

Council OPEN Meeting

Schedule	Friday 23 November 2018, 8:30 — 12:30 AEDT
Venue	Council Room, Booloominbah, University of New England
Notes for Participants	PLEASE NOTE: 8:30 am pre-meeting for Council members only. Others attendees from 8:45 am.
Organiser	Gabrielle Price

Agenda

1. MEETING OPENING AND WELCOME COMMENTS 1

Recording of meeting: please note that the Secretary may make an audio recording of this meeting for the purpose of assisting with the preparation of the minutes. The recordings are stored securely and are erased at regular intervals after the minutes have been confirmed.

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We acknowledge the traditional custodians of this land we call New England and show respect to their Elders past and present.

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Presented by James Harris

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Council members are asked to disclose any material interest, consistent with Schedule 2A Clause 5, of the University of New England 1993 Act (NSW).


Presented by James Harris



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Council Members are asked to provide any update to their Disclosed Register of Interest to the Office of the Secretariat (form attached).

Presented by James Harris

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For Noting - Presented by Annabelle Duncan

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4.3. * Chair Academic Board Report #18118 36

Council is asked to:

1)NOTE the Chair of Academic Board Open report to Council, #18118; and
2)APPROVE, following the ENDORSEMENT and RECOMMENDATION of Academic Board Standing Committee on 13 November 2018, that:

a.Hayden Koudela (Bachelor of Computer Science with Honours);

b.Carolyn Sonter (Bachelor of Science with Honours); and

c.Annika Alexander (Bachelor of Science with Honours),

be awarded the University Medal at a 2018 summer graduation

ceremony;

3)NOTE the significant course proposals endorsed by Academic Board at the last meeting, including:

a.a new course proposal for a Graduate Certificate in Data and Cyber Management,

b.a number of significant course amendments, including to:

i.Bachelor of Laws (4yr);

ii.Bachelor of Zoology;

iii.Master of Psychology (Clinical); and

iv.Master of Professional Psychology;

c.the disestablishment of the Master of Natural Resource Governance;

and

d.the suspension of the both the Bachelor of Audiometry and Master of Nursing; and

4)NOTE the proposed Institutional Benchmark reporting (attachment 1).

For Approval - Presented by Mark Perry

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For Noting - Presented by Jonathan Powles

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8.1. Work Plan 2018 and Draft 2019 Work Plan #18109 74

Council is asked to:

1) NOTE the 2018 Open Council Work Plan #18109(1); and

2) ENDORSE the draft 2019 Open Council Work Plan #18109(2).

For Endorsement - Presented by Brendan Peet

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8.2. * Next Meeting and Close 86

The next Council meeting is scheduled for Thursday, 31 January 2018. This meeting will be held in the Council Room, Booloominbah, University of New England.

Presented by James Harris

1. MEETING OPENING AND WELCOME COMMENTS

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1.1. * Acknowledgement of Country

We acknowledge the traditional custodians of this land we call New England and show respect to their Elders past and present.

Presented by James Harris

1.2. * Apologies

Presented by James Harris

1.3. * Conflict of Interest Declaration

Council members are asked to disclose any material interest, consistent with Schedule 2A Clause 5, of the University of New England 1993 Act (NSW).

Presented by James Harris

CONFLICT OF INTEREST DECLARATION

Council members are asked to disclose any material interest, consistent with Schedule 2A clause 5 of the *University of New England Act 1993* (NSW).

5 Disclosure of material interests by Council members

(1) If:

(a) a member of the Council has a material interest in a matter being considered or about to be considered at a meeting of the Council, and

(b) the interest appears to raise a conflict with the proper performance of the member's duties in relation to the consideration of the matter,

the member must, as soon as possible after the relevant facts have come to the member's knowledge, disclose the nature of the interest at a meeting of the Council.

(2) A disclosure by a member of the Council at a meeting of the Council that the member:

(a) is a member, or is in the employment, of a specified company or other body, or

(b) is a partner, or is in the employment, of a specified person, or

(c) has some other specified interest relating to a specified company or other body or to a specified person,

is a sufficient disclosure of the nature of the interest in any matter relating to that company or other body or to that person which may arise after the date of the disclosure and which is required to be disclosed under subclause (1).

Council Members should also regularly disclose to the University Secretary (via the Secretariat secretariat@une.edu.au) any additions or changes to their Register of Interests statement. Keeping this "Register of Interests" statement up to date, includes providing details of changes to:

- Subsidiaries of the University of New England of which you or a close family member is a member of the key management personnel.
- All other entities of which you or a close family member is a Director or Board member (or equivalent) and that entity has, or there is a reasonable probability it may have, a material dealing involving or affecting the University or its controlled entities.
- Employment of you or a close family member by the University or a subsidiary of the University, including consultancies or other income for services rendered, during this financial year.
- Ministerial appointment of you or a close family member to statutory bodies.
- Material Business ownerships or part ownerships by you or a close family member, where a business has, or has a prospect of having, transactions with the University or a subsidiary of the University.
- Material Shareholdings in public and private companies by you or a close family member, where a company has, or has a prospect of having, transactions with the University or a subsidiary of the University.
- Any other transactions undertaken by you or a close family member, with the University or any of its subsidiaries during the financial year.
- Gifts, sponsored travel or hospitality received by you in the course of undertaking the duties of a Council member or Senior Executive, or received from a company, business or other entity undertaking transactions with the University or a subsidiary.
- Any other material interest where a conflict of interest or an appearance of conflict of interest with your duties as a Council member / Senior Executive could foreseeably arise.



1.4. Disclosed Register of Interest

Council Members are asked to provide any update to their Disclosed Register of Interest to the Office of the Secretariat (form attached).

Presented by James Harris



**UNE COUNCIL AND SENIOR EXECUTIVE
REGISTER OF INTERESTS DECLARATION**



Council members and Senior Executive of the University of New England owe certain duties to the University. One aspect of fulfilling those duties is to avoid conflicts of interest in which there may be a professional, business or volunteer position or responsibility that interacts with a Council member / Senior Executive responsibility in a manner which may create a conflict of interest or a perceived conflict of interest. To help avoid conflicts, on this form Council members / Senior Executive may disclose material interests in other situations or areas in which it might even appear that there are conflicting duties. Council members / Senior Executives should additionally take other steps, such as avoiding deliberation and resolution of certain issues, and making appropriate declarations in respect of conflicts of interest at Council and Management meetings, if it is determined that those steps are necessary to protect against legal liability to the Council member or to the Senior Executive member personally arising from conflicts of interest.

This Register of Interests will be maintained by the Secretariat of the University of New England.

Subsidiaries of the University of New England of which you or a close family member is a member of the key management personnel.

All other entities of which you or a close family member is a Director or Board member (or equivalent) and that entity has, or there is a reasonable probability it may have, a material dealing involving or affecting the University or its controlled entities.

Employment of you or a close family member by the University or a subsidiary of the University, including consultancies or other income for services rendered, during this financial year.

Ministerial appointment of you or a close family member to statutory bodies.



Material business ownerships or part ownerships by you or a close family member, where a business has, or has a prospect of having, transactions with the University or a subsidiary of the University.

Material shareholdings in public and private companies by you or a close family member, where a company has, or has a prospect of having, transactions with the University or a subsidiary of the University.

Any other transactions undertaken by you or a close family member, with the University or any of its subsidiaries during the financial year.

Gifts, sponsored travel or hospitality received by you in the course of undertaking the duties of a Council member or Senior Executive, or received from a company, business or other entity undertaking transactions with the University or a subsidiary.

Any other material interest where a conflict of interest or an appearance of conflict of interest with your duties as a Council member / Senior Executive could foreseeably arise.

I know of no other position of responsibility or material interest that might give rise to a conflict of interest or the appearance of a conflict of interest.

I declare that the information I have completed on this document is true and correct and not misleading.

Name:	Date:
Signature:	

1.5. * Order of Business

The Committee is asked to **ACCEPT** the Order of Business.

The Committee is asked to **ACCEPT** that non-starred items be adopted.

For Approval

Presented by James Harris

1.6. * Introduction from incoming Council member Louisa Quiddinton

For Noting

Presented by James Harris and Louisa Quiddington

2. MINUTES OF PREVIOUS MEETING

2.1. Confirmation of Minutes

Minutes of the meeting held on 21 September 2018 were approved as a true and correct record via email on 16 November 2018.

These minutes are available for viewing in the 'Council Minutes' Document Library (formerly known as a Reading Room).

Presented by James Harris

2.2. Matters Arising

There are no matters outstanding from previous Open Council meetings.

Presented by James Harris

3. PRESENTATIONS

3.1. * Election - Deputy Chancellor #18178

Council is asked to ELECT Ms Jan McClelland as the Deputy Chancellor for a further two years from end November 2018 to end November 2020, or until such time as Ms McClelland's term on the Council ends, whichever is sooner, report #18178.

For Vote

Presented by Brendan Peet

Purpose

To elect a Council Member to the Deputy Chancellor role for a two year term.

Origin of report: Special Item: Deputy Chancellor Election is conducted every 2 years.

Related to terms of reference: Council Appointments.

Recommendation

**Mr Brendan Peet, Chief and Legal Governance Officer
University Secretary / Returning Officer**

Council is asked to ELECT Ms Jan McClelland as the Deputy Chancellor for a further two years from end November 2018 to end November 2020, or until such time as Ms McClelland's term on the Council ends, whichever is sooner, report #18178.

Executive Summary

An email was sent to all Council members on the 24 October 2018, calling for nominations for the Deputy Chancellor role on the University Council.

By the closing day and time for nominations of Wednesday 14 November at 5.00pm ADST, one nomination, for Ms Jan McClelland, had been received, and was confirmed as complete.

Council members are asked to consider the motion proposing that Ms Jan McClelland be elected as the Deputy Chancellor for a further two years from end November 2018 to end November 2020, or until such time as her current term on the Council ends, whichever is sooner.

4. LEADERSHIP REPORTS

4.1. * Chancellor's Report to Council #18160

Council is asked to NOTE the
Chancellor's report to Council, #18160.

For Noting

Presented by James Harris

Purpose

To provide Council with the Chancellor's Report for the November 2018 Council Meeting.

Origin of report: Scheduled work plan item.

Related to Terms of Reference: Providing strategic leadership to the University.

Recommendation**Mr James Harris, Chancellor**

Council is asked to NOTE the Chancellor's report to Council, #18160.

Executive Summary

As we are now on a fast track to the end of the year, I would like to acknowledge UNE's teaching and learning and research achievements in 2018 and the role of all staff and management in supporting these outcomes.

UNE has maintained its rating for high level student satisfaction for thirteen years in a row and continues to grow its profile domestically and internationally, and to drive forward with our research priorities. I encourage you to access UNE News and visit UNE's [Research Plus](#) web pages which regularly showcase some of the great work being done across the organisation.

Council has received updates during the year regarding some of the significant changes progressed over 2018 including embedding new faculties, and new academic governance structures.

The faculties represent UNE's engine rooms for the delivery of quality teaching & learning and research, and are key to the development of a fabric of collaboration, innovation and continuous improvement which allow UNE to fashion valued education experiences for our students and support UNE's aspiration to have real impact within our communities.

New Academic Board and Committee governance structures, in place since mid-year following an external review, play a leading role in overseeing academic quality and advising Council and the Vice-Chancellor in this regard. Issues around academic freedom and integrity recently played out in the community brings into clear focus the importance of our academic integrity systems and processes which enable UNE to meet the high standards expected by our students, staff and, indeed, our external stakeholders.

Short-term focused higher education policies and changes to funding models impacting students and university programs continue to impact the sector. UNE will continue to react as best we can and to support, wherever possible, a cohesive approach to planning in the sector.

Events of note

Since the last Council meeting I attended the 2018 National Conference on University Governance (NCUG) in Adelaide and a meeting of the University Chancellors Council.

Key topics discussed at the conference included academic freedom and the social roles that form the very basis for universities and higher education. Influence from government and international politics were discussed as well as the importance of mutual respect for good governance and management relations.

We were spoilt with beautiful weather for our spring graduations on 26 and 27 October. The Professions ceremony saw some 290 students presented with awards and the Arts & Sciences ceremony was attended by just over 200. Our guest speakers, Professor Michael Wilmore, Dean of HASSE, and Professor Randall Albury who received his Honorary Doctorate (*HonDLitt*) were warmly applauded when they addressed the audience.

The University Medal was presented on both occasions and the Chancellor's Doctoral Research Medal was presented to 5 deserving awardees at the Arts & Sciences awards. There was also a Young Distinguished Alumni of the Year award presented to Dr Joanna Newton. Prior to the ceremonies, I attended the sashing event for 12 Indigenous students from Oorala who were present for their graduation including the first Indigenous graduate from the Joint Medical Program.

I look forward to seeing many of you at our inaugural twilight summer graduation ceremonies next month. I am excited to see over 130 students have already registered for each of the faculty ceremonies.

4.2. * Vice-Chancellor's Report to Council #18204

Council is asked to NOTE the Vice-Chancellor's Open report to Council,
#18204.

For Noting

Presented by Annabelle Duncan

Purpose

To provide the Council's open session with an update regarding the performance, management and operations of the University.

Origin of report: Scheduled item on the work plan.

Related to Terms of Reference: Monitor the performance of the University and Vice-Chancellor/CEO.

Recommendation**Professor Annabelle Duncan, Vice-Chancellor**

Council is asked to NOTE the Vice-Chancellor's Open report to Council, #18204.

Executive Summary

This report provides an update on the following:

- List of key outreach activities undertaken by the Vice-Chancellor since the last Council meeting;
- University in focus;
- Load report.

