the Faculty Board, who are academic advisors, nominated by the Executive Dean
- One member of professional staff
- One member of staff from the Macquarie Student Transition Program
- Two students—one graduate and one undergraduate—nominated by Mentors@Macquarie or Telemachus Angels

7.3.9 Internationalisation Sub-Committee

Frequency of meetings: monthly

The activities of the Internationalisation Sub-committee reflect the three primary aims of Macquarie’s Internationalisation strategy (2008): to incorporate inter-cultural and global perspectives into research, learning and teaching activities and community service engagement; to enhance and ensure the quality of educational activities and strategic partnerships; and to diversify recruitment, curricula and student experience.

7.3.9.1 Internationalisation Sub-committee Membership

- Executive Dean (or nominee)
- Associate Dean (L&T)
- Associate Dean (HDR)
- Associate Dean (Research)
- Six members of the academic staff of the Faculty not being members of the Faculty Board, nominated by the Executive Dean
- One member of professional staff
- One member of staff from the Macquarie International
- Two students—one graduate and one undergraduate—nominated by Mentors@Macquarie or Telemachus Angels.

7.4 Grants and Awards

The Faculty and University’s goals to develop and support quality teaching practice; foster connections between research and teaching and recognise and reward excellence and innovation in teaching and learning are supported by Faculty Priority
Grants, Research-Teaching Nexus Grants, a Learning and Teaching Fellowship and Teaching Awards.

7.4.1 Collaborative Priority Grants

6 x $2500, 1 round per annum, due 8 May

These grants—which are aligned with the University and Australian Learning and Teaching Council (ALTC) priority schemes—will be available on a competitive basis for teams to initiate projects that assist the implementation of faculty-wide and university-wide strategic projects. In 2009, these priorities will be:

- Responding to Student feedback
- Student engagement
- Graduate capabilities
- Assessment standards
- Establishing or renewing Participation Units
- Assessment in Capstone units

Applicants will have to indicate how the project helps to advance the implementation of the above priorities, how it connects with existing research on learning and teaching, how the funds will be used, and how the outcomes and impact of the project will be assessed. All recipients will be expected to report back on outcomes at one of the Faculty’s or University’s L&T forums or professional development workshops and through a brief written grant acquittal report due at the end of December in the same year awarded.

Only collaborative teams of two or more staff or at least one staff member and one student from two or more disciplines will be funded. Academic, Professional, continuing, contract and sessional staff will be able to apply. Students will be encouraged to apply. Uses of technology will also be considered, as recommended by the Technology in Learning and Teaching Plan. Applications will be no more than 4 pages in length, one of which must be the cover sheet). Applications will be assessed by a panel consisting of: The Executive Dean, the Associate Dean (L&T), a member of staff who has won a university teaching award, a student, and a representative from the Learning and Teaching Centre. The application form is available in appendix 2.

7.4.2 Research-Teaching Nexus Grants

6 x $2500 (split with research), 1 round per annum, due 10 July 2009

These grants—which are aligned with goal 4 in the University’s Learning and Teaching Plan—will be available on a competitive basis for student-staff teams to initiate projects that foster the research-teaching nexus, which includes the following dimensions:

- drawing frontier research into learning activities;
- designing learning activities around contemporary research issues;
- providing opportunities for undergraduate or postgraduate coursework students to undertake research projects;
- encouraging students to engage with the research culture of departments;
- drawing on research into learning and teaching to change learning activities
- conducting research into learning and teaching with students

Applicants will have to indicate how the project addresses one of the above dimensions, how it connects with existing research on learning and teaching, how the funds will be used, and how the outcomes and impact of the project will be assessed. All recipients will be expected to report back on outcomes at one
of the Faculty’s or University’s L&T forums or professional development workshops and through a written grant acquittal report due at the end of December in the same year awarded.

Only collaborative student-staff teams of two or more will be funded. Applications with teams involving coursework or undergraduate students are particularly welcome.

Uses of technology will also be considered, as recommended by the Technology in Learning and Teaching Plan. Applications will be no more than 4 pages in length, one of which must be the cover sheet). Applications will be assessed by a panel consisting of: The Executive Dean, the Associate Dean (L&T), the Associate Dean (Research), the Associate Dean (HDR), a member of staff who has won a university teaching award, a student, and a representative from the Learning and Teaching Centre. The application form is available in appendix 2.

7.4.3 Faculty L&T Fellowship: Teaching Quality Scoping Project

1 x $5000, annual, topic changes annually, Expressions of Interest due 6 March 2009

This project is designed to augment the ALTC-funded Teaching Quality Indicators Project, in which Macquarie is a key participant. It also addresses Goal 5, objective 1 of the Learning and Teaching Plan, devoted to identifying, recognizing and rewarding quality learning and teaching. The TQI project aims to identify indicators and metrics at an institutional level.

This project explores the idea of indicators from a different angle, that of student and staff perceptions. By tracking student and staff perceptions of teaching quality indicators through questionnaires and interviews, it aims to provide an evidence base that might be compared with the proposed institutional indicators, allowing for the identification of understandings, gaps or disjunctions that might support or hinder development, recognition and reward activities.

The funds will be used to support the work of a faculty L&T fellow over the full scope of 2009. The recipient will be expected to report back on outcomes to the Senate Learning and Teaching Committee and TQI team through written or verbal reports and through a written grant acquittal report due at the end of December in the same year awarded. Applicants will provide an Expression of Interest and curriculum vitae, the first of which will be no more than four pages in length (one of which must be the cover sheet). Applications will be assessed by a panel consisting of: The Executive Dean, the Associate Dean (L&T), a member of staff who has won a university teaching award, a student, and a representative from the Learning and Teaching Centre. The application form is available in appendix 2.

7.4.4 Faculty of Arts Teaching Awards

5 x $1000, 1 round per annum, July

The purpose of these awards is to recognise and reward the contributions that individuals and teams make to the quality of student learning in the Faculty. They are open to academic staff (continuing, contract or sessional), professional staff and student groups. Up to 5 individuals or teams will receive a certificate and $1000 budgetary support which can be used to support for teaching or marking relief or research assistance in the immediate year. The timing of the awards is to allow sufficient space for applicants to work on applications for University and then ALTC submission.

Award winners are eligible to be nominated for Vice-Chancellor's Citations for Outstanding Contribution to Student Learning or Vice-Chancellor's Awards for Programs that Enhance Learning, and if successful, Vice-Chancellor's Awards
for Teaching Excellence and ALTC Citations for Outstanding Contributions to Student Learning or Awards for Teaching Excellence.

The awards are open to both individual members of staff, teams of staff and/or teams of staff and students, and student groups. Staff of any level can apply, and early career applicants are welcome. Teams may be of any size, however, applications may name no more than five members. Winners of Faculty awards are not eligible for re-nomination in the same category within three years of receiving an award. Previously unsuccessful applicants are eligible and encouraged to apply.

As these awards are the main mechanism by which University and ALTC teaching award applicants are identified, applicants address the same criteria that are used for those awards. The nomination will be judged on the quality of the application against the criteria and the extent to which they show evidence (in the written statement) that their contribution has:

- influenced student learning, student engagement or the overall student experience, as reflected in statements and evaluations by students;
- gained recognition from fellow staff, the institution, and/or the broader community

7.4.4.1 Criteria

Applicants should select one of the following criteria:

1. **Approaches to teaching and (to) learning support that influence, motivate and inspire students to learn.**

   This may include: fostering student development by stimulating curiosity and independence in learning; contributing to the development of students’ critical thinking skills, analytical skills and scholarly values; encouraging student engagement through the enthusiasm shown for learning and teaching; inspiring and motivating students through high-level communication, presentation and interpersonal skills; and enabling others to enhance their approaches to teaching

2. **Development of curricula, resources and services that reflect a command of the field**

   This may include: developing and presenting coherent and imaginative resources for student learning; implementing research-led approaches to learning and teaching; demonstrating up-to-date knowledge of the field of study in the design of the curriculum and the creation of resources for learning; communicating clear objectives and expectations for student learning; providing support to those involved in the development of curricula and resources; and contributing professional expertise to enhance curriculum or resources

3. **Approaches to assessment, feedback and learning support that foster independent learning.**

   This may include: integrating assessment strategies with the specific aims and objectives for student learning; providing timely, worthwhile feedback to students on their learning; using a variety of assessment and feedback strategies; implementing both formative and summative assessment; adapting assessment methods to different contexts and diverse student needs; and contributing professional expertise to enhance assessment and/or feedback

4. **Respect and support for the development of students as individuals.**

   This may include participating in the effective and empathetic guidance and advising of students; assisting students from equity and other demographic
subgroups to participate and achieve success in their courses; and influencing the overall academic, social and cultural experience of higher education

5. Scholarly activities and service innovations that have influenced and enhanced learning and teaching.

This may include: showing advanced skills in evaluation and reflective practice; participating in and contributing to professional activities related to learning and teaching; coordination, management and leadership of courses and student learning; conducting and publishing research related to teaching; and demonstrating leadership through activities that have broad influence on the profession.

Form of Application: The core element of the application is a written statement of no more than 3 A4 pages in length in which the applicant addresses one of the criteria. The application should be headed by the applicant’s name and the selected criterion. The margins may be no smaller than 2cm and the application may be completed in nothing smaller than Arial 11pt. In addition, applicants should include one reference of no more than one A4 page in length by a person who has observed the applicant’s contribution to selected criterion.

7.4.4.2 Selection Committee

The Executive Dean, the Associate Dean (L&T), a member of staff who has won a university teaching award, a student, and a representative from the Learning and Teaching Centre.

Staff of any level are welcome to nominate themselves for a Faculty Award. Strategies to identify excellent teachers also include discussions on student feedback between the Associate Dean (L&T) and Heads of Department, Performance Development Reviews (PDR) undertaken by staff and their supervisors, analysis of grant application and Teaching Index results, nominations by other staff and students and the ‘I Know an Excellent Teacher’ button in the learning and teaching pages of the Faculty website. The achievements of the Faculty’s Excellent Teachers are recognized every year at its Learning, Teaching and Research Forum.

7.4.5 Funded Initiatives for 2009

The Faculty of Arts Learning and Teaching Budget is informed by one key objective: to build the capacity of staff and students in the short and longer term by supporting, encouraging, disseminating and rewarding research-inspired, evidence-based and student-centred practice. The various initiatives address that objective by providing:

- support for those new to teaching, and ongoing professional development; and
- venues for staff and students to communicate about their projects.

All of the initiatives will in turn provide the Associate Dean (L&T), the Director (L&T), Manager (Student Admin) a multi-angle view of the development needs of staff, allowing them to identify short and longer-term needs, and to identify individuals and groups that can contribute to non-funded initiatives, including leadership roles.

An explanation of each of these items follows.