Key Information**VC Outreach Activities**

20 September 2018	Participated in a Skype interview with SBS regarding a government initiative encouraging international students to attend regional universities.
21 September 2018	Attended the Wright College and Village awards dinner.
22 September 2018	Interviewed for a video for the NSW State Emergency Service's #3things campaign, discussed the collaboration between UNE and SES.
26 September 2018	Attend <i>Designing for the Future</i> seminar hosted by Monash University and the Monash Commission in Melbourne.
3 October 2018	Attended the UNE Indigenous Students Association morning tea. Addressed staff at a morning tea for National Safe Work Month.
5 October 2018	Met with Cain Slater and Casey Ralph from Kari Aboriginal Community Support and Preservation Services to discuss a collaboration with UNE.
8 October 2018	Attended event for room unveiling at CSIRO which was named in the Vice-Chancellor's honor.
	Met with Peter Lee to network.

	Met with Raju Adhikari re networking for tech links for UNE's SMART Farm.
9 October 2018	Met with Dr Anne Astin, Chair of the Food Agility Board. Met with Professor Thomas Spurling and Dr Gregory Simpson regarding the CSIRO history project.
10 October 2018	Hosted an all staff forum to present the UNE 2025 vision document for feedback. Hosted a morning tea for new staff that commenced at UNE in the last quarter.
11 October 2018	Attended and addressed participants at Dr Lorina Barker's exhibition <i>Looking through Windows</i> installation of a Tin Humpy and launch of the Wii Thirra (campfire songs) CD and Elders Gathering.
16 October 2018	Participated in filming of the New England University College video that was shown at the morning tea on 1 November.
26 October 2018	Attended Graduation Day for The Professions awards.
27 October 2018	Attended Graduation Day for Arts and Science awards.
28 October 2018	Hosted the 5 th Vice-Chancellor's Community Open Day which saw 350 people participate in self-guided tours of Booloominbah.
29 October 2018	Attended Regional Universities Network (RUN) meeting in Canberra. Attended Universities Australia dinner.
30 October 2018	Attended Universities Australia meeting, Education Australia AGM and Universities Australia Policy Forum <i>Universities and Artificial Intelligence</i> in Canberra.
31 October 2018	Participated in Universities Australia Board induction.
1 November 2018	Attended the New England University College's 80 th Anniversary morning tea in Sydney.
5 November 2018	Participated on the University of Wollongong's Research Institute Assessment Panel.
10-15 November 2018	Travelled to Jakarta with Dr Philip Thomas and participated in a number of meetings with government and education officials to pursue agreements for funding of research and exchange activities. Attended an alumni function hosted by the Deputy Commissioner of Jakarta at his residence.
15-19 November 2018	Travelled from Jakarta to Kula Lumpur with Professor Caroline Gross to meet with Intelli Education Group and officially open the Study Hub for UNE students. Also met with local Vice-Chancellors, ministers and students.
20 November 2018	Met with the School of Education review panel.
21 November 2018	Participated in a Vice-Chancellor's Advisory Committee Leadership Culture Survey workshop with Silvia de Ridder.
22 November 2018	Met with Mr Andrew Parratt re networking for tech links for UNE's SMART Farm.
23 November 2018	Attended function hosted by the Australian Academy of Technology and Engineering in Melbourne.

University in focus*Market share*

The Commonwealth released sector-wide enrolment data for 2017 at the end of October. UNE has increased its share of the online/external market by almost a full percentage point between 2016 and 2017.

Market Shares of Commencing Domestic External Students 2016 v 2017

Institution	2016 share (%)	2017 share (%)	Share Change (in % points)
University of New England	8.24	9.18	0.94
University of Tasmania	11.60	12.10	0.50
Deakin University	5.90	6.10	0.20
Swinburne University of Technology	7.52	7.55	0.03
University of Southern Queensland	7.50	7.35	-0.15
Charles Sturt University	13.30	12.20	-1.10
CQ University	5.58	3.12	-2.46

This is a measure of the success of the marketing and branding work that began in early 2016.

Aboriginal student success

Aboriginal and Torres Strait Islander enrolments reached 797 by the Trimester 2 Census date. The gap in GPAs between Aboriginal and Torres Strait Islander students and non-Indigenous students stands at 0.97 in Trimester 1, 2018.

The pass rate (by unit) for Aboriginal and Torres Strait Islander students improved by 3.6 percentage points from 68% in 2017 to 71.6% in Trimester 1, 2018.

127 students accepted tuition for 437 units as part of the Tertiary Tutorial Assistance Program. This includes 36 commencing students.

1,020 incidents in the Automated Wellness Engine have so far been recorded.

1,911 incidents were recorded in the Student Relationship Management (SRM) system by Orala staff in the first 9 months of the year.

The number of student views in the "Hub" had already reached 9,006 by the end of September, compared to 9,939 student views for the whole 2017 academic year.

44 Aboriginal and Torres Strait Islander students graduated in the 2018 Autumn Graduation ceremonies, and 24 Aboriginal and Torres Strait Islander students graduated in the Spring Graduation ceremonies.

Graduation

The two spring Graduation Days were held on 26 and 27 November, in brilliant weather. A total of 1,033 students graduated over the two days, with 490 attending the ceremonies on campus including 24 Aboriginal and Torres Strait Islander students. Superb speeches were delivered by Young Alumnus of the year Dr Jo Newton, Professor Mike Wilmore, and Emeritus Professor Randall Albury.

2019 Good Universities Guide

The 2019 Good Universities Guide was released on 24 September, UNE has maintained a 5-star rating for:

- Full-time employment (ranked 6th out of 39 universities);
- Starting salary (5th out of 39 universities and highest of all NSW Universities)
- Social equity (8th out of 39, highest in NSW)
- First Generation students (7th out of 39, highest in NSW)
- Overall quality of student experience (10 out of 39, highest in NSW)
- Student support (3 out of 39, highest in NSW)
- Teaching quality (8 out of 39, highest in NSW)
- Learning resources (22 out of 39)

Vice-Chancellor's Community Open Day

In 2014 we held the first Vice Chancellor's Community Open Day, a tradition that we have continued every year since. The 5th open day was held on Sunday 28 October where we opened Booloominbah to the public. About 350 people took advantage of the opportunity to look through the house and learn more of the buildings unique history. A scavenger hunt was organized for the children, as well as games being set up on the lawns. Morning tea of scones and cakes were available for everyone, and the café was open for breakfast and lunch. It was a lovely day that was enjoyed by all who visited.

Overseas trip

The Vice-Chancellor will be travelling to Jakarta and Kuala Lumpur from 11 to 19 November, a verbal update will be given at the next Council meeting.

Abolition of student sponsorship by licensed premises

The University has banned the sponsorship of student sporting clubs and residential colleges by alcohol suppliers and licensed venues.

There are important reasons for UNE making this move, effective 1 January 2019:

1. Alcohol has been found to be a factor in the majority of sexual assault and harassment cases at UNE in the last two calendar years.

2. The University wants to remove any obligation on students and staff to consume alcohol as a result of sponsorship agreements.
3. UNE supports and promotes a healthy lifestyle for its students. Alcohol sponsorship, particularly of sporting teams, is not consistent with this objective.

NSW Rugby League

UNE's partnership with the NSW Rugby League to date has provided various benefits, including expanding UNE's teaching and research presence, brand visibility and appeal, and has provided access to NSW Rugby League's member database for student acquisition messages.

The build is progressing to lockup as planned with the opening and launch scheduled for January 2019. The research agreement is due to be implemented with the opening of the building, which comprises two dedicated post-docs equally funded by UNE/NSW RL. Brand leverage opportunities were undertaken during the 2018 State of Origin series, including branding on player's uniforms, social media giveaways, event attendance and student video testimonials produced for marketing promotion.

Load Report

T3 load continues to grow strongly above budget expectations and will peak early next week. Consequently, our full year load position has improved but we remain some 350 EFTSL or -2.7% below our budget load target. The full-year shortfall is primarily due to lower than expected commencing load in T1 and the pipeline effect of this shortfall on load in both T2 and T3.

Domestic fee-paying student load also remains stubbornly below expectations. A spike in T3 international fee-paying load has occurred over the past week or so due in part to the expected arrival of commencing enrolments in the Master of Nursing Practice.

Unexpectedly, a further 40 EFTSL (approx.) commenced in the NAWARD course through what is understood to be an off-shore Malaysian partnership established by SABL.

Moving forward, T3 load will decline from November 12 as students adjust their study load and, in some cases, withdraw from unit enrolments altogether, prior to the T3 census date on 26 November.

Key dates for the remainder of 2018:

- Trimester 3 lectures started this week (5 November)
- Trimester 3 load will peak during the week beginning 12 November
- Trimester 3 census date is 26 November

Summary tables for both the full year 2018 and for T3 2018 follow for your reference.

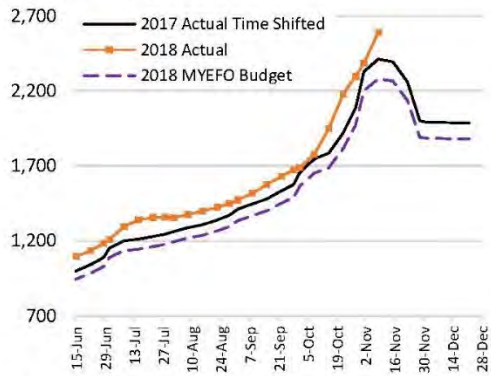
University of New England
Student Load Report - Reporting Period 3, 2018

see over for an explanation of the data reported in each column

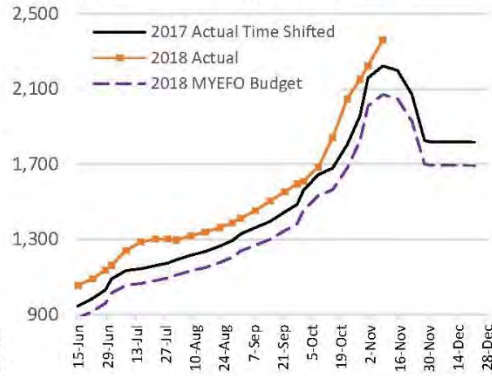
as at 8 November 2018

	A	B	C	D	E	F	G	H
	2017 YTD Equivalent date 2017	2018 YTD Current 8 Nov 18	YTD Diff 2018 v 2017	Est. Target 8 Nov 18	Above or Below Target	Above or Below Target (%)	Est. MYEFO Budget '18 @ EOY	2018 Current as % Budget
Total	2,405.4	2,590.4	+185.0	2,278.1	+312.3	+13.7%	1,878.8	138%
Commence	1,272.3	1,280.9	+8.6	1,194.6	+86.3	+7.2%	939.8	136%
Continue	1,133.1	1,309.5	+176.4	1,082.6	+226.9	+21.0%	939.0	139%
External	2,032.4	2,191.1	+158.8	1,924.0	+267.2	+13.9%	1,543.6	142%
Internal	373.0	399.3	+26.3	354.0	+45.2	+12.8%	335.2	119%
HDR	1.9	1.1	-0.8	1.5	-0.4	-27.0%	1.5	73%
PG Cwk	535.5	587.3	+51.8	476.3	+110.9	+23.3%	382.9	153%
UG Award	1,761.4	1,873.3	+111.9	1,668.4	+204.9	+12.3%	1,396.8	134%
Enabling / Non Award	106.6	128.8	+22.1	135.6	-6.8	-5.0%	97.6	132%
CSP	2,219.6	2,361.3	+141.6	2,070.1	+291.1	+14.1%	1,692.0	140%
International FP	71.8	117.8	+46.0	72.0	+45.7	+63.4%	76.6	154%
Domestic FP	112.1	110.3	-1.9	143.4	-33.1	-23.1%	116.8	94%
RTP	1.9	1.1	-0.8	1.5	-0.4	-24.7%	1.5	75%

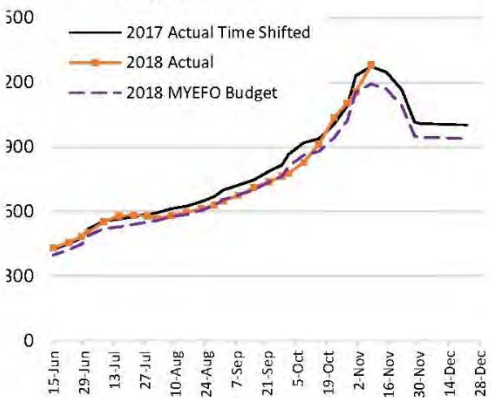
Total students



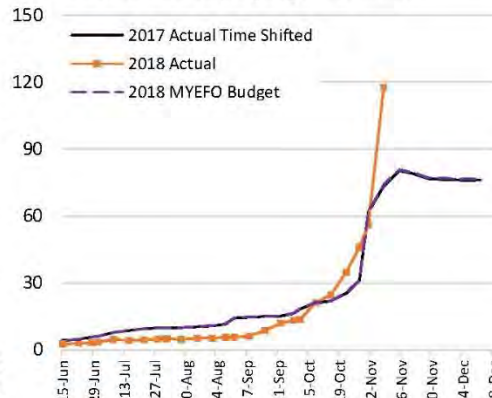
Commonwealth supported places



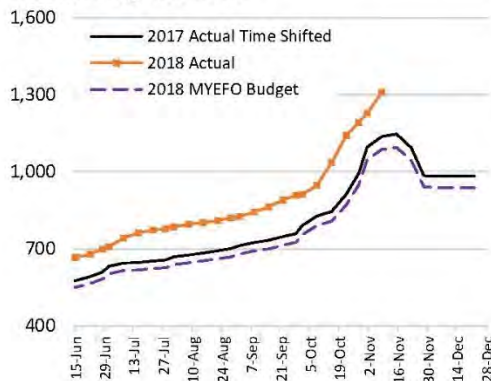
Commencing students



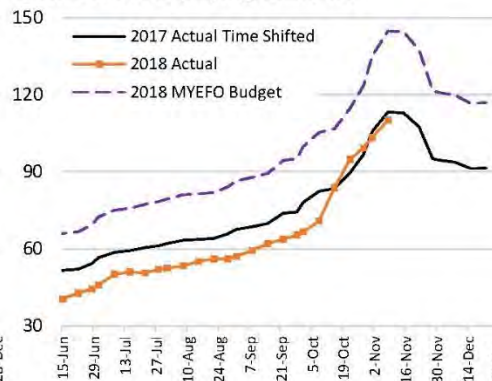
International fee-paying students



Continuing students



Domestic fee-paying students



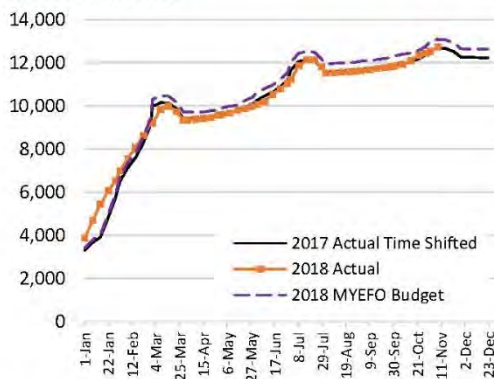
University of New England
Student Load Report - Full Year, 2018