7.4.5.1 Foundations in (e)Learning and Teaching Scholarships

30 x $500 allocation per annum
Goal 1, objective 1 of the Learning and Teaching Plan requires that all new teaching staff (including casual and adjunct) demonstrate attainment of the FleLT (Foundations in eLearning and Teaching) program goals within two years of commencement. This initiative, in conjunction with the local offering of FleLT that is planned, aims to address the typically low uptake of the program by staff in the three Divisions. A key barrier to participation has been the lack of relief or support given to participants. This initiative addresses that problem through the provision of marking relief for continuing staff, and payment for attendance for sessional staff and PhD students. Funding will be linked to the completion of the assessment task in the unit, which forms one third of the Postgraduate Certificate in Higher Education. Completion of either not only brings immediate rewards to departments via the Teaching Index, but also ensures that staff have the opportunity to connect with the scholarship of teaching and teaching exemplars from the faculty. Connection to these things will put the faculty on a stronger footing when it comes to both grant and awards applications, internal and external. Departments with fewer than 40 continuing staff will be able to nominate 2–3 people for scholarships; departments with more than 40 continuing staff will be able to nominate 3–4. If a Department does not nominate a full quota, those scholarships will be redistributed, or a second round called.

Departmental Learning and Teaching committees will put forward nominations in line with the following guidelines:

- The scholarships are open to all continuing, contract or sessional staff, or PhD students who currently teach more than two hours per week in semester; and
- Priority should be given to new appointments, early career staff, staff planning to apply for promotion or L&T grants, or staff who have indicated that they are in need of development as a teacher.

FleLT is also open to individuals who do not hold a scholarship, but the total enrolment per semester will be capped at 25.

7.4.5.2 Project Officer: Student Evaluation and Feedback

1 x $20000, 2009 Priority

In 2009, activities associated with responding to student feedback have been designated as a high priority for quality enhancement. This project officer will liaise with staff awarded priority grants in this area, and work with staff in departments to develop or refine practices concerning responses to the Learner Experience of Unit survey (LEU), the Early Evaluation Template and the Course Experience Questionnaire (CEQ), the Graduate Destination Survey (GDS) and the Australasian University Survey of Student Engagement (AUSSE) (all discussed in 3.4 below). The project officer will also emphasise the connection between actions taken in response to student feedback and strategic budgeting. The project officer will be hired on a fractional basis, at level 7, step 1, and will be supervised by the Associate Dean (L&T).

7.4.5.3 Student Feedback on Award and Promotion Applications (‘Student Voice’)

1 x $1200 allocation per annum

This initiative addresses goal 1, objectives 1 and 3 of the Learning and Teaching Plan, which aim to promote a culture of professional learning, and student-centred teaching. It does so by making the services of a student (or
students) available to provide feedback from a learner’s perspective on staff award and promotions applications. The primary task of these students is to encourage staff to consider their applications from the perspective of student experiences. Applications and feedback on those applications suggest that this is the dimension that most often needs drawing out in staff applications. The student(s) will be hired on a casual basis, and will be required to agree to the discussions being confidential. Their services will complement those of the AD(L&T) and the Director (L&T) in assisting staff. The allocation amounts to 36 hours at HEW level 5, step 1, the level that student researchers are customarily offered.

7.4.5.4 Faculty L&T Forum

1 x $1000 allocation per annum, timing to be set to avoid clash with University forum

Goal 1, objective 2 of the Learning and Teaching Plan calls upon Faculties to organised forums that will highlight excellent practice in learning and teaching. The Faculty of arts will hold one forum per annum, to complement the University forum. The forum will provide opportunities for short presentations on projects, and workshops led by those who have undertaken projects. In 2009, the Forum will be focused on Assessment Standards, and will provide an opportunity for the assessment mentors appointed in semester 2, 2008 in all departments in the three Divisions to share innovations and provide a snapshot of progress in implementing the assessment policy. Professional Staff will also be invited to present on their role in supporting the processing of assessment tasks. The 2010 forum will be dedicated to the research-teaching nexus. The allocation will be for catering. Resources will be provided online via the learning and teaching repository.

7.4.5.5 Faculty L&T Workshops

1 x $300 allocation per annum, 8 workshops (with the possibility of repeats)

This initiative combines professional development and mentoring (L&T Plan, Goal 1, Objective 2). The workshops will present a mixture of examples of innovation and professional development priorities. As with current workshops, attendance will be open, enrolment sizes will vary (presentations will have higher caps than workshops) and attendance will be recorded. A register of professional development is already kept in HUMN, and SCMP participants have been added since September 2008. The record is used to identify staff that can provide support in their areas or participate in faculty initiatives, and can be used as evidence in award and promotions applications. The topics for the first four workshops will be set when a greater fraction of unit guides are entered online and development needs across the faculty become more apparent, but at this stage they will likely include linking assessment to unit outcomes, responding to student feedback, finding research on a learning and teaching topic and writing about your teaching. Appointment of a Director (L&T) will also allow for the firming up of a timetable. The funding will be for catering. Resources will be provided online via the L&T repository. This initiative will help to inform a University-wide project to identify more advanced-level activities for experienced teachers.

7.4.6 Policy Rapid Response Funding

Learning and teaching policy development is going through a dynamic phase at Macquarie at the moment. $5000 of the L&T budget is set aside for any ‘rapid
response’ initiatives needed to ensure that development work with staff is undertaken to ensure awareness and compliance.

### 7.5 Learning and Teaching Budget Summary

<table>
<thead>
<tr>
<th>Item title</th>
<th>Number</th>
<th>Value</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative Priority Grants</td>
<td>6</td>
<td>$2500</td>
<td>$15000</td>
</tr>
<tr>
<td>Research-Teaching Nexus Grants</td>
<td>6</td>
<td>$2500</td>
<td>$7500 (split with research)</td>
</tr>
<tr>
<td>Faculty L&amp;T Fellowship: Teaching Quality Scoping Project</td>
<td>1</td>
<td>$5000</td>
<td>$5000</td>
</tr>
<tr>
<td>Project Officer: Student Evaluation and Feedback</td>
<td>1</td>
<td>$20000</td>
<td>$20000</td>
</tr>
<tr>
<td>Teaching Awards</td>
<td>5</td>
<td>$1000</td>
<td>$5000</td>
</tr>
<tr>
<td>Student Voice</td>
<td>1</td>
<td>$1700</td>
<td>$1700</td>
</tr>
<tr>
<td>FleLT Scholarships</td>
<td>30</td>
<td>$500</td>
<td>$15000</td>
</tr>
<tr>
<td>L&amp;T Forum</td>
<td>1</td>
<td>$1000</td>
<td>$1000</td>
</tr>
<tr>
<td>Workshops (x 8)</td>
<td>1</td>
<td>$300</td>
<td>$300</td>
</tr>
<tr>
<td>Policy Rapid Response Funding</td>
<td>1</td>
<td>$5000</td>
<td>$5000</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td><strong>$75000</strong></td>
</tr>
</tbody>
</table>

### 7.6 Quality Enhancement of Learning and Teaching

The Faculty of Arts is committed to quality enhancement in learning and teaching. To achieve this, the faculty has developed a number of initiatives and procedures that ensure alignment with the Macquarie University Quality Enhancement Policy, learning and teaching policies and national frameworks, and which provide opportunities for staff to introduce and monitor innovations. These procedures also provide the evidence necessary for departments to undertake budgetary, unit, program and staff development.

All of the procedures are underpinned by the belief that a quality enhancement culture is created and sustained when there is collective ownership of units, majors and programs of study.

#### 7.6.1 Renewal of Units, Majors and Programs and Triggered Reviews

Two key forms of unit, major and program review are undertaken in the Faculty of Arts. The first—Major or Program Renewal—is undertaken as part of a regular monitoring of programs, the second—triggered review—is triggered when evidence indicates that a significant reconfiguration or repositioning of a major or program may be appropriate.

#### 7.6.1.1 Renewal of Units, Majors and Programs

Proposals for new or renewed units, majors and programs are submitted to the Faculty Standards and Quality Committee in accordance with its published deadlines. The Faculty Standards and Quality Committee has been delegated the authority to consider and formulate recommendations to Academic Senate with respect to the schedule of units to be offered by the
Departments are also asked to report against a number of learning and teaching metrics and questions in an annual review to the Dean. This annual report provides the basis for the justification of budgetary strategies at departmental and faculty level.

### 7.6.1.2 Triggered Reviews

Reviews of programs or majors might occasionally be necessary outside of the regular cycle of review. They are triggered by evidence of certain kinds, and require a response according to a procedure set down by the University (Procedures for Reviews Procedure).

Evidence concerning learning and teaching activities that triggers a review may include:

- a worsening trend or sudden change in key performance indicators, such as a large drop or increase in enrolments or a significant change in student progress rates; or
- consistent student feedback suggesting that their learning experiences have been less than satisfactory; or
- mounting concern over the viability of the program given changes in staffing or changes in student choice of majors; or
- a change in the external climate such as a competitor institution commencing a comparable program; or
- the need to re-accredit a professional degree; or
- the need to examine a major or program because of concern over its administration, functioning or viability; or
- poor graduate destination outcomes

The Executive Dean has been delegated the authority to initiate a trigger review of a major or program and to establish its terms of reference, but normally acts in consultation with the relevant Head of Department. (Macquarie University Calendar of Governance and Rules 2008, Division Rules, 14A, Macquarie Unit Guide Procedure and Macquarie Assessment Procedure).

### 7.6.1.3 Annual Renewal of Unit Guides

Macquarie University has both a unit guide and assessment policy (online at Policy Central, [http://www.mq.edu.au/policy/index.htm](http://www.mq.edu.au/policy/index.htm)), the latter of which mandates that assessment tasks are to be designed and administered in ways that foster a focus on improvement and learning both on the part of students and their teachers.

Reflecting the requirements of these policies, unit guides for undergraduate and postgraduate coursework units in the Faculty of Arts are completed via the web-based application Unit Guide Online (UGO), and must be refreshed for every offering. All unit guides remain drafts in the system until approved by the Head of Department after advice from the Departmental Learning and Teaching Committee. Once approved, print or electronic versions of unit guides are made available to students no later than the first scheduled class of the study period. Approved unit guides are archived in UGO for five years, with guides from the current year open to perusal by members of staff within a department and by the Associate Dean (L&T), the Director (L&T), the Manager (Student Administration) and the Executive Dean. The Head of Department is the authority that reviews all draft Unit Guides to ensure they comply with the Unit Guide Policy and the Assessment Policy (Macquarie University Calendar of Governance and Rules 2008, Division Rules, 14A, Macquarie Unit Guide Procedure and Macquarie Assessment Procedure).
In relation to the assessment policy, the Associate Dean (L&T) has been delegated the authority to consider and formulate recommendations to the Executive Dean with respect to requests for the use an examination worth more than 60% of a unit grade or the employment of fewer than three varied assessment tasks, or modification of assessment tasks, learning outcomes or required materials in undergraduate or postgraduate units within a study period (Macquarie University Calendar of Governance and Rules 2008, Division Rules, 14A, Macquarie University Unit Guide Policy, Macquarie University Assessment Policy).

Requests for the use of group work in which contributions of individual students cannot be identified and the work is not graded on a pass/fail basis or for group work worth more than 30% of the unit grade should be submitted to the FSQC. The FSQC has been delegated the authority to consider and formulate recommendations to APC with respect to the use of group work assessment tasks that depart from these rules (Macquarie University Calendar of Governance and Rules 2008, Division Rules, 14A, Macquarie Unit Guide Procedure and Macquarie Assessment Procedure).

7.6.1.4 Recommendation of Unit Results

All recommendations for grades in undergraduate and postgraduate units in the Faculty of Arts are accompanied by a Recommendation of Unit Results Report, which is completed via the web-based application Unit Guide Online (UGO) according to published departmental deadlines. OUA and offsite programs are also covered by this procedure, and must include information on the moderation processes used to ensure the equitable treatment of students. All Recommendation of Unit Results Reports remain drafts in the system until approved by the Head of Department after a departmental discussion.

The Head of Department has been delegated the authority to consider and formulate recommendations to the Faculty Learning and Teaching Committee with respect to the results of students in units or programs of study offered by the Faculty. (Macquarie University Calendar of Governance and Rules 2008, Division Rules, 14A, Macquarie Unit Guide Procedure and Macquarie Assessment Procedure). The Executive Dean is the authority that recommends the final results for all undergraduate and postgraduate coursework units and all enabling units for undergraduate programs to Senate (Macquarie University Calendar of Governance and Rules 2008, Division Rules, 14A, Macquarie University Assessment Procedure).

7.6.2 Monitoring and Development of Units, Majors and Programs: Student Feedback

There are at least four major forms of evidence that can be utilised by departments to undertake budgetary, unit, program and staff development:

- Student feedback;
- Peer observation and review;
- Comparison of performance against institutional, national or international benchmarks or performance indicators; and
- Feedback from end-users (eg professional associations, employers, clients)

The Faculty of Arts encourages the use of all of these forms of evidence in planning and review activities. It also has procedures to ensure that student feedback surveys and peer observation are undertaken in a coordinated fashion.
and that they are used to foster the collective development of learning and teaching activities.

Macquarie employs a four-tiered system for the collection of student feedback:

<table>
<thead>
<tr>
<th>Level</th>
<th>Instrument</th>
<th>Disseminated to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>Early Evaluation Template (Mark 1)</td>
<td>Administrator only</td>
</tr>
<tr>
<td></td>
<td>Learner Experience of Teaching (LET)</td>
<td>Administrator only</td>
</tr>
<tr>
<td>Unit</td>
<td>Early Evaluation Template (Mark 2)</td>
<td>Administrator only</td>
</tr>
<tr>
<td></td>
<td>Learner Experience of Unit (LEU)</td>
<td>Administrator: all responses; Head of Department Associate Dean (L&amp;T), Executive Dean, (individual unit results and aggregated results), general public via the Provost’s website (aggregated results only): numerical scores on closed questions</td>
</tr>
<tr>
<td></td>
<td>Learner Experience of Distance Education</td>
<td>Administrator: all responses; Head of Department, Associate Dean (L&amp;T), Executive Dean: numerical scores on closed questions</td>
</tr>
<tr>
<td>Department/Faculty</td>
<td>Macquarie University Student Evaluation Questionnaire (Undergraduate &amp; Postgraduate) (MUSEQ-U &amp; MUSEQ-P)</td>
<td>Head of Department, Associate Dean (L&amp;T), Executive Dean, general public via the Provost’s website</td>
</tr>
<tr>
<td>Institution</td>
<td>Course Experience Questionnaire (CEQ), including Graduate Destination Survey (GDS)</td>
<td>Head of Department, Associate Dean (L&amp;T), Executive Dean, general public via the Provost’s website</td>
</tr>
</tbody>
</table>

The Associate Dean (L&T) has been delegated the authority to consider and formulate recommendations to the Executive with respect to staff and student requests to utilize instruments for the collection of student feedback other than those listed above (Macquarie University Calendar of Governance and Rules 2008, Division Rules, 14A). Use of instruments other than the ones listed above is heavily restricted to prevent ‘survey fatigue’ among students, and to ensure that the activities of the Faculty comply with University ethics guidelines on the conduct of research with human subjects.

7.6.2.1 Monitoring and developing units, majors and programs using student feedback and peer observation

Every year, departments will review one third of their undergraduate and postgraduate units using the Learner Experience of Unit (LEU) instrument. The LEU consists of three sections:

1. 14 mandatory, fixed questions which are the same across the whole University;

2. 10 additional questions, five of which are the same across the faculty (approved by the Faculty Learning and Teaching Committee), and five of which are the same across the department;

3. 3 spaces for respondents to write comments as text, each prompted by one of 3 general questions.
Heads of Department are to establish the schedule of unit evaluation (LEU) and the schedule of teacher evaluation (LET) in consultation with the Associate Dean (L&T), and to instruct the Departmental Administrator to order LEU surveys for the units nominated. Requests for LET surveys are to be undertaken by individual staff members. After the return of LEU results, the Head of Department will organise a staff meeting in which aggregated results for each of the LEU questions—minus the identification of units or individuals—are discussed and actions identified. In order to increase the effectiveness of the evidence, results will also be compared with previous aggregated results, where available. The Department's response to the feedback provided will form the basis of its response in the Learning and Teaching section of annual review documents submitted to the Executive Dean;

Two regular reports—one connected to semester one, one connected to semester two—to the Faculty Learning and Teaching committee on responses to student feedback; and

A departmental statement about actions arising from feedback, and current feedback priorities in the Feedback section of unit guides.

Use of the LEU will be complemented by the department-wide use—including sessional staff—of either the Early Evaluation Template or the Peer Observation Templates developed by the Learning and Teaching Centre (http://www.mq.edu.au/learningandteachingcentre/about_lt/evaluation.htm). The Head of Department will determine the order in which these complementary instruments are to be used at least once over a two-year period. The Early Evaluation Template questionnaire, and peer observations are to be used prior to the mid-semester break. In a staff meeting scheduled just after the break, all teaching staff will be asked to discuss—without seeing the surveys or reports filled out on other individuals—the activities that are going well, priorities for development and (in the case of early evaluation) what feedback is to be given to students and how. That feedback will be delivered to students within two weeks after the mid-semester break. Training and support in peer observation and responding to student feedback will be provided to all teaching staff by the faculty.

7.6.2.2 Responses to the CEQ/GDS and AUSSE

All graduates of Australian universities are invited to respond to a Course Experience Questionnaire (CEQ) and the Graduate Destination Survey (GDS). The CEQ looks at perceptions on five aspects of courses—the quality of teaching; the clarity of goals and standards; the nature of the assessment; the level of the workload; and the enhancement of their generic skills—and a global satisfaction scale. Details of the structure of each of these components is as follows:

- Good Teaching (GTS): 6 questions, measures student perception of teaching. It focuses on feedback, motivation, attention, understanding of problems and skill in explaining concepts.
- Generic Skills (GSS): 6 questions, measures student perception of generic skills (graduate attributes) development achieved in their courses.
- Intellectual Motivation (IMS): 4 questions, measures student perceptions of the impact of the course in inspiring and enabling individuals, as well as a global item enabling students to evaluate their overall university experience.
• Graduate Qualities (GQS): 6 questions, this section explores attitudes and perspectives related to the relevance of the course for lifelong learning.
• Learning Community (LCS): 5 questions, focuses on student perceptions of the social experience of learning at university.
• Overall Satisfaction, 1 question, which calls for a response to the statement ‘Overall, I was satisfied with the quality of this course’

Every year, the CEQ results are made available to the general public via the Provost’s website. These results form part of deliberations for awarding Learning and Teaching Performance Funding, which can provide a significant injection of funds to undertake learning and teaching projects in faculties. Every year, each department will respond to CEQ results for its area as part of annual review prepared for the Dean. In formulating their responses, departments are asked to compare CEQ and GDS results for their area across several years in order to identify trends, to compare their results with the feedback provided via the LEU and early evaluation template and with comparable areas from another university offering a similar program (if available) and to consider the reasons for low completion rates (if applicable).

Results from the AUSSE (Australasian University Survey of Student Engagement)—administered by ACER—will all be reported on an institutional basis to faculties. Staff are asked to consider this dimension of feedback when they review and plan activities, if AUSSE data is available.

7.6.3 Supporting Learners: The HESA Act

In line with the Higher Education Support Act 2003 (HESA), when materials or services are a required part of a program, staff cannot charge students for them unless the material, or service, or an alternative is also available free. The following items must be provided to students at no cost,

• unit guides (paper or electronic);
• university access to computers or other online resources where such is needed to complete a unit satisfactorily;
• examinations or assessments, including practical assessment, which, for example requires the services of musical accompanists

Where there is a required text for a unit, or a set of course notes, or equipment, at least one copy of that textbook or notes or piece of equipment must be available in the library, either in open access or in the reserve collection, or in the teaching space used. Convenors are encouraged to deposit readings collated in course notes in e-reserve, to ensure equitable access for all students.

7.6.4 Academic Honesty

In cases where plagiarism by a student or group of students is suspected, staff should follow the procedure set down by Senate, which can be found at: http://www.student.mq.edu.au/plagiarism/procedures.pdf. Forms relating to that procedure are included in appendix 3 of this document. The FSQC has been delegated the authority to consider and formulate recommendations to the Executive Dean with respect to the minimum percentage of student work that will be checked either manually or electronically every year to ensure that information has been used ethically. This is in addition to routine acts of marking and checking (Macquarie University Calendar of Governance and Rules 2008, Division Rules, 14A). If the check is manual, staff must:
• inform students that their work will be subjected to random checks, and that a record of work checked will be maintained by the convenor;
• select work randomly;
• inform a student upon request whether his or her work has been subject to random checking.

7.6.5 Staff Development

Effective teaching not only stems from mastery of a discipline; it also flows from familiarity with, and expertise in, contemporary understandings of learning and teaching a discipline. Major scheduled opportunities for staff development in learning and Teaching are the annual learning and teaching forum, regular staff learning and teaching workshops and the Foundations in (e)Learning and Teaching Program. A list of participants in the forum and workshops is maintained by the office of the Associate Dean (L&T), and participants will also be asked whether they are willing to help their Head of Department with initiatives connected with the forum or workshop topics. The centrally maintained database of participation will be considered in staff applications for promotion as evidence of commitment to ongoing development and quality enhancement.

7.6.5.1 Foundations in (e)Learning and Teaching and the Postgraduate Certificate in Higher Education (FiLeLT)

Recognising the value of professional development in the development of a culture of professional learning, Macquarie requires that all teaching staff—continuing, contract and sessional who teach for more than two hours per week—demonstrate the attainment of the unit outcomes for FiLeLT within two years of commencement (Macquarie University Learning and Teaching Plan, 2008–2012, goal 1, objective 1). The Faculty of Arts runs a local version of FiLeLT, and also has guidelines that can be applied when staff wish to demonstrate that they have attained its outcomes.