see over for an explanation of the data reported in each column

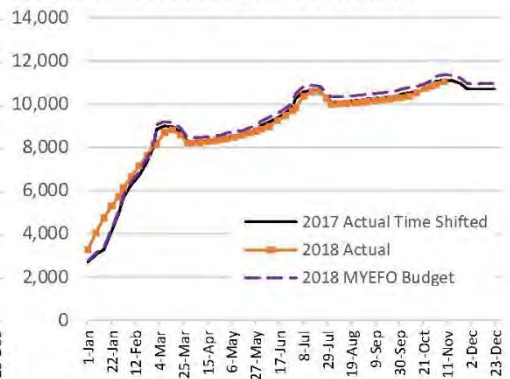
as at 8 November 2018

	A	B	C	D	E	F	G	H
	2017 YTD Equivalent date 2017	2018 YTD Current 8 Nov 18	YTD Diff 2018 v 2017	Est. Target 8 Nov 18	Above or Below Target	Above or Below Target (%)	Est. MYEFO Budget '18 @ EOY	2018 Current as % Budget
Total	12,667.9	12,730.0	+62.1	13,080.7	-350.7	-2.7%	12,627.7	101%
Commence	5,012.7	4,778.2	-234.5	5,090.7	-312.4	-6.1%	4,810.0	99%
Continue	7,655.2	7,951.8	+296.6	7,987.1	-35.3	-0.4%	7,817.7	102%
External	8,739.1	8,874.2	+135.2	9,050.9	-176.7	-2.0%	8,622.9	103%
Internal	3,928.9	3,855.8	-73.1	4,031.0	-175.2	-4.3%	4,004.8	96%
HDR	445.2	471.9	+26.7	482.9	-11.0	-2.3%	477.1	99%
PG Cwk	2,733.5	2,897.5	+164.0	2,824.4	+73.1	+2.6%	2,713.7	107%
UG Award	9,111.6	9,002.1	-109.5	9,333.8	-331.7	-3.6%	9,030.5	100%
Enabling / Non Award	377.6	358.5	-19.1	441.7	-83.2	-18.8%	406.4	88%
CSP	11,096.9	11,036.0	-60.9	11,355.6	-319.6	-2.8%	10,931.6	101%
International FP	846.3	988.6	+142.2	870.3	+118.3	+13.6%	871.8	113%
Domestic FP	442.9	431.3	-11.6	535.3	-104.0	-19.4%	508.4	85%
RTP	281.8	274.2	-7.7	320.0	-45.8	-14.3%	316.0	87%

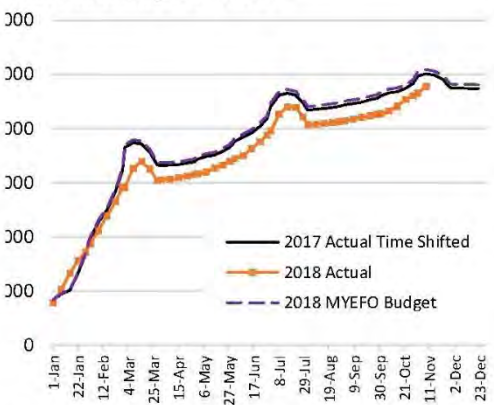
Total students



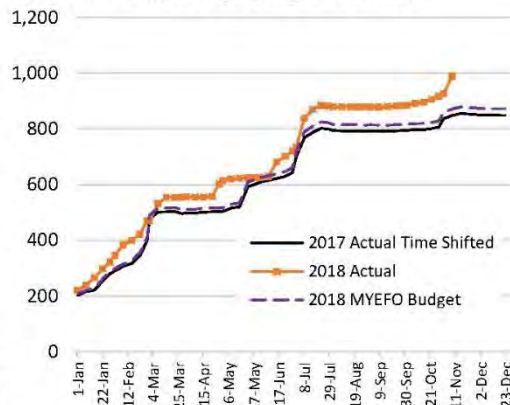
Commonwealth supported places



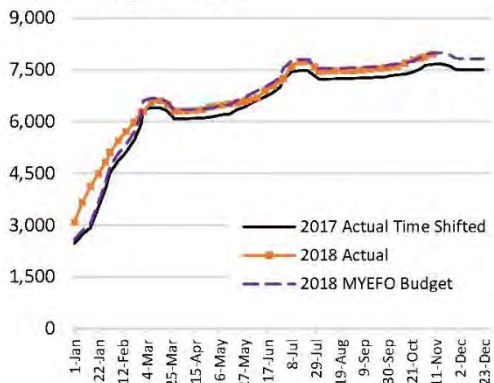
Commencing students



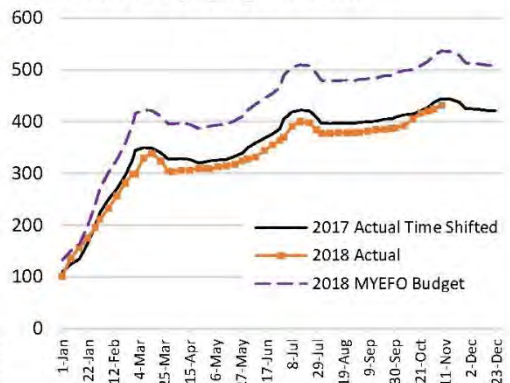
International fee-paying students



Continuing students



Domestic fee-paying students






An explanation of the data reported in each column

	A	B	C	D	E	F	G	H
	2017 YTD Equivalent date 2017	2018 YTD Current 8 Nov 18	YTD Diff 2018 v 2017	Est. Target 8 Nov 18	Above or Below Target	Above or Below Target (%)	Est. MYEFO Budget '18 @ EOY	2018 Current as % Budget

- A** The level of student load recorded at the equivalent date in 2017
B The level of student load recorded at the reference date in 2018
C The difference between load reported in 2018 and at the equivalent date in 2017
D The estimated level of load required at the reference date to achieve the Budget (G)
E The difference between the estimate and the current 2018 load (B minus D)
F The figure reported in E expressed as a percentage of D
G The 2018 EOY Budget load figure established following the December 2017 MYEFO
H 2018 student load at the reference date as a proportion of the 2018 EOY Budget

An explanation of the traffic lighting applied to column F

	above target
	less than 2% below target
	more than or equal to 2% below target

Attachments

Attachment 1 – Letter from the Hon Dan Tehan MP

Attachment 2 – Universities Australia Media Release 'Freedom of expression alive and well on Australian campuses'



The Hon Dan Tehan MP
Minister for Education

Parliament House
CANBERRA ACT 2600

Telephone: 02 6277 7350

Our Ref: MS18-900327

Professor Annabelle Duncan
Vice-Chancellor and CEO
University of New England
ARMIDALE NSW 2351
vc@une.edu.au

Dear Professor Duncan

Today, I have announced a new package of regional higher education initiatives to increase the Australian Government's investment in rural and regional Australia to provide more choice and access to regional students pursuing higher education. The package provides \$134.8 million over four years of additional measures that build on the Government's response to the *Independent Review into Regional, Rural and Remote Education* (the Halsey Review), the Rural and Regional Enterprise Scholarship Scheme and the Regional Study Hubs Initiative. The package also supports student growth in five universities with a regional focus. Today's announcement brings the Government's total commitment to regional higher education to almost \$400 million over five years.

Expanded Rural and Regional Enterprise Scholarship Scheme

The Government is investing an extra \$34.1 million over four years to support an additional 1,955 students living in rural, regional and remote Australia. The Rural and Regional Enterprise Scholarships Scheme was implemented in 2018. The scholarships provide up to \$18,000 to support rural, regional and remote students studying Science, Technology, Engineering and Mathematics (STEM), including Health and Agricultural Science at Certificate IV to PhD level. They also provide support for internships to increase students' job readiness.

Round one of the program awarded more than 500 scholarships to students commencing in 2018. Round two, for students commencing at the beginning of 2019, is currently open for applications (closing on 14 December 2018). The Government's increased investment means a total of 1,555 scholarships (up from 700) are available in this round. An additional round, of 1,100 scholarships, will be announced in early 2019 for the second half of the year.

I encourage you to ensure that prospective students to your university from regional and remote Australia are made aware of these scholarships.

Expanded Regional Study Hubs Initiative

The Government is investing an additional \$7.5 million over four years to expand the Regional Study Hubs Initiative, to support 16 Regional Study Hubs in 22 locations across all states and territories, excluding the ACT. The Regional Study Hubs Initiative forms part of the Government's strategy to support regional, rural and remote education and its commitment to ensure equity of access and achievement for regional, rural and remote students. Regional Study Hubs typically support regional students to study courses locally, delivered by distance from any Australian university, by providing greater access to study support and infrastructure. Please find attached the list of approved Regional Study Hubs.

The Government is also providing \$14 million over four years to fully support an additional 500 Commonwealth supported bachelor places (CSPs) for regional, rural and remote students supported by the Regional Study Hubs.

The Department of Education and Training (the Department) will shortly work with the successful Regional Study Hubs to establish funding arrangements, as well as the allocation and distribution of the CSPs with their university partners.

National Regional, Rural and Remote Education Strategy

The Government is also proposing to develop a National Regional, Rural and Remote Education Strategy. To build on the Government's response to the Halsey Review, I am establishing an Expert Regional Education Advisory Group to drive the strategy and advise Government on the ongoing education and training needs of regional communities. The Expert Advisory Group, to be chaired by the Hon Dr Denis Napthine, will also prepare a National Regional, Rural and Remote Education Report to Government on priority recommendations for action, including advice on the merits of establishing a Rural Education Commissioner to oversee implementation of the strategy. The Expert Advisory Group will work with a department based secretariat to ensure community engagement in the development of the Regional, Rural and Remote Education Strategy. Details of the consultation process of the Expert Advisory Group will be provided to you in the near future.

I would encourage you to put forward ideas on issues impacting education in regional Australia, and most importantly what strategies we could collectively develop across the Commonwealth and in partnership with states and territories to make a lasting and real difference for regional, rural and remote communities.

For further information about the regional higher education package, please visit <https://www.education.gov.au/access-and-participation> or email equity@education.gov.au.

Specific support for five regionally-focused universities

The Government will invest \$92.5 million over four years to support student growth in five universities with a regional focus: Central Queensland University, James Cook University, University of Newcastle Central Coast Medical School and Research Institute, University of the Sunshine Coast Caboolture and Fraser Coast campuses, and Federation University Australia Berwick campus. This investment responds to issues arising from the transfer of campuses, and supports existing Government infrastructure investments as well as its priorities for Northern Australia.

Reallocation of enabling, sub-bachelor and postgraduate CSPs

In the 2017-18 Mid-Year Economic and Fiscal Outlook, the Australian Government announced that a new allocation mechanism for enabling, sub-bachelor and postgraduate CSPs would be introduced from 2019. The new mechanism will address distribution issues that have arisen as a result of historical and ad hoc decisions made over time and will better match places to student need.

To ensure there is sufficient opportunity for the higher education sector to participate fully in the development of new arrangements, and to ensure the new mechanism provides a robust framework for the allocation of places going forward, the new arrangements will now commence from 1 January 2020 rather than January 2019 as originally announced.

A consultation paper setting out potential options for the future allocation of these places has been released on the Department's website and I encourage the sector to participate in the consultation process.

The Department will also be writing to universities in the coming days to invite applications for the additional 500 enabling and sub-bachelor places which will support students in regional areas.

I look forward to working with you as we implement these new measures.

Yours sincerely



DAN TEHAN

12 November 2018

Regional Study Hubs Successful Recipients 2018

Recipient	State	Location
Country Universities Centre Snowy Monaro	NSW	Cooma
Country Universities Centre Far West	NSW	Broken Hill
Country Universities Centre Goulburn	NSW	Goulburn
Country Universities Centre Clarence Valley	NSW	Clarence Valley
Country Universities Centre North West	NSW	Narrabri and Moree
Country Universities Centre Western Riverina	NSW	Griffith and Leeton
Arnhem Land Progress Aboriginal Corporation	NT	Nhulunbuy, Ramingining*, Milingimbi* and Galiwin'ku*
Wuyagiba Study Hub Aboriginal Corporation	NT	Wuyagiba, South East Arnhem Land
Goondiwindi SILO	QLD	Goondiwindi
Rural City of Murray Bridge	SA	Murray Bridge City
RDA Barossa Gawler Light Adelaide Plains	SA	Nuriootpa (Barossa Valley)
Upper Spencer Gulf	SA	Port Augusta (from 2020) and Port Pirie (from 2019)
West Coast Heritage	TAS	West Coast
Gippsland East Local Learning and Employment Network	VIC	Bairnsdale
Geraldton Universities Centre	WA	Geraldton
Pilbara Tertiary Education Centre	WA	Pilbara

* *proposed satellite hubs*

MEDIA RELEASE

FREEDOM OF EXPRESSION ALIVE AND WELL ON AUSTRALIAN UNI CAMPUSES

Media Release #83/18

Tuesday 14 November 2018

A culture of lively debate and the vigorous contest of ideas is strongly in evidence on Australian university campuses.