Foundations Unit Description

This unit offers participants an interactive introduction to the main dimensions of learning and teaching at Macquarie and in a university. Building upon participants’ experience and knowledge, practical activities are undertaken concerning the research and policy contexts for learning and teaching, student engagement and interaction, learning environments and technologies, managing large and small classes, connecting research and teaching, student feedback, peer observation and self reflection for quality enhancement.

Foundations is offered twice yearly. It is open to all staff, including sessional staff and PhD students who teach for more than two hours per week. 30 scholarships are available annually to support staff undertaking the unit. The unit guide is visible to all staff via UGO, and is also placed on the faculty website. At the completion of the unit, staff would be ordinarily expected to be able to demonstrate the learning outcomes listed in table 1.

Articulation to ACES871: Learning and Teaching in Higher Education, which constitutes one third of the Postgraduate Certification in Higher Education at Macquarie is possible with the successful completion of the foundations unit. Articulation requirements are set out in the Foundations unit guide.

7.6.5.2 Demonstrating attainment of the Foundation in (e)Learning and Teaching program’s unit outcomes

Continuing or fixed-term contract staff who teach more than two hours a week and sessional staff who are expected to teach more than two hours per
week for more than two semesters in the Faculty can demonstrate attainment of the FleLT program unit outcomes by:

1. Evidence of the award of an accredited qualification in higher education teaching recognised as equivalent to the Postgraduate Certificate in Higher Education at Macquarie; or

2. An Australian Learning and Teaching Award for Teaching Excellence or Citation for Outstanding Contribution to Student Learning or a national or international award recognised as equivalent; or

3. Evidence of extensive teaching experience, including unit convening, two unit guides that demonstrate the alignment of learning outcomes, assessment tasks, assessment standards and priority areas for feedback; evidence of response to student feedback provided in an early evaluation form or an LET or LEU; and at least one peer observation report that considers the staff member’s activities in relation to the AVCC guidelines on effective teaching.

Demonstrations of attainment should be submitted to the Head of Department in the first instance, and forwarded with a memo of support to the Associate Dean (L&T). It is expected that staff will either complete the program, or demonstrate attainment of its outcomes within two years of an offer of employment being accepted.

7.6.5.3 Mentoring of New Staff

Mentoring is an important demonstration of Macquarie’s commitment to quality enhancement in learning and teaching. Every new staff member at level A to C, including those in research-only, contract, OUA or sessional positions (where the last involves regular teaching for more than two hours per week), should be paired with a more experienced staff member who is willing and available to give advice over a one-year period on a variety of work matters relating to learning and teaching, higher degree supervision and research. Staff should not be mentored by their direct supervisors, including PhD supervisors. New staff hired at level D or E should be given access to short-term advice from at least one staff member on specific problems, procedures or projects.

Heads of Department are probably best placed to make recommendations about the pairing of mentors with mentees. If a staff member would like to be mentored by someone outside of his or her discipline, or a Head of Department recommends such, then the staff member of Head of Department should contact the Director (L&T) to make arrangements.

Those selected to be mentors should be committed to assisting the new staff member and have excellent interpersonal and communication skills. They should be prepared to contact or receive contact from the new staff member on at least a monthly basis and to set out the arrangements for contact (eg email, meetings, duration of meetings, suggested topics for discussion) and respect the mentee’s requests for confidentiality, if needed. They are encouraged to suggest topics for discussion as well as to work through issues or problems.

Further guidelines for mentoring are under development by the three Faculty Associate Deans.

7.6.6 Internal to External Grants and Awards Track

As a demonstration of its commitment to the provision of aligned initiatives in learning and teaching, the Faculty requires that applications for institutional, state and national teaching awards be advanced by holders of Faculty Learning
and Teaching Awards. The criteria and process for the identification of faculty award winners is outlined at 2.5 above.

Additionally, all those wishing to seek a Macquarie learning and teaching grant (Competitive or Learning and Teaching Priority Grants, Emerging Technologies or Teaching Equipment Grants) or fellowship application are required to submit their application first to the faculty learning and teaching grants panel in accordance with the published schedule. Applicants will be provided with both verbal and written feedback, and an opportunity to make changes before the Associate Dean (L&T) and Executive Dean provide endorsement.

7.7 Communicating Learning and Teaching

One of the main means by which faculty learning and teaching activities are communicated to staff is via its learning and teaching website. The learning and teaching website, which is password protected, hosts Unit Guide Online (discussed in 3.2 above), a record of the minutes of the faculty committees associated with learning and their respective terms of reference and membership lists, learning and teaching resources and presentations, faculty learning and teaching plans, reports against those plans and copies of draft policies and procedures and learning and teaching discussion papers that the faculty and University would like the staff to comment upon. It also hosts a rolling calendar of events and closing dates for activities (eg handbook entries) and grant and award applications. Staff wishing to notify others of an upcoming learning and teaching event in their discipline or department or to place resources on the website should contact the Director (L&T) or the AD (L&T).

7.8 Faculty of Arts Learning & Teaching Calendar

Acronyms

- ALTC = Australian Learning and Teaching Council
- FLTC = Faculty Learning and Teaching Committee
- FSQC = Faculty Standards and Quality Committee
- ISC = Internationalisation Sub-Committee
- SESC = Student Experience Sub-Committee
- SLTC = Senate Learning and Teaching Committee

<table>
<thead>
<tr>
<th>2009</th>
<th>Activities</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>• ISC meeting</td>
<td>• -</td>
</tr>
<tr>
<td>February</td>
<td>• SESC meeting</td>
<td>• 4 Feb</td>
</tr>
<tr>
<td></td>
<td>• Closing Date ALTC Fellowship</td>
<td>• 6 Feb</td>
</tr>
<tr>
<td></td>
<td>• SLTC meeting</td>
<td>• 11 Feb</td>
</tr>
<tr>
<td></td>
<td>• FSQC meeting</td>
<td>• 11 Feb</td>
</tr>
<tr>
<td></td>
<td>• FLTC meeting</td>
<td>• 18 Feb</td>
</tr>
<tr>
<td>March</td>
<td>• Closing Date Faculty L&amp;T Fellowship</td>
<td>• 6 Mar</td>
</tr>
<tr>
<td></td>
<td>• FSQC meeting</td>
<td>• 11 Mar</td>
</tr>
<tr>
<td></td>
<td>• FLTC meeting</td>
<td>• 18 Mar</td>
</tr>
<tr>
<td></td>
<td>• Closing Date ALTC Leadership for Excellence in Learning and Teaching Program</td>
<td>• 19 Mar</td>
</tr>
<tr>
<td></td>
<td>• SLTC meeting</td>
<td>• 25 Mar</td>
</tr>
<tr>
<td>April</td>
<td>• SESC meeting</td>
<td>• 1 Apr</td>
</tr>
<tr>
<td></td>
<td>• FSQC meeting</td>
<td>• 8 Apr</td>
</tr>
<tr>
<td></td>
<td>• Closing Date ALTC Priority Projects Program</td>
<td>• 8 Apr</td>
</tr>
<tr>
<td></td>
<td>• Workshop – Writing about Teaching in Promotions and Award Applications</td>
<td>• 8 Apr</td>
</tr>
<tr>
<td></td>
<td>• FLTC meeting</td>
<td>• 29 Apr</td>
</tr>
<tr>
<td>Month</td>
<td>Events</td>
<td>Dates</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------------------------------------</td>
<td>-------------</td>
</tr>
</tbody>
</table>
| May    | • Closing Date ALTC Citations for Outstanding Contributions to Student Learning  
• SLTC meeting  
• FSQC meeting  
• Faculty Closing Date MQ Competitive Grants Scheme, MQ Teaching Equipment Grants Scheme  
• FLTC meeting | • 1 May  
• 6 May  
• 6 May  
• 8 May  
• 27 May |
| June   | • SESC meeting  
• FSQC meeting  
• SLTC meeting  
• FLTC Examinations meeting | • 1 May  
• 3 Jun  
• 6 May  
• 10 Jun  
• 17 Jun  
• 30 Jun |
| July   | • FSQC meeting  
• Closing Date Faculty Teaching Awards, Faculty Research-Teaching Nexus Grants Scheme  
• Closing Date ALTC Awards for Teaching Excellence and Carrick Awards for Programs that Enhance Learning  
• SLTC meeting | • 1 May  
• 3 Jun  
• 6 May  
• 8 May  
• 10 Jul  
• 17 Jun  
• 10 Jul  
• 29 Jul |
| August | • SESC meeting  
• Faculty Closing Date Round 2 of MQ Competitive Grants, Emerging Technology Grants, L&T Priority Grants, Teaching Equipment Scheme  
• FSQC meeting  
• FLTC meeting | • 1 May  
• 3 Jun  
• 6 May  
• 8 May  
• 5 Aug  
• 12 Aug  
• 7 Aug  
• 19 Aug |
| September | • SLTC meeting  
• FSQC meeting  
• FLTC meeting  
• SESC meeting | • 1 May  
• 3 Jun  
• 6 May  
• 8 May  
• 9 Sep  
• 12 Sep  
• 16 Sep  
• 30 Sep |
| October | • FSQC meeting  
• FLTC meeting  
• SLTC meeting | • 1 May  
• 3 Jun  
• 6 May  
• 8 May  
• 7 Oct  
• 14 Oct  
• 21 Oct  |
| November | • FSQC meeting  
• Closing Date all MQ L&T Award Applications  
• Closing Date MQ L&T Fellowships  
• FLTC meeting | • 1 May  
• 3 Jun  
• 6 May  
• 8 May  
• 11 Nov  
• 13 Nov  
• 13 Nov  
• 18 Nov |
| December | • SLTC meeting  
• FLTC Examinations meeting  
• FSQC meeting  
• SESC meeting | • 1 May  
• 3 Jun  
• 6 May  
• 8 May  
• 2 Dec  
• 8 Dec  
• 9 Dec  
• 16 Dec |
7.9 Learning & Teaching Appendixes

7.9.1 Terms of Reference for Faculty of Arts Committees in the Area of Learning and Teaching

7.9.1.1 Faculty Standards and Quality Committee

- To develop and implement appropriate qualitative and quantitative indicators of performance in the areas of learning and teaching, higher degree research and research, taking into account national and international standards and benchmarks, and to oversee and monitor their use;
- To advise the Executive Dean and Associate Deans on priority areas for evaluation and quality assurance and enhancement in learning and teaching, higher degree research and research activities;
- To develop procedures to ensure that a developmental cycle of reflection, innovation, monitoring and feedback operates on a routine basis in academic and professional activities that touch on learning and teaching, higher degree research and research;
- To make recommendations to the Executive Dean and Associate Deans on appropriate actions to improve the quality of learning and teaching, higher degree research and research activities;
- To advise and make recommendations to the Executive Dean regarding the plans of Departments to modify the structure, content, method of delivery, naming, fee level, entry, articulation or completion requirements in award courses to ensure that these programs align with University and national standards and priorities;
- To advise and make recommendations to the Executive Dean regarding the plans of Departments to establish or modify offsite programs or partnerships to ensure that they align with University and national standards and priorities;
- To advise and make recommendations to the Executive Dean regarding departmental reports on compliance with University policies in the areas of learning and teaching, higher degree research and research;
- To monitor the effectiveness of programs designed to facilitate the transition of students into award courses or from courses into careers; and
- To establish and maintain procedures for communication to ensure that faculty staff, faculty management and the Senate Academic Program committee are informed of recommendations and initiatives.

7.9.1.2 Faculty Learning and Teaching Committee

- To foster the collaborative development of research-inspired, evidence-based and student-focused learning and teaching practices that align with the goals of the University;
To exchange and disseminate information on departmental, faculty and university learning and teaching innovations, policy development or policy change and proposals for new or modified programs or units of study;

To advise the Executive Dean and Associate Dean (L&T) on priority areas for quality enhancement in learning and teaching activities;

To assist the Faculty Standards and Quality Committee in the development of appropriate qualitative and quantitative indicators of performance in learning and teaching activities that will be used by departments in a routine developmental cycle of reflection, innovation, monitoring and feedback;

To develop and monitor progress against a faculty learning and teaching plan that aligns with the goals of the University’s learning and teaching plan;

To obtain regular reports from all departments regarding compliance with University policies, alignment with University strategies and local initiatives in the areas of learning and teaching;

To establish working parties where needed to develop learning and teaching strategies, implementation plans and procedures;

To advise and make recommendations to Senate with respect to the results of students in units or programs of study offered in the faculty, including those offered by Macquarie in Open Universities Australia programs;

To establish and maintain procedures for communication to ensure that faculty staff, departmental learning and teaching committees, faculty management and the Senate Learning and Teaching Committee are informed of recommendations and initiatives.

7.9.1.3 Departmental Learning and Teaching Committees

To foster the collaborative development of research-inspired, evidence-based and student-focused learning and teaching practices;

To disseminate information on departmental, faculty and university learning and teaching innovations, policy development or policy change and proposals for new or modified programs or units of study;

To report five times a year to the Faculty Learning and Teaching Committee on local activities and initiatives in the areas of learning and teaching, including compliance with policies, alignment with university initiatives or plans and responses to student feedback;

To advise and make recommendations to the Head of Department with respect to the results of students in units or programs of study offered by the department, including those offered by Macquarie in Open Universities Australia programs;

To advise and make recommendations to the Head of Department with respect to the compliance of learning and teaching activities with the assessment and unit guide policies,

To report on a yearly basis to the Faculty Standards and Quality Committee on enrolment, retention and graduation rates and any longer term trends in any major, unit or program offered by the department;

To ensure that Handbook entries are checked and modified where necessary every year;

To submit requests for modifications to delivery and the resolutions of any major or program where necessary in a timely fashion to the Faculty Standards and Quality Committee; and
• To assist the Head of Department in creating and supporting a developmental cycle of reflection, innovation, monitoring and feedback in learning and teaching activities.

7.9.1.4 Student Experience Sub-Committee

• To foster the collaborative development of student-focused learning and teaching practices;
• To develop procedures that promote the effective and empathetic provision of services to students;
• To monitor the quality of service provision to students, and to provide appropriate advice to the Associate Deans and Executive Dean on service development;
• To advise the Faculty Learning and Teaching Committee and Heads of Department on priority areas for quality enhancement in student experience of learning and teaching activities;
• To support the Faculty Learning and Teaching Committee and Faculty Standards and Quality Committee in developing performance indicators and procedures that ensure that student feedback plays a pivotal part departmental review cycles;
• To develop and monitor strategies that aim to broaden recruitment into and foster success in University award courses;
• To develop and monitor performance indicators that focus on student transition, both into University Award courses, and after graduation and assist departments in the identification of major trends;
• To establish and maintain procedures for communication to ensure that faculty staff, the Faculty Learning and Teaching Committee, faculty management, Student Support Services and the Student Transition Program are informed of recommendations and initiatives.

7.9.1.5 Internationalisation Sub-Committee

• Develop initiatives, procedures and performance indicators that foster the incorporation of international and inter-cultural perspectives into learning and teaching and research activities;
• To advise the Faculty Learning and Teaching Committee and Heads of Department on priority areas for staff development in teaching and supervising for diversity;
• To promote globally relevant and recognised research through coordinated collaboration with partner institutions and industry, and to monitor linkages in alignment with University policies, procedures and initiatives;
• To promote globally relevant and recognised learning and teaching activities through coordinated collaboration with partner universities and industries, and to monitor linkages in alignment with University policies, procedures and initiatives;
• To support the Faculty Learning and Teaching Committee and Faculty Standards and Quality Committee in developing performance indicators and procedures that ensure that statistics and other information relating to international academic linkages in the faculty, and student uptake of international opportunities plays a pivotal part departmental review cycles;
• To develop and monitor strategies that aim to broaden recruitment into and foster success in University award courses;
• To assist the Faculty Standards and Quality Committee in the development and implementation of appropriate qualitative and
quantitative indicators of performance in the areas of learning and
teaching, higher degree research and research, taking into account
international standards and benchmarks, and to oversee and monitor
their use;

- To establish and maintain procedures for communication to ensure that
  faculty management, faculty staff, the Faculty Learning and Teaching
  Committee, Faculty Research Committee, Faculty Higher Degree
  Research Committee and University Internationalisation Committee are
  aware of its recommendations and initiatives.
### Table 1: Foundations in (e)Learning and Teaching: Learning Outcomes and linked institutional, national and international frameworks and indicators

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Linked MQ Framework</th>
<th>Linked National Framework/Indicators</th>
<th>Linked International Framework/Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain the significance of Macquarie University policies and plans in relation to their own learning and teaching activities.</td>
<td>• Macquarie University Learning and Teaching Plan, 2008–2012&lt;br&gt; • Macquarie University Technology in Learning and Teaching Plan, 2009–2012&lt;br&gt; • Internationalisation@Macquarie University&lt;br&gt; • Macquarie@50&lt;br&gt; • Macquarie University Policy Central</td>
<td>• ALTC Teaching Quality Indicators Project: Benchmark Statements for the Reward and Recognition of Learning and Teaching, and Quality Assessment&lt;br&gt; • ACODE Benchmarks, Benchmark 1</td>
<td></td>
</tr>
<tr>
<td>2. Identify activities that foster student-centred learning and engagement.</td>
<td>• Macquarie University Learning and Teaching Plan, 2008–2012, Goal 1, objective 1&lt;br&gt; • Macquarie University Technology in Learning and Teaching Plan, 2009–2012, Goal 4, objective 1 (a, d, e)</td>
<td>• AVCC Guidelines for Effective University Teaching, 1.1.1–1.2.5, 1.3.4&lt;br&gt; • Australian Qualifications Framework, Higher Education Sector graduate attributes</td>
<td>• The UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education&lt;br&gt; • Dublin Descriptors for First, Second and Third Cycle Awards</td>
</tr>
<tr>
<td>3. Identify activities that incorporate intercultural and global perspectives into learning and teaching activities</td>
<td>• Macquarie University Learning and Teaching Plan, 2008–2012, Goal 6, objective 1&lt;br&gt; • Internationalisation@Macquarie, Learning and Teaching&lt;br&gt; • Macquarie@50, goal 16</td>
<td>• Venturous Australia, 2008, p. 22</td>
<td>• TUNING Educational Structures in Europe, Generic Competencies&lt;br&gt; • Jane Knight, ‘Internationalisation Remodeled’, Journal of Studies in International Education, 2004, vol. 8(1), 5–31, table 4</td>
</tr>
<tr>
<td>4. Demonstrate how to align unit outcomes with assessment tasks and standards and the provision of feedback to students</td>
<td>• Macquarie University Assessment Policy and Procedure&lt;br&gt; • Macquarie University Unit Guide Policy and Procedure</td>
<td>• AVCC Guidelines for Effective University Teaching, 1.3.1–1.3.3, 1.3.8</td>
<td>• Bloom’s Taxonomy&lt;br&gt; • Biggs’ Structure of the Observed Learning Outcome (SOLO) Taxonomy&lt;br&gt; • TUNING Educational Structures in Europe, Generic and Specific Competencies</td>
</tr>
<tr>
<td>5. Propose a research-teaching nexus activity and locate relevant scholarship of learning and teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Macquarie University Learning and Teaching Plan, 2008–2012, Goal 4, objectives 1–3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• AVCC Guidelines for Effective University Teaching, 1.2.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• ALTC, The Teaching-Research Nexus: Quality Assurance and TRN Indicators</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Higher Education Academy, Linking Teaching and Research in Disciplines and Departments, 2007</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Formulate priorities for improvement in learning and teaching activities on the basis of student and peer feedback and self reflection.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Macquarie University Learning and Teaching Plan, 2008–2012, Goal 2, objective 1</td>
</tr>
<tr>
<td>• AVCC Guidelines for Effective University Teaching, 1.3.12</td>
</tr>
<tr>
<td>• TUNING Checklist for Curriculum Evaluation</td>
</tr>
</tbody>
</table>
7.9.2 **Institutional and National policy and regulatory frameworks and benchmarks that inform the activities of the Faculty Standards and Quality Committee**

- ACODE Benchmarks for the use of technology in learning and teaching
- Australian Code for the Responsible Conduct of Research
- Australian Qualifications Framework
- AVCC Provision of Education to International Students; Code of Practice and Guidelines for Australian Universities
- CAUL Principles for Library Services to Offshore Students to Support Learning and Teaching (updated 2007)
- Excellence in Research for Australia Initiative (2008)
- Macquarie University Policy Central
- National Protocols for Higher Education Approval Processes (MCEETYA 2007)
- National Statement on Ethical Conduct in Human Research (2007)
- The Learning and Teaching Performance Fund Criteria

7.9.3 **Cover Sheet for Grant or Fellowship Application**

On following page.
## 1. Scheme Selected (please identify one)

- Faculty Learning and Teaching Fellowship: Teaching Quality (due 6 March)
- Collaborative Priority Grants (due 8 May), select priority area addressed:
  - Responding to Student feedback
  - Student engagement
  - Graduate capabilities
  - Assessment standards
  - Establishing or renewing Participation Units
  - Assessment in Capstone units
- Research-Teaching Nexus Grants (due 10 July)

## 2. Applicant Contact Details

<table>
<thead>
<tr>
<th>Title:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First Name:</td>
<td></td>
</tr>
<tr>
<td>Last Name:</td>
<td></td>
</tr>
<tr>
<td>Phone Ext.</td>
<td></td>
</tr>
<tr>
<td>Fax:</td>
<td></td>
</tr>
<tr>
<td>Mobile:</td>
<td></td>
</tr>
<tr>
<td>Email:</td>
<td></td>
</tr>
<tr>
<td>Department:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First Name:</td>
<td></td>
</tr>
<tr>
<td>Last Name:</td>
<td></td>
</tr>
<tr>
<td>Phone Ext.</td>
<td></td>
</tr>
<tr>
<td>Fax:</td>
<td></td>
</tr>
<tr>
<td>Mobile:</td>
<td></td>
</tr>
<tr>
<td>Email:</td>
<td></td>
</tr>
<tr>
<td>Department:</td>
<td></td>
</tr>
</tbody>
</table>

One of the applicants in the Research-Teaching Nexus Scheme must be a student.