Education Minister Dan Tehan's review of academic freedom and freedom of expression comes a fortnight after the nation's Vice-Chancellors restated their commitment once again to those enduring principles.

Between them, Australia's universities have more than 100 policies, codes and agreements that support free intellectual inquiry. Universities Australia Chair Professor Margaret Gardner said: "In this context, it is unclear what issue the Government is seeking to address."

"Australian universities have been on the public record through the ages affirming our longstanding commitment to informed evidence-based discussion and vigorous debate," she said.

"Australian universities teach students how to think, not what to think — and we teach them to engage both with ideas they agree with and those they don't agree with."

"As we reaffirmed only a fortnight ago, we educate the next generation to engage with ideas, challenge themselves and others, and to do so using evidence and courtesy," she said.

"University staff and students should be free to teach, learn, debate and research without political interference."

Professor Gardner noted some recent assertions in recent media reporting had mischaracterised academic freedom and downplayed the robust state of debate on university campuses.

"Some commentators on free speech at Australian universities have been very wide of the mark — jumping to the wrong conclusions or selectively quoting from university policies and codes."

"These same conclusions would not meet the threshold test of academic inquiry — informed by evidence and facts."

"They are made by advocates who appear to want Government to override university autonomy with heavy-handed external regulation and red tape."

For media inquiries contact:

Misha Schubert	Bella Counihan	James Giggacher
P 0421 612 351	P 0419 212 219	P 0413 665 143

For the latest information visit
universitiesaustralia.edu.au

 @uniaus

“Despite these incorrect assertions, a wide range of opinions are freely expressed on campus— in the context of Australian law and university codes of conduct.”

Universities Australia did not provide input to the terms of reference and our member universities remain strongly of the view that we will continue to uphold these freedoms ourselves in line with the important principle that universities are autonomous institutions.

4.3. * Chair Academic Board Report #18118

Council is asked to:

- 1)NOTE the Chair of Academic Board Open report to Council, #18118; and
- 2)APPROVE, following the ENDORSEMENT and RECOMMENDATION of Academic Board Standing Committee on 13 November 2018, that:
 - a.Hayden Koudela (Bachelor of Computer Science with Honours);
 - b.Carolyn Sonter (Bachelor of Science with Honours); and
 - c.Annika Alexander (Bachelor of Science with Honours),be awarded the University Medal at a 2018 summer graduation ceremony;
- 3)NOTE the significant course proposals endorsed by Academic Board at the last meeting, including:
 - a.a new course proposal for a Graduate Certificate in Data and Cyber Management,
 - b.a number of significant course amendments, including to:
 - i.Bachelor of Laws (4yr);
 - ii.Bachelor of Zoology;
 - iii.Master of Psychology (Clinical); and
 - iv.Master of Professional Psychology;
 - c.the disestablishment of the Master of Natural Resource Governance; and
 - d.the suspension of the both the Bachelor of Audiometry and Master of Nursing; and
- 4)NOTE the proposed Institutional Benchmark reporting (attachment 1).

For Approval

Presented by Mark Perry

Purpose

To advise the Council regarding key academic matters approved or considered by the Academic Board since the last Council meeting, including:

- strategic academic matters (such as new academic developments, priorities and policy related issues) and any recommendations;
- the quality and delivery of academic programs, including teaching and learning and research, including risks or significant issues, major developments and key changes;
- progress against academic quality initiatives, including performance against agreed academic quality measures; assurance regarding compliance with Higher Education Standards Framework (HESF) and Education Services for Overseas Students (ESOS) regulatory frameworks; and details of any risks or significant issues identified and their proposed treatments;
- updates re key academic partnerships;
- details of Academic Board's use of the authorities delegated to it by the Council, such as some academic policy approvals; and
- other significant academic matters impacting the sector or University relevant to the functions of the Council.

Origin of report: Scheduled work plan item.

Related to Terms of Reference: Oversee and monitor the academic activities of the University.

Recommendation**Professor Mark Perry, Chair of Academic Board**

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- 4) NOTE the proposed Institutional Benchmark reporting (attachment 1).

Executive Summary

My Council report for November includes a brief update regarding higher education sector issues, as well as an overview of matters discussed at Academic Board (15 October 2018) and at Academic Board Standing Committee (13 November 2018).

I would also like to highlight the significant amount of work in progress at UNE related to academic matters, at present just some of which includes:

- A review of Academic Delegations (PDVC) – which may trigger some fine tuning of the Terms of Reference of Academic Board and Committees;
- Refinement of academic Institutional Benchmarking (PDVC);
- Articulation of key academic risks (PDVC);
- Review of Teaching and Learning Policies (PVCAI);
- Response to recent external review of ethics (ResCom/DVCR);
- Discussions of governance systems to oversight HDR students and systems (ResCom/DVCR); and
- Discussion and review of the Graduate Research Examinations Board Terms of Reference (ResCom).

Key Information

A. Chair of Academic Board Update

Academic and Intellectual Freedom has been in the news in recent weeks. An apparent lack of transparency regarding the Minister's involvement in rejecting research proposals is causing ire across the higher education sector. Whilst funding is a decision for Government, the recommendations from the academic governance and quality review processes of the Australian Research Council (ARC) were ignored and overturned without transparent explanation to the researchers impacted. Indeed, the ARC process is an internationally respected and highly exacting peer review undertaking that was put in place specifically to provide independent and unbiased assessment of the academic merits of the research proposals, and such opaque intervention to veto some funding is of great concern.

This situation brings sharply into focus the reasons why universities, including UNE, have an academic board or senate, which include the purpose the role of providing considered advice to the Vice-Chancellor and to the Council on academic governance matters. It is important within the debate about academic freedom in the sector that UNE ensures that it engages with, supports and continues to develop its academic governance systems, including our Academic Board and its committees, in a transparent and respectful matter, so as to ensure that the advice provided to management and to Council supports academic and intellectual freedom with integrity.

- **Themes emerging from recent conferences**
 - i. At the **Chairs of Academic Boards (CABs) Conference in Adelaide**, there were spirited discussions around Admissions Transparency Phase, Academic Freedom, and Academic Integrity. In particular I would like to highlight:
 - TEQSA is in the process of a review of **Admissions Transparency following a Higher Education Standard Panel (HESP) report on this matter**. TEQSA are looking at the recommendations from a working group re a) standardised presentation of admissions information; b) Adoption of common admissions terminology; c) Revised ATAR-related thresholds and definitions; d) Tertiary Admission Centres adopt more consistent approaches and reporting and streamline interstate application processes; e) TEQSA monitoring and guidance on admissions transparency; and f) New national admissions information platform. The monitoring is moving into phase 3, the final phase of developing recommendations from the review. Also as part of this phased implementation the University Admissions Centre (UAC) has just released a national admissions platform, and will use “Course Compass” to recommend courses;
 - the NSW Council of CABs were not in favour of the NSW Education Standards Authority (NESA) proposal to reduce the number of units required to be eligible for an ATAR from ten to eight (NSWCoCABs provides advice to NESA);
 - priorities for the coming year for CABs include Academic Integrity; HES Program Reviews; Best practice in Assessment; Benchmarking on student misconduct penalties (to be covered at the next National Conference); TEQSA external reviews of academic governance; and for NSW CABS forming a Repository/Former chairs of academic boards group to offer support for new chairs, as well as National Group and secretariat support discussion; and
 - a scan of the NSW universities by Professor Nick Reid and Andrew St John-Brown was discussed at the conference and a copy provided in the Council reference document library, and this is now being taken Australia wide.
 - ii. Themes at the **University Governance and Regulations Forum** in Brisbane touched on many of the same issues of concern as raised by CABs, but from a regulatory compliance perspective rather than governance, although the latter is required to support the former. Dr Michael Tomlinson, TEQSA spoke about how universities were implementing the standards. Vice-Chancellors Professor Geraldine Mackenzie (USQ) and Professor Greg Hill (USC) spoke of the impact of current Higher Education policy on regional universities. Other topics of interest included the ever increasing issues with ‘plagiarism’ (Dr Tracey Bretag, UniSA); ‘Driving research through collaboration with industry and business’ (Professor Geraldine Mackenzie, USQ); and Risk management (Dr Yezdani, ACU). The

conference reinforced the need for very strong integrity and governance structures in universities for the coming years.

- iii. The **Regional University Network Conference – ‘Universities as Anchoring Institution’** was attended by a number of UNE representatives. Some highlights discussed with me included:
- ‘engagement’ and connecting with students, staff; industry, community, like minded universities in Australia and overseas was the underlying theme;
 - UNE was involved in an inspiring panel discussion focus on role of regional universities in providing opportunities for Indigenous students to participate in higher education. Engaging with students from school to university, and supporting students through initial setbacks were highlighted, as was the value in learning about Indigenous culture;
 - Discussions around how regional universities are a significant part of their respective regional economies highlighted:
 - regional universities are highly visible and have a real impact in their communities;
 - changing demographics and population pressures in the major cities are creating an environment/impetus for governments and industry to invest in growing regional cities;
 - regional universities (some UK experiences provided also) outlined how they are leveraging their connections with industry/business/community members (e.g. focusing research, catering to specific community needs for work related learning, establishing blended models (university/skills and professional development/business) to help drive innovation in research and to create placement opportunities for students);
 - regional universities are recognising they need to provide online student communities to support online student engagement in learning and with other students; and
 - for political impact, it would be helpful to have a regional ambassador to help focus conversations about regional development and regional education policy.

B. Summary from the Academic Board meeting 15th October 2018

- i. **TEQSA Domains:** The Board discussed UNE’s obligations under section 7 of the Higher Education Standards Framework (Threshold Standards) 2015, regarding the way we represent ourselves to current and prospective students. Some of the areas discussed, informed by feedback from the Board’s Teaching and Learning and Curriculum Committees included that:

- the current project to refresh the Course and Unit Catalogue may be able to help students navigate the available units in each Trimester period so that they can plan out their study and progression;
- further guidance and clarification might be provided for students within course information and other areas regarding: the need for students to undertake practical placements or to attend intensive schools in some units, as some students currently assume that ‘online mode courses’ would not include any requirement to travel; and teaching modes for on-campus students as some assume regular classes for their units;
- while we have ‘teaching and learning expectations for staff and students guidelines’, these could be more broadly supported and more easily found by students; and
- improving search ability of student focused content on the UNE Website.

- ii. **Institutional Benchmarks:** The functions of the Academic Board include a requirement that it “set and monitor institutional benchmarks for academic quality and outcomes”. The Board is also required to initiate “action to improve performance against institutional benchmarks for academic quality and outcomes”, and discussions on what those benchmarks will be was commenced under the previous Chair of Academic Board, Professor Nick Reid and has been referred to the Provost and Deputy Vice-Chancellor, Professor Todd Walker. Professor Walker, provided a report to the October meeting regarding the proposed UNE Institutional Benchmarks. The benchmark report (refer Attachment 1) includes a focus of measures relating to key stages of the of the student life-cycle, including: “Input (Student Admissions); throughput (Student Attrition/Retention, Student Success, Student Satisfaction); and Output (Graduate Satisfaction, Employer Satisfaction, Course Completions)” and aim will aim to show both improvement on UNE’s past performance and, where the data is accessible, UNE’s performance against its nominated benchmark group or the national average for universities.

A further report including data on the proposed institutional benchmarks will be provided to the Board once available.

- iii. **UNE 2025 Discussion Paper:** The Vice-Chancellor spoke to the UNE 2025 Discussion Paper, which she had also addressed in the recent forum, and on the importance of UNE to prepare for the future, and recommended a recent report on ‘Building an Effective Student Experience Strategy in Australia’s rapidly changing Education sector’ by George Bej, Director of Strativity Group.

iv. **Significant Course Proposals and Guidelines for Review and Approval of Units and Courses:** On the recommendation of the Curriculum Committee, the Academic Board endorsed:

- a new course proposal for a Graduate Certificate in Data and Cyber Management,
- a number of significant course amendments, including to:
 - Bachelor of Laws (4yr);
 - Bachelor of Zoology;
 - Master of Psychology (Clinical) and
 - Master of Professional Psychology.
- the disestablishment of the Master of Natural Resource Governance; and
- the suspension of the Bachelor of Audiometry and Master of Nursing.

The Board also endorsed new [Guidelines for review and approval of units and Courses](#) which have subsequently been approved by the Pro Vice-Chancellor Academic Innovation.

v. **Teaching and Learning and Unit Monitoring for T1 2018:** The Chair of Teaching and Learning Committee report noted that there had been discussion on Supplementary Assessments at the most recent meeting. UNE is one of only two universities without supplementary assessments and the pros and cons of offering supplementary assessments versus “special exams” will be further discussed at the next Teaching and Learning Committee. Members discussed some of the results (outlined below), from the Unit Monitoring results for T1 2018 report (full report and thematic analysis of student Feedback is available in the Council and Senior Executive Reference Document Library on Convene) including that:

- the number of unit modes monitored in the period were 1,258 a decrease since RP1 2017;
- the number of unit mode enrolments reduced to 38,314 and the associated EFTSL also reduced slightly to 4,908.9 when compared to RP1 2017;
- the number of unit modes with 5 or fewer enrolments represented 29.7% of all unit modes delivered and monitored in the period;
- the unit mode attrition increased slightly in the 12 month period to 10.6%, whilst the number of unit modes with high attrition rates remained steady at 13.9% of all unit modes delivered and monitored in the period;
- overall student satisfaction decreased in the period to 3.99, with students enrolled in external unit modes scoring 7 of the 8 criteria in the survey instrument lower than the same cohort’s experience in RP1 2017;
- the unit evaluation survey response rate in RP1 2018 reduced to 26.5%, which potentially skews the level of satisfaction being reported;
- student feedback via the Unit Evaluation survey instrument identified that ‘Assignment’ and ‘Feedback’ were the main areas requiring improvement; and

- ‘Constructive Feedback Received’, ‘Timely Feedback Provided’ and ‘Appropriate Amount of Work’ were the 3 Unit Evaluation Survey criteria that received scores below 4.00 in RP1 2018, continuing the low satisfaction scores given by students in this period over the past 3 years.