## Section 3: Endorsement by Head(s) of Department(s)

<table>
<thead>
<tr>
<th>Endorsed By:</th>
<th>Name:</th>
<th>Signature and date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Endorsed By:</th>
<th>Name:</th>
<th>Signature and date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Section 4: Grant/Expression of Interest Details

Fellowship applicants should attach three pages, outlining the method(s) they will use to address the topic of Teaching Quality, a brief summary of relevant research in the area, a budget with justification, and a curriculum vitae (no more than two pages, not included in the above page total.

Collaborative Priority and Research-Teaching Nexus grant applicants should attach three pages, outlining the title of the project, the method(s) they will use to address the topic selected, a brief summary of relevant research in the area, and a budget with justification.

Attach the Application Form to your Grant Application and forward 1 paper and one electronic copy to Catherine McMahon in the Ground Floor Enquiry Office, W6A.
Student Administration
8 Faculty of Arts – Student Administration (Learning and Teaching)

8.1 Student Administration Management Structure

8.2 Faculty of Arts Student Administration Introduction

Student Administration is a crucial administrative function within the Faculty of Arts. The Student Administration section falls under the Associate Dean Learning and Teaching and works with the Associate Dean and Director Learning and Teaching to provide the administrative support for all student administration activities in the Faculty of Arts.

8.3 Staffing

8.3.1 Faculty Student Administration Manager

The Manager, Student Administration is responsible for providing high level strategic and operational support across the full range of academic program and student administration activities within the Faculty. Working closely with the
Associate Dean, Learning and Teaching, the Manager will also play a key role in the implementation of the Faculty's Learning and Teaching plan, and the development of an environment in the Faculty that supports and engages its students.

8.3.2 Major Responsibilities

- Provide advice, information and guidance to the Faculty executive to ensure compliance with the University’s Calendar of Governance, Legislation & Rules.

- Manage the implementation and administration of new and existing units and coursework programs and student administration policies together with the development, implementation and review of procedures that support the strategic goals in learning and teaching of the University, Faculty and Departments.

- Manage all aspects of student and course administration within the Faculty including the annual planning cycle for all core Learning and Teaching and student support activities, including:
  - student engagement, enquiries and support, admissions and enrolments, class management, timetabling, student progression, examinations, appeals, grievances, assignment collection and distribution, graduation, prizes and prize giving; and
  - programs administration including the Undergraduate and Postgraduate Schedules of Units and Programs and Faculty program entries in the Undergraduate and Handbooks and other publications.

- Provide advice and support to the Associate Dean, Learning and Teaching in the development, implementation and review of academic programs, undertaking high-level research and analysis of relevant information, reports and data on a broad range of student and course related matters.

- Develop and maintain a focus on student engagement and high level support through the development and management of a student services centre within the Faculty.

- Develop and implement effective and sustainable quality assurance processes for student support services and programs administration within the Faculty.

- Manage and maintain the Faculty’s strong and effective working relationships with all sections of the Office of the Provost, the Academic Registrar’s Office and Macquarie International and ensure compliance with the University’s processes and deadlines.

- Provide strategic advice and executive support to the Faculty’s Learning and Teaching Committee and the Faculty Board, ensuring compliance with University’s Calendar of Governance.

8.3.3 Faculty Student Administration Staff

Further work to be developed.
8.4 Student Administration Reference Sites

The following reference sites will be included on the faculty page with the long term goal to develop Faculty of Arts information sheets on each aspect of Student Administration processes for easy interpretation and reference by Faculty staff.

Support Services: [http://www.sss.mq.edu.au/](http://www.sss.mq.edu.au/)

This site includes references to the Counselling Services, Equity Support and Financial Advice.

Services for Students: [http://www.student.mq.edu.au/](http://www.student.mq.edu.au/)

8.5 Student Administration Activities

The table on the following page identifies the activities managed by the Student Administration area within the Faculty of Arts.

It highlights the location of Faculty and University based forms, where the responsibility lies and who is contact person for any questions relating to the relevant activity.
<table>
<thead>
<tr>
<th>TASK</th>
<th>RESPONSIBILITY</th>
<th>FORM TYPE</th>
<th>CONTACT NAME</th>
<th>AUTHORITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMIS (Users approvals, audits, training)</td>
<td>X</td>
<td>X</td>
<td>Catherine McMahon</td>
<td>Manager Student Administration</td>
</tr>
<tr>
<td>Appeal Against Grade</td>
<td>X</td>
<td>Staff Form</td>
<td>Catherine McMahon</td>
<td>Associate Dean, Learning and Teaching</td>
</tr>
<tr>
<td>Appeals Against Exclusions</td>
<td>X</td>
<td>N/A</td>
<td>Catherine McMahon</td>
<td>Executive Dean of Faculty</td>
</tr>
<tr>
<td>Class Management</td>
<td>X</td>
<td>N/A</td>
<td>Dept. Admin</td>
<td>Unit Convenor</td>
</tr>
<tr>
<td>Coordination of Enrolment</td>
<td>X</td>
<td>X</td>
<td>Susan Omundsen</td>
<td>Manager Student Administration</td>
</tr>
<tr>
<td>Credit for Previous Study (CPS)</td>
<td>X</td>
<td></td>
<td>Arts Student Centre Staff</td>
<td>Dept Exemptions Officer</td>
</tr>
<tr>
<td>Exam Meetings</td>
<td>X</td>
<td></td>
<td>Marnie Hughes-Warrington</td>
<td>Executive Dean of Faculty</td>
</tr>
<tr>
<td>Exam papers, composition of</td>
<td>X</td>
<td>X</td>
<td>Catherine McMahon</td>
<td>Unit Convenor</td>
</tr>
<tr>
<td>Exams - Results Entry</td>
<td>X</td>
<td>N/A</td>
<td>Dept. Admin</td>
<td>Head of Dept</td>
</tr>
<tr>
<td>Exam timetables and instruction</td>
<td>X</td>
<td></td>
<td>Catherine McMahon</td>
<td>Manager Student Administration</td>
</tr>
<tr>
<td>Exams - Change of Grade</td>
<td>X</td>
<td></td>
<td>Catherine McMahon</td>
<td>Head of Dept</td>
</tr>
<tr>
<td>Exams - Sign off reports</td>
<td>X</td>
<td>X</td>
<td>Catherine McMahon</td>
<td>Executive Dean of Faculty</td>
</tr>
<tr>
<td>Graduation (qualification, procession, ceremony volunteers, speakers)</td>
<td>X</td>
<td></td>
<td>Catherine McMahon</td>
<td>Manager Student Administration</td>
</tr>
<tr>
<td>Handbooks and Publications</td>
<td>X</td>
<td>N/A</td>
<td>Susan Omundsen</td>
<td>Associate Dean, Learning and Teaching</td>
</tr>
<tr>
<td>Honours Applications</td>
<td>X</td>
<td>X</td>
<td>Catherine McMahon</td>
<td>Executive Dean of Faculty</td>
</tr>
<tr>
<td>Incomplete Grade Request</td>
<td>X</td>
<td>X</td>
<td>Catherine McMahon</td>
<td>Associate Dean, Learning and Teaching</td>
</tr>
<tr>
<td>Lost Assignment Register</td>
<td>X</td>
<td>N/A</td>
<td>Arts Student Centre Staff</td>
<td>Manager Student Administration</td>
</tr>
<tr>
<td>Pathways/Open Day</td>
<td>X</td>
<td>N/A</td>
<td>Ross McGhee</td>
<td>Marketing Coordinator</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>X</td>
<td>X</td>
<td>STAFF</td>
<td>Executive Dean of Faculty</td>
</tr>
<tr>
<td>Postgraduate Applications</td>
<td>X</td>
<td>X</td>
<td>Catherine McMahon</td>
<td>Dept. PG Co-ordinator</td>
</tr>
<tr>
<td>Room Bookings (Bookings for Rm's W6A/107 &amp; W6A/707)</td>
<td>X</td>
<td>X</td>
<td>Arts Student Centre Staff</td>
<td>Manager Student Administration</td>
</tr>
<tr>
<td>Schedule of Units (proposals, discontinuance, resting, reinstatement)</td>
<td>X</td>
<td></td>
<td>Arts Student Centre Staff</td>
<td>Associate Dean, Learning and Teaching</td>
</tr>
<tr>
<td>TASK</td>
<td>RESPONSIBILITY</td>
<td>FORM TYPE</td>
<td>CONTACT NAME</td>
<td>AUTHORITY</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>----------------</td>
<td>-----------</td>
<td>-----------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Faculty Dept</td>
<td>Faculty Macquarie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Consideration</td>
<td>X</td>
<td>X</td>
<td>Catherine McMahon</td>
<td>Associate Dean, Learning and Teaching</td>
</tr>
<tr>
<td>Student assignments (submission, return,</td>
<td>X</td>
<td>X</td>
<td>Arts Student Centre Staff</td>
<td>Unit Convenor</td>
</tr>
<tr>
<td>disposal protocols)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Engagement (student societies,</td>
<td>X</td>
<td>N/A</td>
<td>Susan Omundsen</td>
<td>Manager Student Administration</td>
</tr>
<tr>
<td>mentoring)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Enquiries</td>
<td>X</td>
<td>N/A</td>
<td>Arts Student Centre Staff</td>
<td>Manager Student Administration - Advice regarding academic content will be referred as appropriate</td>
</tr>
<tr>
<td>Student Evaluation of Units (TEDs)</td>
<td>X</td>
<td>X</td>
<td>Dept. Admin</td>
<td>Unit Convenor</td>
</tr>
<tr>
<td>Student Files &amp; Records (tracking register)</td>
<td>X</td>
<td>N/A</td>
<td>Catherine McMahon</td>
<td>Depends on action required</td>
</tr>
<tr>
<td>Student Prizes</td>
<td>X</td>
<td>X</td>
<td>Fran Chandler</td>
<td>Marketing Coordinator</td>
</tr>
<tr>
<td>Timetabling - Classes</td>
<td>X</td>
<td>N/A</td>
<td>Unit Convenor</td>
<td>Dept. timetable officer</td>
</tr>
<tr>
<td>Undertake more than 14 Credit Points</td>
<td>X</td>
<td>X</td>
<td>Arts Student Centre Staff</td>
<td>Dept. Academic Advisor</td>
</tr>
<tr>
<td>Waiver</td>
<td>X</td>
<td>X</td>
<td>Arts Student Centre Staff</td>
<td>Unit Convenor</td>
</tr>
<tr>
<td>Withdrawal Requests</td>
<td>X</td>
<td>Staff Form</td>
<td>Student Form</td>
<td>Catherine McMahon Associate Dean, Learning and Teaching</td>
</tr>
</tbody>
</table>