Professor Jane Conway has stepped down as Chair of the Teaching and Learning Committee and Professor Anne-Marie Morgan has recently been appointed as the new Chair.

- vi. **Student Report:** The Student report to the Board covered a number of the HESF standards discussions referred to above, and also called for Indigenous Student Representation on the Academic Board. The latter matter is to be further considered by the Board and would likely require a change in the terms of reference.
- vii. **Research Metrics:** The Chair of Research Committee, Professor Jane Edwards spoke about the opportunity to improve the availability of HDR student metrics to assist with oversight of HDR research performance.

The report from the Chair of Research Committee also outlined the work in progress at UNE in response to the recent external review of human ethics structures and processes. The recommendations from the Human Ethics Processes & Structure External Review undertaken by Dr Mark Hochman are available via Convene for Council members. The Research Committee has proposed a cross campus working group (WG) be formed to oversee implementation of the recommendations, bringing an update to the next Research Committee meeting.

The report also noted that:

- the DVCR office in consultation with the Faculties has appointed a group of Research Integrity Advisers endorsed by the Research Committee. These roles enhance UNE’s adherence to the Australian Code for the Responsible Conduct of Research <https://nhmrc.gov.au/about-us/publications/australian-code-responsible-conduct-research-2018>; and
 - At the September meeting the Research Committee received an update on **Higher Degree Research metrics** at UNE. Improved access to reporting on student progress through the HDR student cycle would be highly valued.
- viii. **Other:** The Academic Board also endorsed updated the Academic Board and Committee Standing Orders and approved Board and Committee meeting dates for 2019 (now published to the website).

C. Academic Board Standing Committee update (meeting of 13 November 2018)

- i. The committee discussed matters raised as per of my **Chair's report**, including the criticality of Academic Freedom of Intellectual Enquiry, and integrity in our governance systems, as well as other matters including proposed strategic discussion topics for upcoming academic board meetings.
- ii. The committee considered three students to receive the **University Medal** at the summer graduation ceremonies. The Committee recognised the high quality academic achievements of Hayden Koudela - Bachelor of Computer Science with Honours; Carolyn Sonter - Bachelor of Science with Honours; and Annika Alexander - Bachelor of Science with Honours. The Committee endorsed and recommended to the Council for Approval, for these students to receive the University Medal.
- iii. **Academic Delegations Framework.** A significant amount of work has been undertaken under the direction of the Provost and Deputy Vice-Chancellor to create a cohesive map of the current academic delegations in place now and to identify areas for potential change. The Standing Committee had the opportunity to comment on proposed framework and this will now be referred to the Academic Board meeting in December.
- iv. **Academic Risk.** The Academic Board Standing Committee discussed in detail those academic risks that are part of UNE's Strategic, Portfolio and Operational Risks register. This was a positive discussion that that will be further put in context by the work in progress by the Office of the Provost and Deputy Vice-Chancellor in conjunction with the Director Audit and Risk, to evolve a focused academic risk register that will also assist Academic Board's oversight and monitoring functions.

Accountability

Academic Board is the peak academic governance body at UNE, with a responsibility to advice the Vice-Chancellor and the Council regarding academic matters.

Attachments

Attachment 1: Institutional Benchmark Reporting (for noting)

Please note the following optional background information available to Council members via Convene:

- Copy of T1 2018 Unit Monitoring Results
- Copy of T1 2018 Thematic Student Feedback Analysis
- Copy of the recent Research Committee report to Academic Board (inc Ethics review)

INSTITUTIONAL BENCHMARKING

Introduction

At its meeting of 19 September 2017 the Academic Board Standing Committee received a discussion paper on Institutional Benchmarks for Academic Quality and Outcomes (#AB17379) which covered both external and internal benchmarking. This was followed by a paper to the Academic Board at its meeting of 16 October 2017 (AB#17383). A further paper was received by the Academic Board Standing Committee at its meeting of 28 May 2018 and this was subsequently referred to the Academic Quality Directorate for review and comment.

As the Academic Board has been re-constituted since the initial papers were presented, the following provides a brief discussion on types of benchmarks, the external and internal requirements to benchmark, and current activities to support benchmarking. Much of this is canvassed in the earlier papers.

Purpose of Benchmarking

Benchmarks reflect key aspects or attributes likely to impact on quality and are key to effective processes of quality assurance and quality improvement. Benchmarking enables assessment of performance against a specified target or standard which supports achievement of strategic or operational objectives. Benchmarks also allow an organisation, or an organisational unit, to test the efficacy of improvements to process and to monitor outcomes at both the local and competitor organisation levels, and to ensure organisational practice is in keeping with sector best practice. Benchmarks can also be used at an operational level to inform decision-making. This paper deals with those benchmarks that would support the Academic Board in exercising its responsibilities.

Types of Benchmarks

Benchmarking relating to a specified target or standard can be derived from internal sources (performance by like / peer functions in the same organisation or an internal determination of appropriate levels of performance or longitudinal trend data) or external sources (performance by like functions in similar organisations or an external determination of appropriate levels of performance). For the purposes of this paper these approaches are referred to as 'internal benchmarking' and 'external benchmarking'. Institutional benchmarking may make use of either or both these approaches.

Benchmarks can be criterion referenced or quantitative¹. The former might be a benchmark that sees performance above the national average – retention of students, for example, and this could be further focussed by taking particular student attributes (age, gender, study mode, discipline of study), either singly or in combination, into account. The latter might be a benchmark that specifies a target (with little or no tolerance for under- or over-

¹ McKinnon, K., Walker, S.H, & Davis, D. (2000) *Benchmarking: A Manual for Australian Universities*, p. 7

performance) – for example, enrolment consistent with the number of available Commonwealth supported places.

Benchmarks are generally applied at the input, throughput and / or output stages of a process. Input measures might include the application rate of new students, throughput measures might include student progression rates, and output measures might include student completions.

Benchmarks can be lagging (an indicator of past performance), leading (an indicator of current / future performance), or learning (an indicator of the rate of change)². A successful benchmarking regime is likely to incorporate at least two of these types in any measure.

External Requirements for Benchmarking Processes

The Tertiary Education Quality Standards Agency (TEQSA) defines benchmarking as an activity that can be defined as a structured, collaborative, learning process for comparing practices, processes or performance outcomes. Its purpose is to identify comparative strengths and weaknesses, as a basis for developing improvements in academic quality. Benchmarking can also be defined as a quality process used to evaluate performance by comparing institutional practices to sector good practice.

TEQSA notes³ that external benchmarking is directly relevant to a number of the elements in the Higher Education *Standards Framework (Threshold Standards) 2015*:

- **Standard 1.4 Learning Outcomes and Assessment**, which deals with national and international comparators of expected learning outcomes (Standard 1.4.1), methods of assessment that align with the relevant learning outcomes specified in the Australian Qualifications Framework (Standard 1.4.3), attainment by completing students of the relevant learning outcomes specified in the Australian Qualifications Framework (Standard 1.4.4)
- **Standard 3.1 Teaching**, which deals with course design (Standard 3.1.1), and compliance with professional accreditation requirements (Standard 3.1.5)
- **Standard 5.3 Monitoring, Review and Improvement**, which deals with the review of courses (Standard 5.3.1), review of performance of student cohorts (Standard 5.3.4), and review of student progress and completions data (Standard 5.3.7).

Internal benchmarking also features in the Standards:

- **Standard 6.3 Academic Governance**, which deals with the establishment of processes and structures to set and monitor institutional benchmarks for academic quality and outcomes (Standard 6.3.1b), and mechanisms which monitor and improve performance against institutional benchmarks for academic quality and outcomes (Standard 6.3.2e).

² McKinnon, K., Walker, S.H., & Davis, D. (2000) *Benchmarking: A Manual for Australian Universities*, pp. 3, 152

³ TEQSA *Guidance Note: External Referencing (including Benchmarking)*, 19 July 2018

The Australian Government has announced that, from 2020, growth in Commonwealth supported bachelor-level places (CSPs) will be contingent on an institution meeting (as yet unspecified) performance requirements. From the public discussion, it is likely that these will relate to, at the least, retention and success rates and to employer satisfaction with graduate skills.

External Benchmarking Activities

UNE participates in reporting that allows external comparisons. As part of its Institutional Performance Portfolio (IPP) process the Australian Government Department of Education and Training prepares a report on institutional performance against key metrics, and assesses the university against its self-designated benchmark group, the New South Wales universities as a whole, and the sector as a whole. UNE has identified a group of universities against which it is to be benchmarked: Central Queensland University, Charles Sturt University, Flinders University (which, by a decision in 2017, replaced Federation University), James Cook University, Southern Cross University, University of Southern Queensland, and University of the Sunshine Coast.

The IPP includes institutional level comparisons on:

- Applications and Offers
- Student Load Profile (total load, postgraduate load, domestic load, international load and region / country of origin)
- Student Experience (first year retention and achievement, undergraduate participation, undergraduate student age profile,
- Student Equity Groups (low SES, regional / remote, disability, Indigenous)
- Student Outcomes (domestic undergraduate, international undergraduate)
- Research and Research Training
- Financial Position
- Staff (including total staff, full-time and fractional full-time staff, casual staff, staffing levels by function, student/staff ratios)

This data is drawn from the student, staff, research, and financial statistical and information reporting to the Australian Government Department of Education and Training. The reporting published by the Australian Government Department of Education and Training in each of these areas allows institutional level benchmarking on the range of factors reported in the IPP.

Another external benchmarking process is UNE's participation in Australian Government-sponsored surveys:

- **Student Experience Survey (SES)** is an annual survey which collects feedback on key facets of the higher education student experience from current, domestic commencing and completing undergraduate students and from 2017, domestic commencing and completing undergraduate and postgraduate coursework students. The SES measures five aspects of the student experience: Skills Development; Learner Engagement; Teaching Quality; Student Support; and Learning Resources. It also reports Considered Leaving and an Overall Educational Satisfaction rating.
- **Graduate Outcomes Survey (GOS)** is conducted approximately four months after completion for all diploma level and above graduates. The GOS is administered over 3 rounds annually, and measures employment and course quality aspects of graduates: Full employment; Salary; Importance of Qualification; Adaptive skills; Collaborative skills; Foundation skills; Perceived Over-qualification scale. It also includes the Course Evaluation Questionnaire scales and the Postgraduate Research Experience Questionnaire scales⁴.
- **Graduate Outcomes Survey Longitudinal (GOS-L)** is a 3 year follow-up survey of the GOS and assesses longer term employment outcomes.
- **Employer Satisfaction Survey (ESS)** is an annual survey of employer views of the technical skills, generic skills and work readiness of recent graduates collected from work supervisors of those recent graduates.

The results from these surveys are available via the Quality Indicators for Learning and Teaching (QILT) website (www.qilt.edu.au) which allows institutional comparisons by broad study areas as determined by QILT. Some of the key metrics from the GOS and SES instruments are used to determine ratings in the Good Universities Guide. UNE reports the national data internally for stakeholders to facilitate internal and competitor benchmarking. The student feedback is also provided internally, supporting self-review.

The Tertiary Education Quality and Standards Agency (TEQSA), using information provided by the University through the Higher Education Information Management System (HEIMS) and gathered from the external survey results, provides UNE with an annual risk assessment. TEQSA assesses the University's performance on a range of indicators (student growth, student attrition, student progression, course completions, graduate satisfaction, graduate destinations, staffing data, and financial data) and assigns a level of risk, at least in part based on the overall performance of the higher education sector.

The Australian Government Department of Education and Training, in collaboration with Tertiary Admissions Centres, is developing a National Higher Education Admissions Information Platform. The Platform will be a website which will enable prospective students to compare courses from different institutions on the basis of course entry requirements, special admissions schemes, course prerequisites, and previous admissions patterns. The first version of the website is likely to be published by the end of August 2018.

⁴ The Postgraduate Experience Questionnaire was reviewed in 2017. There is no advice on whether it will continue or continue in its current form.

Higher education external benchmarks tend to be lagging. In some cases the data is more than two years' old and is reported at a whole-of-institution level. It is this delay, and the level of aggregation of data, which requires us to adopt an enhanced internal benchmarking approach.

Internal Requirements for Benchmarking Processes

The revised committee governance structures include requirements for benchmarking processes. For example, the functions of the Academic Board include a requirement that it "set and monitor institutional benchmarks for academic quality and outcomes". The Board is also required to initiate "action to improve performance against institutional benchmarks for academic quality and outcomes". The Board has referred these matters to the Teaching and Learning Committee in the first instance.

In addition to internal requirements drawn from governance responsibilities, key decision-making individuals will also require access to benchmarking information. Benchmark information for this group will need to be more timely to ensure that operational decisions are taken on the basis of the latest available information. They are also more likely to be a subset of the institutional level data (i.e., organisational unit specific). These requirements, however, do not feature in this paper.

Internal Benchmarking Activities

UNE undertakes internal benchmarking processes which meet its external obligations, in particular under the *Higher Education Standards Framework (Threshold Standards) 2015*:

- **Unit Monitoring Report** (by teaching period and annually) which examines unit modes (other than those related to honours or research) delivered in a specified teaching period, reporting on student participation, unit attrition, unit grade distribution, student satisfaction indicators (Clear Learning Outcomes, Learning Outcomes Achieved, Intellectual Stimulation, Helpful Resources Provided, Constructive Feedback Received, Timely Feedback Provided, Appropriate Amount of Work, Overall Satisfaction). The findings are reported in the Unit Monitoring Report which highlights the percentage change from the previous year and the percentage change from the 5th previous year. The data for the student satisfaction indicators are collected via **Unit Evaluation Surveys** which are conducted mandatorily on units offered in the teaching period, with the exception of reading units, special topics, field, work or practical based units, special options or research-based units.
- **Commencing Domestic Bachelor-Pass Student Progress and Success Annual Report** which examines the progress and success of commencing domestic bachelor-pass students. The report provides a number of metrics (pass rates, GPA, progress rates, retention rates) by demographic indicators (internal/external, equity group, over/under 25 years, gender, full-time/part-time, international, basis of admission) and highlights the change from previous years.

- **Commencing Domestic Masters by Coursework Student Progress and Success Annual Report** which examines the progress and success of Commencing Domestic Masters by Coursework (CDMC) students. The report provides a number of metrics (pass rates, GPA, progress rates, retention rates) by demographic indicators (internal/external, equity group, over/under 25 years, gender, full-time/part-time, international) and highlights the change from previous years.
- **Domestic Bachelor-Pass & Domestic Masters by Coursework Annual Student Completions Report** which examines the completions/graduations of domestic bachelor-pass students and domestic masters-by-coursework students.
- **Domestic Higher Degrees by Research Student Progress and Success Annual Report** (new – proposed for 2018) which examines the progress and completions of Domestic Higher Degree by Research students.
- **Student Survey Outcomes Report** which examines the outcomes from the QILT administered Student Experience Survey and the Graduate Outcomes Survey, and analyses the verbatim from both.
- **Teaching Evaluation Surveys** are conducted on an opt-in basis and are usually conducted in conjunction with unit evaluations. Results are provided to the unit coordinator / lecturer, allowing them to benchmark the data with previous iterations of the unit which they have delivered.
- **Intensive School Evaluation Surveys** are conducted on a request basis only and collect information on arrangements for the intensive, the level of understanding of the preparation required on the part of the student, and the experience of the student at the intensive.
- **Unit Reviews** are usually conducted by an expert panel on a three-yearly basis and examine the currency of content and learning outcomes, relevancy for the courses that it relates to, pedagogy and assessment, achievement of learning outcomes, and benchmarking of the curriculum and assessment standards.
- **Course Reviews** are usually conducted by an expert panel on a seven-yearly basis and examine the overarching philosophy of the course, the structure of the course including how the Course Learning Outcomes and Graduate Attributes are being achieved, the quality of the teaching and learning including assessment and learning materials, the relevance of the course to the requirements of employers and students, the relationship of the course to the strategic goals of the University, and future directions for the course.

While data collection and reporting, such as Unit Monitoring reports, feature longitudinal trend analysis, there is no determined standard or desired target. There is little evidence of alignment with strategic or operational plans. The benchmark, by default, is the performance in the previous reported period. As a result the data is presented in largely descriptive terms rather than as an evaluation of performance against strategic objectives or outcomes. Equally, there is little or no prescribed action which flows from failing to meet previous performance levels.

Focus of Benchmarking

It is proposed that the Academic Board support institutional benchmarks at key points of the student life-cycle, with a focus on those that relate to an area of concern, identified through external benchmarking, and / or related to university level strategies, and / or related to likely areas of performance for growth in CSPs. In some cases the benchmark will be to the University's previous performance, in others it will relate to the University's benchmark group or to a national average. In all cases the intent is to discover gaps in capabilities and identify opportunities for improvement and provide a basis on which action on these can be prioritised. Each of these key life-cycle points is discussed below.

The proposed measures, sources and benchmarks are contained in [Attachment A](#).

Student Admissions

Student admissions is a key process for predicting the achievement of target student load – both for Commonwealth supported places (CSPs) and fee-paying places. The relevant benchmark is the number of planned places, often determined as part of a broader load forecasting process and linked to institutional budgeting. As such, target load has not been included as part of this proposal.

The different profiles for higher degree by research, postgraduate by coursework and bachelor students requires that these be monitored and reported on separately.

For bachelor course admissions the Australian Tertiary Admission Rank (ATAR) is often seen as a useful measure on which to base selection of school leavers, or recent school leavers, for entry to undergraduate programs. ATARs are seen, by Government, as a proxy for the quality of those admitted to courses of study, and will be a feature of the data published on the National Higher Education Admissions Information Platform. From 2020 all Australian states and territories will use the ATAR to rank students in relation to the student body for that year across that state or territory. The ATAR is a rank that is not readily susceptible to influence by institutional strategies.

The different stages of the student admissions process - applications, offers, acceptances and enrolments - provide a cascading view enabling early prediction of achievement of student load targets. These stages are proposed as the basis for student admissions benchmark measures, reflecting the current measures on the Course Monitoring dashboard.

Student Attrition and Retention

Student attrition (and its flip-side, retention) is a key performance indicator of interest to Government and a concern for the University. The Higher Education Standards Panel (HESP) released its final report on *Improving Retention, Completion and Success in Higher Education* on 7 June 2018. The report recommends to Government that an adjusted attrition rate be used as the primary measure of attrition. Adjusted attrition accounts for students who change higher education institution. The student is only counted as an attrition if they

withdraw entirely from higher education study. UNE was listed in the HESP report as being in 33rd position (out of 44) on adjusted attrition rate. Attrition constitutes a high risk to UNE in the view of the Commonwealth Government.

Unit level attrition is a feature of the Unit Monitoring process and this allows tracking of attrition rates from the end of the first day of teaching in Week 2 to the end of the trimester census date. The Unit Monitoring report identifies the number of unit modes with high (> 20%) attrition by (from 2018) discipline with five-year trend data. It also identifies the average unit mode attrition rate, also by discipline and showing five-year trend data.

The lowest level of student retention tends to be from first year to second year, and with greater numbers in undergraduate courses, this is a logical focus for benchmarking.

Student Success

Student success is a key performance indicator of interest to Government and to the University, particularly as an early indicator of / antecedent to student completions. The student success rate is calculated by identifying the EFTSL of units passed by commencing students as a percentage of the EFTSL of all units attempted (enrolled + passed + failed + withdrawn) by commencing students in a given teaching period (trimester or annually). It is related to the concept of student progression but is more straightforward to calculate and doesn't require an analysis of each student's progress to completion against a, sometimes non-linear, pathway.

Unit level pass rates are a feature of the Unit Monitoring process. The Unit Monitoring report identifies the pass rates for each discipline in the teaching period and graphs show five-year trend data. Course level student success rates are reported on the Course Monitoring dashboard and represent enrolments rather than load.

As with student attrition and retention, the most significant movement is likely to occur from first year to second year and the greater numbers in undergraduate courses makes this a logical focus for benchmarking. National data collection and reporting by Government enables system level comparisons to be made.

Student Satisfaction

Student satisfaction is an indicator of interest to the University as well as to Government. It can provide useful feedback on the design of units and courses and is a potential indicator of student attrition.

The UNE Unit Monitoring process measures undergraduate and postgraduate by coursework student satisfaction. This process collects non-mandatory feedback from students at the end of each teaching period for the units in which they have been enrolled during that teaching period. The survey comprises single item scales which cover: Clear Learning Outcomes; Learning Outcomes Achieved; Intellectual Stimulation; Helpful Resources Provided; Constructive Feedback Received; Timely Feedback Provided; Appropriate Amount of Work; and Overall Satisfaction.

Students respond to each item on a 5-point Likert-type scale. As well as being reported at a unit level, data is aggregated and reported at the discipline level. Results are reported through the University Teaching and Learning Committee to Academic Board and then released to university staff.

At course level student satisfaction is measured as part of the Student Experience Survey, run annually under the Quality Indicators for Learning and Teaching suite of surveys. Results are published on the QILT website. The data is drawn from current domestic commencing and completing undergraduate students, and from 2017, domestic commencing and completing undergraduate and postgraduate coursework students. The survey seeks feedback on a range of key areas: Skills Development; Learner Engagement; Teaching Quality; Student Support; and Learning Resources. It also reports Considered Leaving and an Overall Educational Satisfaction rating. There is a slight lag in the data with the survey results being published in March of the year following the data collection.

Graduate Satisfaction

Graduate satisfaction is an indicator of interest to the University as well as to Government. It can provide useful feedback on the design of units and courses and is a potential indicator for prospective students in selecting a course and a higher education provider.

Undergraduate and postgraduate graduate satisfaction (for all diploma level and above graduates) is measured at the course level as part of the GOS, run over 3 rounds annually under the Quality Indicators for Learning and Teaching suite of surveys. Results are published on the QILT website. The GOS measures employment and course quality aspects of graduates: Full employment; Salary; Importance of Qualification; Adaptive skills; Collaborative skills; Foundation skills; Perceived Over-qualification scale. It also includes the Course Evaluation Questionnaire scales and the Postgraduate Research Experience Questionnaire (PREQ) scales. The PREQ provides data on HDR graduate satisfaction on: Supervision; Intellectual Climate; Skills Development; Infrastructure; Thesis Examination Process; Clarity of Goals and Expectations; and Overall Satisfaction. The PREQ was reviewed last year and the sector is yet to be advised whether it will continue in its current form or, in fact, continue. There is little from it which has been published, and then only at a high level.

Employer Satisfaction

Employer satisfaction is an indicator of interest to the University as well as to Government. It can provide useful feedback from work supervisors of recent graduates regarding technical skills, generic skills and work readiness, and is a potential indicator of employability.

The Employer Satisfaction Survey is conducted annually under the Quality Indicators for Learning and Teaching suite of surveys. Results are provided on the QILT website. The data is drawn from participating direct work supervisors of recent graduates who have completed the GOS. The survey seeks feedback on a range of key areas: Foundation skills; Adaptive skills; Collaborative skills; Technical skills; and Employability skills. It also reports Overall Satisfaction.

Course Completions

Student course completions is an area of focus for the Australian Government Department of Education and Training and is a potential area of performance that Government may apply for allocation of growth places. From an institutional perspective, it is a useful indicator of the success of the University's teaching and support services.

The Australian Government Department of Education and Training published its finding on completion rates for cohorts in *Completion Rates of Higher Education Students – Cohort Analysis, 2005-2015* report (November 2017). The report tracks how many commencing students have completed their studies, how many are still studying, and how many have not completed an award course after identified periods of time (four, six and nine years). It is likely that these will become the standard timeframes for evaluation. The University does not perform well against these measures.

The University's *Domestic Bachelor-Pass & Domestic Masters by Coursework Annual Student Completions Report* examines the completions/graduations of domestic bachelor-pass students and domestic masters-by-coursework students and reports on annual, but not longitudinal, data. Course level course completions, based on commencing year, are reported on the Course Monitoring dashboard. Similar (lag) data provided by the Australian Government Department of Education and Training through its annual *Award Course Completions* report may allow for some comparisons but these would not be timely.

Benchmark Reporting

It is proposed that reports detailing performance against the benchmarks will be provided to the Academic Board as relevant updated data becomes available

Summary of Proposed Measures and Benchmarks

Student Admissions

Measure SA1*	Description	Type and Frequency
Applications to offers to enrolments conversion rate – bachelor, domestic and international	Proportion of bachelor applications converted to offers and proportion of those offers converted to enrolments, domestic and international Institution data compared to average of current and four previous years Source: UNE and UAC data	Lagging, Learning Annually
Benchmark: UNE bachelor application to offer conversion rate greater than UNE's average conversion rate over the five-year period.		
Benchmark: UNE bachelor offer to enrolment conversion rate greater than average conversion rate in over the five-year period.		

NOTE: * New data extraction processes from current systems will need to be implemented to produce this data

Measure SA2*	Description	Type and Frequency
Applications to offers to enrolments conversion rate – postgraduate by coursework, domestic and international	Proportion of postgraduate by coursework applications converted to offers and proportion of those offers converted to enrolments, domestic and international Institution data compared to average of current and four previous years Source: UNE data	Lagging, Learning Annually
Benchmark: UNE postgraduate by coursework application to offer conversion rate greater than UNE's average conversion rate over the five-year period.		
Benchmark: UNE postgraduate by coursework offer to enrolment conversion rate greater than average conversion rate in over the five-year period.		

NOTE: * New data extraction processes from current systems will need to be implemented to produce this data

Student Admissions (Cont'd)

Measure SA3*	Description	Type and Frequency
Applications to offers to enrolments conversion rate – higher degree by research, domestic and international	Proportion of higher degree by research applications converted to offers and proportion of those offers converted to enrolments, domestic and international Institution data compared to current and four previous years Source: UNE data	Lagging, Learning Annually
Benchmark: UNE higher degree by research application to offer conversion rate greater than UNE’s average conversion rate over the five-year period.		
Benchmark: UNE higher degree by research offer to enrolment conversion rate greater than UNE’s average conversion rate over the five-year period.		

NOTE: * New data extraction processes from current systems will need to be implemented to produce this data

Student Retention

Measure SR1*	Description	Type and Frequency
Retention rate of first year bachelor students, domestic and international	Proportion of domestic and international students who commenced a bachelor degree in a given year and returned in the following year Aggregated at faculty level and institutional level and compared to previous year Source: UNE data	Leading, Learning Annually
Benchmark: UNE retention rate of first year domestic and international bachelor students greater than the UNE retention rate of first year domestic and international bachelor students in the previous year.		

NOTE: * New data extraction processes from current systems will need to be implemented to produce this data

Student Retention (Cont'd)

Measure SR2*	Description	Type and Frequency
Retention rate of first year postgraduate by coursework students, domestic and international	Proportion of domestic and international students who commenced a postgraduate by coursework qualification in a given year and returned in the following year Aggregated at faculty level and institutional level and compared to previous year Source: UNE data	Leading, Learning Annually
Benchmark: UNE retention rate of first year domestic and international postgraduate by coursework students greater than the UNE retention rate of first year domestic and international postgraduate by coursework students in the previous year.		