Note: The electronic version of this document has hyperlinks to the required forms.
### Internet addresses and location of forms:

<table>
<thead>
<tr>
<th>TASK</th>
<th>FORM TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appeal Against Grade</td>
<td><a href="http://www.reg.mq.edu.au/Forms/Gradeappl.pdf">http://www.reg.mq.edu.au/Forms/Gradeappl.pdf</a></td>
</tr>
<tr>
<td>Credit for Previous Study (CPS)</td>
<td><a href="http://www.reg.mq.edu.au/undergrad/admissions/newstudents/CPSRequestSlip.pdf">http://www.reg.mq.edu.au/undergrad/admissions/newstudents/CPSRequestSlip.pdf</a></td>
</tr>
<tr>
<td>Exams - Change of Grade</td>
<td>See appendix</td>
</tr>
<tr>
<td>Exams - Sign off reports</td>
<td>See appendix</td>
</tr>
<tr>
<td>Graduation (qualification, procession, ceremony volunteers, speakers)</td>
<td><a href="http://www.graduation.mq.edu.au/dress_hire.htm">http://www.graduation.mq.edu.au/dress_hire.htm</a></td>
</tr>
<tr>
<td>Special Consideration</td>
<td><a href="http://www.reg.mq.edu.au/Forms/APScons.pdf">http://www.reg.mq.edu.au/Forms/APScons.pdf</a></td>
</tr>
<tr>
<td>Undertake more than 14 Credit Points</td>
<td><a href="http://www.reg.mq.edu.au/Forms/m14_CP.pdf">http://www.reg.mq.edu.au/Forms/m14_CP.pdf</a></td>
</tr>
<tr>
<td>Withdrawal Requests</td>
<td>See appendix</td>
</tr>
</tbody>
</table>

### 8.6 Student Administration Appendix

Faculty forms are on the following pages:
- Grade Appeal Response Form
- Request for a change of grade
- Results Summary Report
- Withdrawal Assessment Form
Faculty of Arts
Grade Appeal Response Form

TO: ________________________________________

CONVENOR OF: ________________________________

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>STUDENT ID</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The student named above has lodged an appeal for a change in their final grade. Attached is the student’s consultation form which outlines the reasons for their appeal.

☐ I have examined the student’s consultation form

For the Faculty to recommend a change in grade, we must be satisfied that the student’s reasons for a change in grade were substantial and satisfactory. Please complete this form and return to the Arts Student Centre in building W6A.

Based on the information given is there any evidence to suggest that any of the following has occurred during the course of the student’s study of this Unit? If so, please tick where appropriate:

☐ Unit Co-ordinator did not provide the outline as required.
☐ Assessment requirements as specified in the unit outline were varied in an unreasonable way.
☐ A clerical error has occurred in the computation of the grade.
☐ Due regard has not been paid to the evidence of illness or misadventure that was submitted by the specified date.
☐ Student has been disadvantaged in some way due to the conduct of the final examination.
☐ Examiner’s judgement was not objectively applied because of prejudice against the individual.

Appeal Report:


Your recommendation:
I support / do not support a change in grade for this student.

__________________________________________  ____________________________________________
Convenor’s Name (Please Print)                  Convenor’s Signature & Date

Form SCF-004
# Faculty of Arts

## Request for a Change of Grade

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student No.</th>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Semester and Year</th>
<th>RESULT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Current Grade</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Option (Please see over for University change of grade option)

<table>
<thead>
<tr>
<th>Reasons for Change of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
</tr>
</tbody>
</table>

UNIT CONVENOR: ____________________________ SIGNED: ____________________________ DATE: ____________

APPROVED BY HEAD OF DEPARTMENT: ____________________________ DATE: ____________

MANAGER STUDENT ADMINISTRATION – RESULTS PROCESSED: ____________________________ DATE: ____________

This form must be fully completed and forwarded to Catherine McMahon, Student Services Manager, W6A 713.

Form SCF-001
Select an Option for **Reasons for Change** Box on page over. In box indicate option and give a brief explanation.

<table>
<thead>
<tr>
<th>University Change of Grade Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Incomplete Resolved</td>
</tr>
<tr>
<td>B. Administrative error</td>
</tr>
<tr>
<td>C. Data entry error</td>
</tr>
<tr>
<td>D. Reassessment</td>
</tr>
<tr>
<td>E. Undergraduate appeal</td>
</tr>
<tr>
<td>F. Postgraduate appeal</td>
</tr>
<tr>
<td>G. Academic senate</td>
</tr>
<tr>
<td>H. DCN investigation</td>
</tr>
<tr>
<td>I. Other Reason</td>
</tr>
</tbody>
</table>

This form must be fully completed and forwarded to Catherine McMahon, Student Services Manager, W6A 713.

Form SCF-001
A fully completed summary report for every Unit offered during the current semester must be presented with the signed Student Study Package Results sheets printed from AMIS.

### DISTRIBUTION OF GRADES

<table>
<thead>
<tr>
<th></th>
<th>HD</th>
<th>D</th>
<th>Cr</th>
<th>P</th>
<th>PC</th>
<th>F</th>
<th>FA/FW</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### FOR UNITS WITH AN ENROLMENT OVER 40*

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PC 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% HD + D</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PC 5 + PC 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% HD + D + CR</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Please refer to Summary Guidelines

**Comments:**
(Reason for Unit falling outside Guidelines must be included).

Signed: ____________________________  Date: ____________

Unit Convenor

Form SCF-002
Faculty of Arts

Withdrawal Assessment Form

TO: ________________________________

CONVENOR OF: ________________________________

<table>
<thead>
<tr>
<th>Student Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID</td>
<td></td>
</tr>
</tbody>
</table>

The student named above has submitted documentary evidence of serious unavoidable disruption to his/her studies.

The Student’s file is available for perusal in Manager Student Administration’s Office, W6A/713

☐ I have examined the student’s file.

For the Faculty to recommend a W grade we must be satisfied that the student’s classwork, before discontinuance, was satisfactory. Please complete below.

Has there been any participation by this student in your unit?

☐ No participation

☐ Some participation

If there has been some participation:

Date of last recorded participation:  /  / 200

Classwork report:


Your Recommendation: I support / do not support a W grade for the student (above) in this unit.

Convenor’s Name (Please Print) __________________________  Convenor’s Signature & Date __________________________

Faculty Head’s Authority Delegated Recommendation
Associate Professor Marnie Hughes-Warrington,
Associate Dean, Learning and Teaching, Faculty of Arts

Form SCF-003
Research
9 Faculty of Arts – Research

9.1 Faculty Research Management Structure

9.2 Faculty of Arts Research Activities and Goals

Research activities in the Faculty of Arts reflect the University’s commitment to the following goals:

- To establish and support a pervasive and inclusive research culture.
- To achieve national and international prominence in key areas of research strength.
- To increase the number of commencing and completing high quality HDR candidates.
- To develop international research collaborations.
- To use our research-strength for the benefit of Australia and the community.
9.3 Research Priorities

In order to implement these goals the Faculty of Arts is committed to the following Research Priorities in 2009:

9.3.1 Research Priority 1
– Profiling Research Potential and Standing

To promote recognition of both the potential and standing of research in Arts-related disciplines, as distinct from the natural sciences, it is strategic to develop research benchmarks appropriate to all disciplines in the Faculty. This involves:

- Increasing the number of research active staff in the Faculty to the MQ@50 goal of 80% in 2014
- developing a database of research outputs and achievements across all disciplines in the Faculty
- identifying research opportunities for professional, practice-based and traditional academic disciplines, and
- establishing research benchmarks appropriate to all disciplines within the Faculty.

9.3.2 Research Priority 2
– Increase Research Output across the Faculty

Increase research output in all disciplines, using research indicators relevant to those disciplines including, for example, DEST proxy publication rates, production of creative works, and SSRN submission rates in 2009.

9.3.3 Research Priority 3
– Increase Internal and External Grant Application Rates:

Increase per capita rate of competitive research grant applications for 2009/10.

9.3.4 Research Priority 4
– Build Research Critical Mass:

Build and promote within and beyond the University distinctive research masses and research centres/clusters in strategic areas with particular emphasis on cross-disciplinary collaboration on projects with MQ COREs and MQ Research Centres in the Faculty of Arts.

9.3.5 Research Priority 5
– Foster an enhanced Research-Teaching Nexus:

Enable academic staff to demonstrate and apply research expertise including creative (practice-led) research in undergraduate teaching and postgraduate research training and evaluate the relevance of foundation and upper level elective units in relation to:

- disciplinary skills and graduate attributes, and
- demonstrated research expertise of academic staff.
9.3.6 Research Priority 6
– Improve Multiple Research Audience Engagement:

Improve the level, means, and focus of research outreach to all relevant audiences (ie academic, professional/business audiences, governmental, and community audiences locally, nationally, and globally), through

- exploiting a variety of media for disseminating research,
- aligning research outputs/outcomes with areas where there is a demonstrable need for research (eg parliamentary enquiries, law and policy reform and other calls for research assistance and expertise),
- transforming of research/publication interests into specific individual and collective research projects,
- targeting institutional funding support, and
- strategically using various media, including scholarly print, public media, including film and broadcasting, and cultural institutions, including museums.
9.4 **Research Governance**

9.4.1 **Role of Associate Dean (Research)**

Leadership of Research activities in the Faculty is the responsibility of the Associate Dean (Research) with support from the Research Manager. The Associate Dean (Research) ensures alignment with University strategies and implementation plans and the communication of Arts initiatives through regular meetings with the Research Office and other Associate Deans (Research) and active participation in the MQ Research Management Committee. The Associate Dean (Research) reports to these groups, to the Faculty Board, Faculty Research Committee and communicates with Heads of Department, and individual academic researchers with meetings, and intranet research depositories.

9.4.2 **Committee Structure, Terms of Reference and Membership**

9.4.2.1 **Faculty of Arts Research Committee - 2009**

**Role:** To implement Macquarie University and Faculty of Arts research strategies and policies and promote research excellence within the Faculty.

The Committee reports through the Chair to the Executive Dean of the Faculty of Arts.

**Membership:**

- Chair of the Faculty Research Committee: Associate Dean (Research) for Faculty of Arts, *ex officio*
- Associate Dean (Higher Degree Research) for Faculty of Arts, *ex officio*
- Faculty Research Manager, *ex officio*
- Representative of each department of the Faculty of Arts, nominated by the Head of Department
- Representative of the MQ Research Centres and Concentrations of Research Excellence (CoREs) in the Faculty of Arts, nominated by the Executive Dean

**Terms of Reference:**

- To advise the Associate Dean (Research) and the Executive Dean of the Faculty of Arts on matters relating to the pursuit of research within the Faculty of Arts and Macquarie University.
- Develop, approve and be responsible for the implementation of the Faculty Research Strategic Implementation Plan (FRSIP) and associated budget strategy.
- Promote best practice in the conduct of excellent research and its administration in the Faculty of Arts.
- Be responsible for the administration and assessment of applications for any competitive funding schemes within the Faculty of Arts.
- The Committee will meet twice per semester and more frequently if Committee business requires.
• If a member cannot attend a meeting, the Head of Department will be
  asked to nominate someone to attend in their place.

• As Committee business requires, appropriate specialist will be invited to
  attend and contribute to Committee meetings (e.g. Executive Manager
  of Research Office, representatives from the Library).

• In extraordinary circumstances, the Chair in consultation with the
  Executive Dean if necessary can take action and make decisions in
  relation to the conduct of research within the Faculty of Arts without
  recourse to the Committee. Such action will be reported to the
  Committee at its next meeting.

• The Committee will establish a sub-committee of no less than 3
  members of the Committee to act as a Funding Selection Committee to
  review funding applications submitted and to determine which are
  eligible to receive funding on the basis of the stated selection criteria for
  any competitive funding schemes within the Faculty of Arts.

• Establish when required sub-committees to expedite specific tasks, with
  duration of no more than six weeks to complete their business and
  report back to the Chair of the Research Committee. Each sub-
  committee will be given specific terms of reference to define its role,
  timeline and reporting responsibilities.

9.4.2.2 Relevant Macquarie University Documents: (URLs)

• Code of Good Research Practice

• Policy on Intellectual Property

• Commercialisation Policy

• Research Ethics Policies
  http://www.research.mq.edu.au/researchers/ethics

• Research Strategic Plan
  To be advised

• Research Active Definition
  http://www.research.mq.edu.au/quality/definition
9.5 **2009 Faculty of Arts Funded Research Programs**

In 2009 Faculty funding will be utilised to support achieving the following Faculty research priorities:

<table>
<thead>
<tr>
<th>Faculty Research Priority</th>
<th>Program Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 6 Research Fair</td>
<td></td>
</tr>
<tr>
<td>2, 3 &amp; 4 Multidisciplinary project grants</td>
<td></td>
</tr>
<tr>
<td>2 &amp; 4 Cross-disciplinary research seminar series</td>
<td></td>
</tr>
<tr>
<td>2 &amp; 3 Researcher Workshops</td>
<td></td>
</tr>
<tr>
<td>5 Research-Teaching Nexus grants</td>
<td></td>
</tr>
<tr>
<td>3 Grant-writing workshops/application support</td>
<td></td>
</tr>
<tr>
<td>1 Business development</td>
<td></td>
</tr>
<tr>
<td>All Research expenditure</td>
<td></td>
</tr>
</tbody>
</table>

**One-day “Research Fair” in April 2009 (possibly with AD HDR)**

Rationale: To showcase the diversity of research across the Faculty, and to identify and encourage cross-disciplinary research opportunities.

Many academic staff currently have little knowledge of the work being done, and the staff involved in that work, outside their own department. This proposal is designed to redress that problem. The ADR will then proactively follow up on the Fair, putting individuals in touch with each other, and providing opportunities for subsequent meetings to develop cross-disciplinary projects.

**Multidisciplinary project grants**

Rationale: To facilitate the development of new research teams and research clusters that engage in multidisciplinary research.

In order to facilitate the development of new research teams and research clusters that engage in multidisciplinary research, teams of academic staff may apply. This project grant is open to teams whose members are drawn from at least two pre-existing Divisions or Departments. The team, and the project, must be new. Applications will not be considered from teams who are already part of a pre-existing Centre or research cluster (although individuals from Centres or clusters are eligible if the team and the project are demonstrably new). Performance outcomes include at least one application for a competitive internal grant at the University level within the 12 month life of the grant and at least one application for a competitive external grant in the following twelve months.

**Cross-disciplinary research seminar series**

Rationale: While some existing departments have established research seminar series, some do not.

In order to facilitate a vibrant multidisciplinary research culture in the Faculty of Arts, a Faculty-wide seminar programme will be funded. EOI statements will be called for potential seminar organisers to propose a seminar on a multidisciplinary theme designed to be of interest to the widest range of academics across the Faculty. EOI statements from teams including ECR and/or HDR presence will be encouraged. Each seminar is funded to allow for the requirement of including at least one high profile international academic in the program.
ECR workshops

Rationale: ECRs can feel isolated and lack direction. Knowledge of and participation in a vibrant research culture needs to be nurtured. These workshops are designed to both enthuse and inform ECRs of opportunities in research. Initially, the ADR will be contacting ECRs to identify what specific needs they have and how they can be most effectively addressed. These would be open to ECRs only and each would be costed to bring in a well-known Australian researcher.

As other research-related development needs are identified, in discussion with the HR Manager, the ADR will consider strategies to address these.

Research-Teaching Nexus Grants

See 7.4.2

Grant application support, including grant-writing workshops

Rationale: To utilise skills of grant award winners as mentors addressing different needs of academic staff and grant programs.

A series of workshops (tailored to and including New Staff Grants, Internal MQ Grants, External Competitive Grants, and ARC Discovery Grants, and Discovery Indigenous Researcher Development Scheme) will be held to enhance the grant writing skills of academic staff (eg, ECR and mid-career).

It is proposed to have ARC panel members visit and talk about the assessment process and avoiding areas of common mistakes.

9.6 Faculty of Arts Travel Policy

See 4.3.1.2.
9.7 Research Meetings and Activities Calendar - 2009

Acronyms
- FRC = Faculty Research Committee
- RMC = Research Management Committee
- RSPC = Research Strategy & Planning Committee

<table>
<thead>
<tr>
<th>2009</th>
<th>Activities</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>RMC meeting</td>
<td>28 Jan</td>
</tr>
<tr>
<td>February</td>
<td>RSPC meeting</td>
<td>11 Feb</td>
</tr>
<tr>
<td>March</td>
<td>FRC meeting</td>
<td>3 Mar</td>
</tr>
<tr>
<td></td>
<td>RMC meeting</td>
<td>25 Mar</td>
</tr>
<tr>
<td>April</td>
<td>RSPC meeting</td>
<td>8 Apr</td>
</tr>
<tr>
<td>May</td>
<td>FRC meeting</td>
<td>1st week</td>
</tr>
<tr>
<td>June</td>
<td>RSPC meeting</td>
<td>10 Jun</td>
</tr>
<tr>
<td></td>
<td>RMC meeting</td>
<td>24 Jun</td>
</tr>
<tr>
<td>July</td>
<td>-</td>
<td>Jul</td>
</tr>
<tr>
<td>August</td>
<td>FRC meeting</td>
<td>1st week</td>
</tr>
<tr>
<td></td>
<td>RSPC meeting</td>
<td>12 Aug</td>
</tr>
<tr>
<td>September</td>
<td>RMC meeting</td>
<td>30 Sep</td>
</tr>
<tr>
<td>October</td>
<td>RSPC meeting</td>
<td>21 Oct</td>
</tr>
<tr>
<td>November</td>
<td>FRC meeting</td>
<td>1st week</td>
</tr>
<tr>
<td>December</td>
<td>RSPC meeting</td>
<td>9 Dec</td>
</tr>
<tr>
<td></td>
<td>RMC meeting</td>
<td>16 Dec</td>
</tr>
</tbody>
</table>
9.8 Research Appendices

- Request for Research Multidisciplinary Project Grant
REQUEST FOR RESEARCH MULTIDISCIPLINARY PROJECT GRANT

This funding support is available to researchers to facilitate the development of new research teams and research clusters that engage in multidisciplinary research. This project grant is open to teams whose members are drawn from at least two pre-existing Divisions or departments. The team, and the project, must be new. Applications will not be considered from teams who are already part of a pre-existing Centre or research cluster.

Note: Up to two grants will be awarded in 2009

Please complete items 1-8 and submit the form together with any supporting documentation to the Faculty Research Officer.

1. Names

2. Amount requested

   * Maximum annual allocation is $5000

3. Details of Grant Application submitted by the Applicant

   Performance outcomes include at least one application for a competitive internal grant at the University level within the 12 month life of the grant and at least one application for a competitive external grant in the following twelve months.

   Note: Grant conditions stipulate individual research grant application must be made in the next available grant funding round

<table>
<thead>
<tr>
<th>Internal Grant: eg MQRDG</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year(s) of Grant Funding (eg 2009-2010)</td>
<td></td>
</tr>
<tr>
<td>Total Grant Amount Applied For</td>
<td></td>
</tr>
<tr>
<td>External Grant: eg ARC DP</td>
<td></td>
</tr>
<tr>
<td>Year(s) of Grant Funding (eg 2009-2010)</td>
<td></td>
</tr>
<tr>
<td>Total Grant Amount Applied For</td>
<td></td>
</tr>
<tr>
<td>Project Title</td>
<td></td>
</tr>
<tr>
<td>Project Summary (as provided in your grant application, ie main aims, significance and expect outcomes as provided in your grant application)</td>
<td></td>
</tr>
</tbody>
</table>

4. Other co-investigators on the grant application

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. How does the project relate to the development of the University Research Priority Areas?
6. Budget Information

<table>
<thead>
<tr>
<th>List and prioritise all requested items under appropriate heading, Priority: A (essential) B (necessary for maximum efficiency) C (desirable)</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personnel</strong> (eg salaries for research assistants to carry out preliminary literature reviews)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Personnel</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Travel</strong> (eg travel expenses for meetings with potential grant partners) (attach quotes if airtravel involved)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Travel</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong> (eg marking or teaching relief, non-travel costs supporting preliminary field research or site visits – travel related costs should be included under “Travel”)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Other</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Detailed justification of budget

Provide your justification on a separate page (confine your answer, using the headings Personnel, Travel and Other to maximum 1 page) and attach to this application.

8. Certification by applicant

I certify that all the details on this form are correct and complete. I confirm that where there may be resource implications on the Department in relation to this application, I have discussed these with the Head of Department and suitable arrangements will be made.

Applicant’s Signature: ________________________________________

Date: __________________

Associate Dean, Research’s Comments

☐ I confirm that this application satisfies the eligibility requirements of the Faculty Individual Research Funding Allocations guidelines for research grant application support.

☐ I recommend that the expenditure of up to $ ______________ be approved to support the proposed project.

______________________________________________________________

Signature (Associate Dean, Research) ____________________________