NOTE: * New data extraction processes from current systems will need to be implemented to produce this data

Measure SR3*	Description	Type and Frequency
Retention rate of first year higher degree by research students, domestic and international	Proportion of domestic and international students who commenced a higher degree by research in a given year and returned in the following year Aggregated at faculty level and institutional level and compared to previous year Source: UNE data	Leading, Learning Annually
Benchmark: UNE retention rate of first year domestic and international higher degree by research students greater than the UNE retention rate of first year domestic and international higher degree by research students in the previous year.		

NOTE: * New data extraction processes from current systems will need to be implemented to produce this data

Student Retention (Cont'd)

Measure SR4	Description	Type and Frequency
Retention rate of first year bachelor students, domestic and international [Sectoral Comparison]	<p>Proportion of domestic and international students who commenced a bachelor degree in a given year and returned in the following year</p> <p>Aggregated at institutional level and compared to sector, NSW and benchmark institutions for current year and five-year trend</p> <p>Source: Institutional Performance Portfolio</p>	<p>Lagging, Learning</p> <p>Annually</p>
<p>Benchmark: UNE retention rate of first year domestic and international bachelor students greater than the combined retention rate of first year domestic and international bachelor students of other universities in the UNE benchmark group.</p>		

Student Success

Measure SU1*	Description	Type and Frequency
First year success rate of bachelor students, domestic and international	<p>The EFTSL of units passed by first year domestic and international bachelor students as a percentage of the EFTSL of all units attempted (enrolled + passed + failed + withdrawn) by first year domestic and international bachelor students in the given year</p> <p>Aggregated at faculty level and institutional level and compared to same period in the previous year</p> <p>Source: UNE data</p>	<p>Leading, Learning</p> <p>Annually</p>
<p>Benchmark: UNE success rate of first year domestic and international bachelor students greater than UNE's success rate of first year domestic bachelor and international students in the previous year.</p>		

NOTE: * New data extraction processes from current systems will need to be implemented to produce this data

Student Success (Cont'd)

Measure SU2	Description	Type and Frequency
First year success rate of bachelor students, domestic and international [Sectoral Comparison]	<p>The EFTSL of units passed by commencing domestic and international bachelor students as a percentage of the EFTSL of all units attempted (enrolled + passed + failed + withdrawn) by commencing domestic and international bachelor students in the given year</p> <p>Aggregated at institutional level and compared to sector, NSW and benchmark institutions for current year and five-year trend</p> <p>Source: Institutional Performance Portfolio</p>	<p>Lagging, Learning</p> <p>Annually</p>
<p>Benchmark: UNE success rate of first year domestic and international bachelor students greater than the national success rate of first year domestic and international bachelor students.</p>		

Student Satisfaction

Measure SS1	Description	Type and Frequency
Student satisfaction with unit studied	<p>Response to survey questions for each unit mode on the following dimensions: Clear Learning Outcomes; Learning Outcomes Achieved; Intellectual Stimulation; Helpful Resources Provided; Constructive Feedback Received; Timely Feedback Provided; Appropriate Amount of Work; and, Overall Satisfaction</p> <p>Aggregated at discipline level and institutional level and compared to same period in the previous year(s)</p> <p>Source: UNE data</p>	<p>Leading, Learning</p> <p>Each teaching period and annually</p>
<p>Benchmark: UNE average institutional value of 4.0 or better in each dimension in each mode for each teaching period.</p>		

Student Satisfaction (Cont'd)

Measure SS2	Description	Type and Frequency
Satisfaction with the quality of the educational experience – undergraduate students	Response by undergraduate students to survey questions on the following dimensions: Skills Development; Learner Engagement; Teaching Quality; Student Support; Learning Resources; and Quality of Entire Educational Experience Aggregated at institutional level and compared to sector and benchmark institutions for current year Source: Student Experience Survey (SES)	Lagging, Learning Annually
<p>Benchmark: UNE percentage positive rating from undergraduate students greater than the national percentage positive rating of undergraduate students in each dimension.</p>		

Measure SS3	Description	Type and Frequency
Satisfaction with the quality of the educational experience – postgraduate by coursework students	Response by postgraduate by coursework students to survey questions on the following dimensions: Skills Development; Learner Engagement; Teaching Quality; Student Support; Learning Resources; and Quality of Entire Educational Experience Aggregated at institutional level and compared to sector and benchmark institutions for current and previous years Source: Student Experience Survey	Lagging, Learning Annually
<p>Benchmark: UNE percentage positive rating from postgraduate by coursework students greater than the national percentage positive rating of postgraduate by coursework students in each dimension.</p>		

Graduate Satisfaction

Measure GS1	Description	Type and Frequency
Satisfaction with the quality of the course – graduates from undergraduate courses	Response by graduates from undergraduate courses to survey questions on the following dimensions: Teaching; Skills; and Overall Satisfaction Aggregated at institutional level and compared to sector and benchmark institutions for current and previous years Source: Graduate Outcomes Survey	Lagging, Learning Annually
<p>Benchmark: UNE percentage positive rating from undergraduate students greater than the national percentage positive rating of undergraduate students in each dimension.</p>		

Measure GS2	Description	Type and Frequency
Satisfaction with the quality of the course – graduates from postgraduate by coursework courses	Response by graduates from postgraduate by coursework courses to survey questions on the following dimensions: Teaching; Skills; and Overall Satisfaction Aggregated at institutional level and compared to sector and benchmark institutions for current and previous years Source: Graduate Outcomes Survey	Lagging, Learning Annually
<p>Benchmark: UNE percentage positive rating from postgraduate by coursework students greater than the national percentage positive rating of postgraduate by coursework students in each dimension.</p>		

Graduate Satisfaction (Cont'd)

Measure GS3	Description	Type and Frequency
Satisfaction with the quality of the course – graduates from higher degree by research courses	Response by graduates from higher degree by research courses to survey questions on the following dimension: Overall Satisfaction Aggregated at institutional level and compared to sector for current and previous years Source: Graduate Outcomes Survey*	Lagging, Learning Annually
Benchmark: UNE percentage positive rating from higher degree by research students greater than the national percentage positive rating of higher degree by research students in each dimension.		

NOTE: * Postgraduate Research Experience Questionnaire was reviewed in 2017 and it is not yet known if it will continue or continue in its current form

Employer Satisfaction

Measure ES1	Description	Type and Frequency
Employer satisfaction with graduates	Response to survey questions on the following dimensions: Foundation Skills; Adaptive Skills; Collaborative Skills; Technical Skill; Employability Skills; and Overall Satisfaction Aggregated at institutional level and compared to sector and benchmark institutions for current and previous years Source: Employer Satisfaction Survey (ESS)	Lagging, Learning Annually
Benchmark: UNE percentage positive rating from employers greater than the national percentage positive rating of employers in each dimension.		

Course Completion

Measure CC1	Description	Type and Frequency
Four-year completion rates of domestic bachelor students	<p>Percentage of domestic bachelor students completing study within four years of commencement</p> <p>Aggregated at institution level and compared to sector and benchmark institutions for current and previous reporting periods</p> <p>Source: Completions Rates of Higher Education Students - Cohort Analysis (Department of Education and Training report)</p>	Lagging, Learning
<p>Benchmark: UNE four-year completion rate for domestic bachelor students greater than the national average four-year completion rate for domestic bachelor students.</p>		

Measure CC2	Description	Type and Frequency
Six-year completion rates of domestic bachelor students	<p>Percentage of domestic bachelor students completing study within six years of commencement</p> <p>Aggregated at institution level and compared to sector and benchmark institutions for current and previous reporting periods</p> <p>Source: Completions Rates of Higher Education Students - Cohort Analysis (Department of Education and Training report)</p>	Lagging, Learning
<p>Benchmark: UNE six-year completion rate for domestic bachelor students greater than the national average six-year completion rate for domestic bachelor students.</p>		

Course Completion (Cont'd)

Measure CC3	Description	Type and Frequency
Nine-year completion rates of domestic bachelor students	<p>Percentage of domestic bachelor students completing study within nine years of commencement</p> <p>Aggregated at institution level and compared to sector and benchmark institutions for current and previous reporting periods</p> <p>Source: Completions Rates of Higher Education Students - Cohort Analysis (Department of Education and Training report)</p>	Lagging, Learning
<p>Benchmark: UNE nine-year completion rate for domestic bachelor students greater than the national average nine-year completion rate for domestic bachelor students.</p>		

5. STRATEGIC ITEMS

6. GENERAL ITEMS

6.1. * Update on Academic Matters
#18192

Council is asked to NOTE the Update on
Academic Matters, report #18192.

For Noting

Presented by Jonathan Powles

Purpose

To provide Council with an update on key academic related programs at the university.

Recommendation **Prof Jonathan Powles, Pro Vice-Chancellor (Academic Innovation)**

Council is asked to NOTE the Update on Academic Matters, report #18192.

Executive Summary

This report provides an update on the business as usual activities and strategic programs of work managed, and supported by, the PVCAI portfolio. These include the following:

- Academic Calendar
- Update on the progress towards the establishment of a new student representative organisation at UNE following the demise of UNESA.
- Student Success – UNE CARE. Strategies to address student success, retention and engagement including an Academic Integrity Review.
- Online Growth Strategy – Bespoke and Graduate Certificate/ Diploma of Professional Practice
- Online Exams
- Admissions

Key Information**Academic Calendar**

The Academic Calendar and Student Pathways Working Party was established by the University Teaching and Learning Committee to investigate and recommend changes to the University's current process of scheduling teaching activities across the twelve-month teaching year, which will support an outstanding student experience in all modes of study. The Principal Dates 2020 as presented to Council today for approval, set out a plan for a slightly modified teaching calendar. This calendar was derived following a 15 month consultation and review process, and was informed by external research and surveys of UNE students. The resulting calendar will provide greater opportunities for the provision of a flexible and rich set of unit choices, study options and opportunities, while offering coherent pathways through degrees for students wishing to study at a variety of paces and intensity, with the ability to commence at multiple points during the academic year. The implementation of the new academic calendar will be driven by the Academic Calendar Steering Group. Terms of reference are in development, and the project is in initiation phase. The work will incorporate implementation and communication planning, as well as business process improvement.

UNESA

As Council is aware the UNESA student representative organisation ceased operations this year, and is in the process of being wound up. My portfolio is conducting a consultation process with student representatives, and the wider student cohort with the aim of establishing a new student representative committee early in 2019. The structure and process of consultation is being strongly guided by UNE's involvement in the national project led by Professor Sally Varnham, *Student Voice Pilot: initiating a sustainable program for student partnership in Australia*. It is expected that our involvement in the pilot will result in a more robust process for student representation, which will be benchmarked against national standards which will be developed in the pilot program.

Student Success**ReSTART Program**

The ReSTART program was designed to connect with and re-engage students who had 'drafted away' without necessarily formally exiting or taking an approved leave of absence. The program was initiated and developed through the first half of 2018, and implemented in T2. To date the ReSTART Team has made 914 calls to 747 students who have discontinued their studies, with the majority choosing to re-engage with the institution in some form: 78 have re-enrolled in either T3 2018 or T1 2019 (the majority in their original degree); 26 have taken a formal intermission and will be recontacted in due course; 23 have chosen to exit with an approved pathway; and 28 have departed choosing not to continue (reasons vary). Six students contacted through the ReSTART program were graduated at the recent Spring Graduation ceremonies, including 3 students from the Oorala Centre. In addition to achievement for the students of graduating, this has an impact on UNE's attrition as these students are now recorded as graduated instead of attrited.

Academic Integrity Review

In 2018, the position of Manager, Academic Integrity was established with a remit to conduct an institution-wide review of existing processes. To support this review, Associate Professor Tracey Bretag was engaged to review rules, policies, processes and practices in all Schools and Faculties. Associate Professor Bretag has provided a comprehensive report which will be considered by Teaching and Learning Committee in November. In November, UNE will also host Associate Professor Cath Ellis, who will present a seminar and workshop for staff on contract cheating. The recommendations from Associate Professor Bretag's review will inform changes to the policies and processes relating to academic integrity, and will be developed for implementation in 2019.

Online Growth Strategy - Bespoke and Graduate Certificate/ Diploma of Professional Practice

The focus of Bespoke for 2018 was to increase the number of units available for students wishing to enroll in the Bespoke, as well as the introduction of Academic Success Advisor Service. This Service has been established and has been extremely well-received by students, with 16 commencing students in 2018.

Building on the Bespoke philosophy, and utilising the Academic Success Advisor Team, UNE has created the full-fee paying Graduate Certificate of Professional Practice, and Graduate Diploma of Professional Practice. The Graduate Diploma of Professional Practice has recently been approved and will begin recruitment in T1 2019. The Graduate Certificate of Professional Practice currently has **29 commencing students** and is the second highest commencing enrolment postgraduate course in T3, 2018.

OLX – Online examinations

We have now completed the fourth exam period with OLX and the number of unit offerings increasing. Feedback from unit coordinators has been very positive overall. More than 37% of all T2 exam sittings (6420 of 16968) were offered online, with 24% of T2 examinable units (117 of 482). Overall, 20.12% of students offered OLX actually sat the exam online. Student survey results continue to be positive with 4/5 rating for overall experience and approx. 70% of student saying their exam performance was improved by sitting their exam online (typing instead of handwriting, choosing preferred start time, sitting the exam in their own space).

We plan to roll out an entirely new level of flexibility for students unable to attend their exams as scheduled, with flexible rescheduling at the unit coordinators discretion. This has so far catered to approximately 250 students who did not have to wait a trimester to sit their special exam. While we examine additional technologies to support all disciplines, the objective is for all exams to be offered online by the end of 2019.

Admissions

Changes made to admissions rules and other process improvement initiatives have led to increased efficiency in application processing times. This can be measured by processing time for T1 direct admissions compared to similar time last year has improved processing efficiency by 25% (70% offered within 10 days compared to 45% at the same time last year).

Analysis of admissions management informed key improvement areas leading to the introduction of large scale process improvement from enquiry to enrolment. Mid October saw the introduction of a concierge-style admissions service "**Offer Assurance**" to be implemented incrementally in 2018. This new service is expected to improve conversion of applicants through value-rich conversations and instant offers.

Strategic Alignment

The above programs and projects align with and contribute to the Strategic Initiatives outlined in the UNE Business Plan and Budget 2017-2019. They support growth and retention and the over-arching goal of providing an outstanding student experience.

Accountability

The Pro Vice-Chancellor (Academic Innovation) reports regularly to the Vice-Chancellor and CEO, the Senior Executive and Council. The projects and programs of work outlined in this report all report to individual steering and working groups, and to the Academic Innovation Steering Committee.

7. GENERAL BUSINESS

8. MEETING FINALISATION

8.1. Work Plan 2018 and Draft 2019 Work Plan #18109

Council is asked to:

- 1) NOTE the 2018 Open Council Work Plan #18109(1); and
- 2) ENDORSE the draft 2019 Open Council Work Plan #18109(2).

For Endorsement

Presented by Brendan Peet

2018 Council OPEN Work Plan

Report Name	Owner	Status/ Comment
Meeting 1: Friday, 16 March 2018		
#18191 University Activities in Focus	VC	
#18164 Chancellor's Report to Council	Chancellor	
#18208 Vice-Chancellor's Report to Council	VC	
#18122 Chair Academic Board Report	Chair AB	
#18116 Approval of Annual Report (Year Ended 31 December 2017)	VC	
#18115 Approval of Annual UNE Group Financial Statements (Year Ended 31 December 2017)	CFO	
#18135 Chair of Governance Working Party Report	Chair	
#18113 2018 Open Council Work plan	CLGO	
Meeting 2: Friday 25 May 2018		
#18190 University Activities in Focus – Update from the Faculty Science, Agriculture Business and Law (SABL)	Prof Aron Murphy	Oral report
#18163 Chancellor's Report to Council	Chancellor	
#18207 Vice-Chancellor's Report to Council	VC	
#18121 Chair Academic Board Report	Chair AB	
#18179 UNE Alumni Association	VC	
#18233 Council Member Elections	CLGO	
#18112 2018 Open Council Work plan	CLGO	
Meeting 3: Friday 27 July 2018		
#18162 Chancellor's Report to Council	Chancellor	
#18206 Vice-Chancellor's Report to Council	VC	
#18120 Chair Academic Board Report	Chair AB	
#18117 Bi-Annual UNESA Report to Council	UNESA	Cancelled as UNESA not operating
#18111 2018 Open Council Work plan	CLGO	

2018 Council OPEN Work Plan

Report Name	Owner	Status/ Comment
Meeting 4: Friday 21 September 2018		
#18161 Chancellor's Report to Council	Chancellor	
#18205 Vice-Chancellor's Report to Council	VC	
#18119 Chair Academic Board Report	Chair AB	
#18263 Joint Medical Program Academic Calendar 2019	Chair AB	
#18165 Council and Committee meeting dates 2019	CLGO	
#18110 2018 Open Council Work plan	CLGO	

Meeting 5: Friday 23 November 2018		
#18160 Chancellor's Report to Council	Chancellor	
#18204 Vice-Chancellor's Report to Council	VC	
#18118 Chair Academic Board Report	Chair AB	
#18186 Bi-Annual UNESA Student Report	UNESA	See Update on Academic Matters
#18128 Chair Report – Convocation	Convocation †	Replaced by UNE Alumni Association
#18192 Update on Academic Matters	PVCAI	
#18175 Program of Induction for Council Members	CLGO	Deferred to January
#18109 2018 & DRAFT 2019 Open Council Work plan	CLGO	

Report Details:

- i. **2018 Work Plan & Draft 2019 Work Plan:** To provide the Council with an updated work plan for the open session of Council at each meeting to track progress against Council objectives during the year, as well as a draft work plan for endorsement for the coming year (in November).
- ii. **Approval of Annual Report / Financial Statements (Year Ended 31 December 2017):** To provide the Council with a draft copy of the annual report and financial statements for the year ending 31 December 2017. As well as a key statutory requirement these documents are a record of the performance of the University and University Group for the previous year. The report relates to the role and function of Council to (12) d. Approve the University's mission, strategic direction, annual budget and business plan.

2018 Council OPEN Work Plan

- iii. **Bi-Annual UNESA Report to Council:** To provide the Council with a report (twice annually) from the University's Student Association regarding student engagement and feedback the association's perspective. It relates to the role and functions of Council to (12) b. Oversee and monitor the University's performance.
- iv. **Chair Academic Board Report:** The Chair of Academic Board report provides an overview of the work of the Academic Board committees, including an outline of the progress of the University towards meeting its strategic academic and student related priorities as well as key compliance requirements under HESA and ESOC Acts. This report relates to the role and functions of Council to (12) c. Oversee and monitor the academic activities of the University and (12) i. Ensure that the University's grievance procedures, and information concerning any rights of appeal or review conferred by or under any Act are published in a form that is readily accessible to the public.
- v. **Chair Report – Convocation:** The University may have a committee of Convocation and receive a report on convocation matters. The report relates to the role and functions of Council to (12) h. Establish policies and procedural principles for the University consistent with legal requirements and community expectations.
- vi. **Chancellor's Report to Council:** To provide the Council with the Chancellor's report on activities undertaken on behalf of the Council since the previous meeting. It relates to the role and functions of Council to (3) provide strategic leadership to the University.
- vii. **Council and Committee meeting dates 2019:** To provide Council with proposed meeting dates for the coming year. The report relates to planning of Council business and the role and functions of Council to (12) j. Regularly review its own performance.
- viii. **Program of Induction for Council Members:** To provide Council members with a program of induction to support their understanding of the institution and its operational model. It relates to the role and functions of Council to (12) l. Make available for members of the Council a program of induction and of development relevant to their role as such a Member.
- ix. **University Activities in Focus:** The item is an optional item on the agenda, and may not be provided to every meeting. The report is an opportunity to showcase innovative and progressive University activities which are helping to delivery on the University's strategic priorities. It relates to the role and functions of Council to (12) b. Oversee and monitor the University's performance.
- x. **Update on Academic Matters:** The report provides Council with an update on academic innovation at the University. It relates to the role and functions of Council to (12) c. Oversee and monitor the academic activities of the University.
- xi. **Vice-Chancellor's Report to Council:** To provide the Vice-Chancellor's update to the Council on the activities of the University. It relates to the role and functions of Council to (12) a. Monitor the performance of the Vice-Chancellor and Chief Executive Officer.

2019 DRAFT Council OPEN Work Plan

Report Name	Owner	Status/ Comment
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Meeting 1: Thursday, 31 January 2019		
Chancellor's Report to Council	Chancellor	
Vice-Chancellor's Report to Council	VC	
Chair Academic Board Report	Chair AB	
2019 Open Council Work plan	CLGO	

Meeting 2: Friday, 15 March 2019		
University Activities in Focus	VC	
Chancellor's Report to Council	Chancellor	
Vice-Chancellor's Report to Council	VC	
Chair Academic Board Report	Chair AB	
Approval of Annual Report (Year Ended 31 December 2017)	VC	
Approval of Annual UNE Group Financial Statements (Year Ended 31 December 2017)	CFO	
2019 Open Council Work plan	CLGO	

Meeting 3: Friday 24 May 2019		
University Activities in Focus		
Chancellor's Report to Council	Chancellor	
Vice-Chancellor's Report to Council	VC	
Chair Academic Board Report	Chair AB	
UNE Alumni Association	VC	
Council Member Elections	CLGO	
2019 Open Council Work plan	CLGO	

2019 DRAFT Council OPEN Work Plan

Meeting 4: Friday 26 July 2019		
University Activities in Focus		
Chancellor's Report to Council	Chancellor	
Vice-Chancellor's Report to Council	VC	
Chair Academic Board Report	Chair AB	
Student Association Bi-Annual Report to Council	Student Assoc.	
2019 Open Council Work plan	CLGO	

Report Name	Owner	Status/ Comment
Meeting 5: Friday 27 September 2019		
University Activities in Focus		
Chancellor's Report to Council	Chancellor	
Vice-Chancellor's Report to Council	VC	
Chair Academic Board Report	Chair AB	
Joint Medical Program Academic Calendar 2019	Chair AB	
Council and Committee meeting dates 2020	CLGO	
2019 Open Council Work plan	CLGO	

Meeting 6: Friday 22 November 2019		
University Activities in Focus		
Chancellor's Report to Council	Chancellor	
Vice-Chancellor's Report to Council	VC	
Chair Academic Board Report	Chair AB	
Bi-Annual Student Association Report	Student Association	
Update on Academic Matters	PVCAI	
Program of Induction for Council Members	CLGO	
2019 & DRAFT 2020 Open Council Work plan	CLGO	

2019 DRAFT Council OPEN Work Plan

Report Details:

- i. **2019 Work Plan & Draft 2020 Work Plan:** To provide the Council with an updated work plan for the open session of Council at each meeting to track progress against Council objectives during the year, as well as a draft work plan for endorsement for the coming year (in November).
- ii. **Approval of Annual Report / Financial Statements (Year Ended 31 December 2018):** To provide the Council with a draft copy of the annual report and financial statements for the year ending 31 December 2018. As well as a key statutory requirement these documents are a record of the performance of the University and University Group for the previous year. The report relates to the role and function of Council to (12) d. Approve the University's mission, strategic direction, annual budget and business plan.
- iii. **Bi-Annual Student Association Report to Council:** To provide the Council with a report (twice annually) from the University's Student Association regarding student engagement and feedback the association's perspective. It relates to the role and functions of Council to (12) b. Oversee and monitor the University's performance.
- iv. **Chair Academic Board Report:** The Chair of Academic Board report provides an overview of the work of the Academic Board committees, including an outline of the progress of the University towards meeting its strategic academic and student related priorities as well as key compliance requirements under HESF and ESOS Acts. This report relates to the role and functions of Council to (12) c. Oversee and monitor the academic activities of the University and (12) i. Ensure that the University's grievance procedures, and information concerning any rights of appeal or review conferred by or under any Act are published in a form that is readily accessible to the public.
- v. **Chair Report – Alumni Association:** The University has an Alumni Association which may provide an update on convocation matters. The report relates to the role and functions of Council to (12) h. Establish policies and procedural principles for the University consistent with legal requirements and community expectations.
- vi. **Chancellor's Report to Council:** To provide the Council with the Chancellor's report on activities undertaken on behalf of the Council since the previous meeting. It relates to the role and functions of Council to (3) provide strategic leadership to the University.
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- x. **Update on Academic Matters:** The report provides Council with an update on academic innovation at the University. It relates to the role and functions of Council to (12) c. Oversee and monitor the academic activities of the University.

2019 DRAFT Council OPEN Work Plan

- xi. **Vice-Chancellor's Report to Council:** To provide the Vice-Chancellor's update to the Council on the activities of the University. It relates to the role and functions of Council to (12) a. Monitor the performance of the Vice-Chancellor and Chief Executive Officer.

2019 DRAFT Council OPEN Work Plan

Report Name	Owner	Status/ Comment
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Meeting 1: Thursday, 31 January 2019		
Chancellor's Report to Council	Chancellor	
Vice-Chancellor's Report to Council	VC	
Chair Academic Board Report	Chair AB	
2019 Open Council Work plan	CLGO	

Meeting 2: Friday, 15 March 2019		
University Activities in Focus	VC	
Chancellor's Report to Council	Chancellor	
Vice-Chancellor's Report to Council	VC	
Chair Academic Board Report	Chair AB	
Approval of Annual Report (Year Ended 31 December 2017)	VC	
Approval of Annual UNE Group Financial Statements (Year Ended 31 December 2017)	CFO	
2019 Open Council Work plan	CLGO	

Meeting 3: Friday 24 May 2019		
University Activities in Focus		
Chancellor's Report to Council	Chancellor	
Vice-Chancellor's Report to Council	VC	
Chair Academic Board Report	Chair AB	
UNE Alumni Association	VC	
Council Member Elections	CLGO	
2019 Open Council Work plan	CLGO	

2019 DRAFT Council OPEN Work Plan

Meeting 4: Friday 26 July 2019		
University Activities in Focus		
Chancellor's Report to Council	Chancellor	
Vice-Chancellor's Report to Council	VC	
Chair Academic Board Report	Chair AB	
Student Association Bi-Annual Report to Council	Student Assoc.	
2019 Open Council Work plan	CLGO	

Report Name	Owner	Status/ Comment
Meeting 5: Friday 27 September 2019		
University Activities in Focus		
Chancellor's Report to Council	Chancellor	
Vice-Chancellor's Report to Council	VC	
Chair Academic Board Report	Chair AB	
Joint Medical Program Academic Calendar 2019	Chair AB	
Council and Committee meeting dates 2020	CLGO	
2019 Open Council Work plan	CLGO	

Meeting 6: Friday 22 November 2019		
University Activities in Focus		
Chancellor's Report to Council	Chancellor	
Vice-Chancellor's Report to Council	VC	
Chair Academic Board Report	Chair AB	
Bi-Annual Student Association Report	Student Association	
Update on Academic Matters	PVCAI	
Program of Induction for Council Members	CLGO	
2019 & DRAFT 2020 Open Council Work plan	CLGO	

2019 DRAFT Council OPEN Work Plan

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- x. **Update on Academic Matters:** The report provides Council with an update on academic innovation at the University. It relates to the role and functions of Council to (12) c. Oversee and monitor the academic activities of the University.

2019 DRAFT Council OPEN Work Plan

- xi. **Vice-Chancellor's Report to Council:** To provide the Vice-Chancellor's update to the Council on the activities of the University. It relates to the role and functions of Council to (12) a. Monitor the performance of the Vice-Chancellor and Chief Executive Officer.

8.2. * Next Meeting and Close

The next Council meeting is scheduled for Thursday, 31 January 2018. This meeting will be held in the Council Room, Booloominbah, University of New England.

Presented by James Harris